

NON-INSTRUCTIONAL PROGRAM REVIEW ANNUAL UPDATE

Department:	Special Programs and Services		
Academic Year:	2015-2016	Annual Update # 1	<input type="checkbox"/> Annual Update #2 <input checked="" type="checkbox"/>

1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

CalWORKs Unit Outcomes:

1. Students will be able to identify major CalWORKs program requirements and services.
2. Students will be able to identify their individual needs.
3. Students will be able to articulate short and long term goals to develop their educational plan.

ACCESS Unit Outcomes:

1. Students will be able to request and use a disability accommodation in a timely manner.
2. Students will be able to identify accommodations that are related to his or her disability.
3. Students will be able to use the learning strategies recommended by the DSPS counselor.

EOPS/CARE Unit Outcomes:

1. Students will be able to follow through with deadlines and requirements as contracted in EOPS
2. Student will be able to apply time management skills in priority registration
3. Students will articulate short term and long term goals, and develop a semester by semester educational plan.

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

CalWORKs:

1. The CalWORKs Program implemented program requirements in the 14-15 aid year. In addition to keeping a 2.0 GPA students must complete a yearly orientation, submit progress reports each month and attend two educational workshops each semester. When these requirements were first implemented the continuing CalWORKs students were very reluctant to submit these documents and did not understand the purpose of this additional work. The staff and counselors met with students individually and during orientation to stress the importance of continued contact with students and our desire to have a monthly log of attendance & grades from a progress report. If we get this information we are able to intervene early if students are falling behind and we can have adequate time to speak to the student and refer them to support services if needed. In this past year these requirements have remained the same and we have seen an increase of students who do complete their program requirements.
2. During Orientation and workshop meetings we have given students an open forum to relay information about their needs to the staff. We asked students what skills they believe they are lacking, what types of academic interventions they need, and what information or changes can we make to our program to help them not only succeed in their courses but help them transition to full time employment, which is a goal of the CalWORKs program.
3. Once students are accepted into the CalWORKs program they are immediately scheduled to see a counselor. The counselor speaks with each student to identify what their long term goals are and creates an educational plan to show students what courses they need to complete to attain their goal. They also speak to the student about short term goals and are referred to support services to help them semester by semester.

ACCESS:

1. In the past we have had a problem with student coming in and wanting to use their accommodations without any prior notice to the staff. This is very problematic because in some

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cases the staff can accommodate immediately but for testing and interpreters and other accommodations we need advance notice so that we can prepare rooms, get testing materials from instructors and request services from Rise Interpreting. We are working on a solution to this problem with changing our policies for requesting and accommodation.

2. An ongoing problem with the ACCESS department is that students come in and want to tell us what type of accommodations they need and want to be able to use anything in our office. This is not the way accommodations work and we are working on informing students about their own accommodations and how they are determined. A student will need to meet with the ACCESS counselor and through the interactive process the counselor will determine what accommodations are needed based on their assessment of the student, their disability, and what courses they are enrolled in.
3. When students meet with the ACCESS Counselor and staff they are referred to many places on campus to help them in their studies, especially the tutorial center and the Library so that they will be able to improve their academic achievement. Many of our DSPS students are not taking advantage of these services and their grades are impacted because of it.

EOPS/CARE:

1. Students on EOPS must complete two counseling sessions, submit 4 progress reports, attend three educational workshops and meet with a peer counselor each semester. We have had very high percentages of students on probation because they did not complete their program requirements. We were dismissing over a hundred students every semester due to program requirements. Because of this issue we have changed the way we relay information on program requirements and have implemented a new approach to orientation.
2. Priority registration is a great benefit for students on Special Programs because each of our programs are required by law to have priority 1 registration. Unfortunately many of our students do not take advantage of their priority registration. It becomes a problem right before classes because our continuing students are not able to get into the courses they need or they cannot do online classes and live classes have filled. Their eligibility on EOPS/CARE is in danger because without 12 units that are needed and listed on their educational plan we will drop them from our program.
3. Once students are accepted into the EOPS/CARE program they are immediately scheduled to see a counselor. The counselor speaks with each student to identify what their long term goals are and creates a six semester comprehensive educational plan to show students what courses they need to complete to attain their goal.

C) Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

CalWORKS:

1. When evaluating the number of students who complete the program requirements we have seen an increase in completion but these requirements are still not completed by a majority of our students.
2. In listening to the students during these orientations we have learned that students have a difficult time in going to tutoring, they are unprepared to enter the workforce because they lack the basic skills and time management skills for employment, they are unaware of current job openings on campus, and they do not have an understanding of what jobs will be available to them with the degrees we offer at Barstow College.
3. In the past students were accepted into the program and then expected to come in and make a counseling appointment but many did not come back for this service, or they came in once and did not come back to update their goals and education plans so we could show progress.

ACCESS

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1. ACCESS has developed an accommodation form for testing and interpreters and has included information about requesting accommodations at least two weeks prior to when it is needed. This information has been sent to students, faculty, and has been stressed at the ACCESS Orientation.
2. Each of the students must meet with a counselor to determine their accommodations. During the interactive process the counselor is speaking to the student about the accommodations ACCESS can offer for their specific disability. We use a form called a RASA to show students all of the accommodations we offer and then mark off which ones they are given. If a student asks for additional accommodations not on the form they are either refused because they do not match their specific accommodation or if the student has an understandable reason for wanting the extra accommodation they are given a counseling appointment to review their RASA.
3. The ACCESS office has worked closely with EOPS/CARE/AFS programs to ensure students who are eligible for support services are referred to other special programs. Some students, depending on their specific disability, are given unit waivers so they do not have to be a full time student to take advantage of the support services they need complete their courses successfully. Students who time out on EOPS are referred to AFS and are monitored closely and counseled frequently to ensure they are following their educational plans and can show progress.

EOPS/CARE:

1. In an effort to improve student knowledge of program requirements we have changed our orientation session. We have about 150-250 student attend orientation and we meet in the gym for a very long presentation about our program requirements, services, and other pertinent information. In doing a survey at the end of orientation many people were not able to hear the presentation and were distracted because of the sheer number of people in attendance. In spring 2016 we changed the orientation presentation. We organized an orientation with breakout sessions in four categories: Program Services, Program Requirements, Progress Reports and Workshops, and Probation and Dismissal. Each person was given a color and a specific classroom to go to. Each staff member was in charge of one break out session. Every half hour the students moved to another classroom to get the needed information. Students had more time to ask questions about the information they learned and had to take a quiz about their knowledge in the last breakout session. These breakouts were very effective in teaching students to identify the requirements they have to complete during the semester. We have also implemented a text message service for EOPS. Many of our students stated that they have trouble remembering our program deadlines and at one of our conferences we were given a free site to use called remind.com. Students must sign up for the text messaging service but once they do they will receive text messages from our department reminding them of their program requirements and workshops.
2. We have reached out to our student via email, text, postcard, and phone calls to remind them about the priority registration dates. In spring 16, summer16, and fall 16 we have offered incentives if students register during priority such as ensuring their books are pulled for book distribution and giving them an additional meal passes. Although this has helped we want a better percentage of students registering during priority 1.
3. Students have been meeting with program counselors and are well informed about what classes they need each semester to complete their program of study. The staff has changed the way that they provide services especially during book distribution. Students who come in for books have their schedule matched to their educational plan to ensure they are on the right track for completion. Students who are not taking classes on their plan will not receive services.

2. What improvements have you implemented as a result of your analysis of these measures?

CalWORKs

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1. The department has made these new requirements known by phone calls, email, and postcard. We have also included this information on Grad Guru and have done a push to have as many students as we can download this app onto their smartphone so they can get push notifications about their requirements.
2. Our department has implemented some changes to help students with the issues they identified. One change is the implementation of the Career Spotlight Workshops. These workshops are geared to help students learn about different career paths that they can take, what education, skills and abilities that you must have to enter into the specific "spotlighted" career and what education you must obtain to enter into the career path. We have made this a regular workshop that is given three times a semester with different careers. We have hosted professionals in law enforcement, insurance, business, social work, counseling and many more. We have also started to advertise open work study positions in our office and via email so that students are aware when there is an opening for work on campus. We have also met as a whole office and created a Work Study Orientation. This presentation is geared to students who are either on work study or who are applying for work study. It includes information about confidentiality, phone etiquette, customer services, and appropriate attire, among many other topics that students should know when they are looking for a job or have recently been employed. This presentation has been given as a live workshop but also has been built into Comevo so that it can be viewed online like our New Student Orientation. We have also asked our tutorial services to come in and host workshops for our students about what services they offer and about the services they offer online because many students are not aware of just how much help is provided through the tutorial.
3. We have changed this policy and now at the time of acceptance the program specialist or a student worker calls the student and immediately makes them a counseling appointment so that they are able to plan their goals and complete a comprehensive educational plan.

ACCESS:

1. We have made improvements by advertising this to our students at various times during the semester, especially before midterms and finals.
2. One additional way that we are trying to improve this process is to stress the importance of an ACCESS student having their RASA form with them at all times and also making sure their instructor has a copy of their RASA at the beginning of the semester. We typed up a formal process for students and faculty so they know the process of how a student gets an accommodation and about the student's responsibility in reference to the RASA form.
3. We have improved this process by creating more materials to hand out to students during the counseling session so that they have information about support services that they can take with them.

EOPS/CARE:

1. We surveyed the students after the Spring Orientation and received very positive responses about the setup so we also used breakout sessions for the Fall 16 Orientation and will continue to use this format. Some improvements to the sessions included more time between sessions to get from classroom to classroom, and maybe a short break halfway through because of the amount of time it took for all of the sessions.
2. Because priority registration is so important to not only EOPS/CARE but for all of our Special Programs we have set up a plan for the spring 2017 registration cycle. In addition to emails, text, and postcards we are going to survey students prior to Spring 2017 registration to let students share with us why they are not registering early and what measures we can take to help them take advantage of their priority. We have also planned a registration day workshop. We are currently looking for a place on campus with a computer lab to use for the first and maybe second day of registration. We will have staff and counselors there all day to help students go on a computer and register for their classes.
3. No improvements have been implemented, our prior improvements have worked.

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3. *What improvements do you plan* to implement as a result of your analysis of these measures?*

(*List any resources required for planned implementation in #3: Resources.)

CalWORKs:

1. Since our past run of phone calls and emails have not increased our completion rate for program requirements we have met and decided that we would like to implement a text message system. We have a free message service for EOPS requirements that is very successful. We are going to implement text messaging for the spring 2017 semester in hopes that it will be a more direct way to contact students. An issue has arisen that there is not enough signage about program requirements in our office. We plan to utilize our bulletin board inside and outside of our office to put up monthly reminders about program requirements. Students that come in and out of our office or even just walk by the office will see posters reminding them of important deadlines.
2. Our students have responded positively to the changes made and we will continue to find new career paths to spotlight and with the addition of a full time counselor in our office we will offer more career prep workshops.
3. Our office has been short staffed for an extended amount of time but with the addition of new staff and our new counselor we are working on a plan to have more contact with CalWORKs students about their program and long term goals.

ACCESS:

1. No additional resources are needed.
2. This outcome needs more promotion with students and faculty. We plan to send out this information once a semester so that new students and faculty have better understandings of our accommodation process.
3. No additional resources are needed.

EOPS/CARE:

1. Although our live orientation is very positive we are only able to accommodate students who apply for our program early. After our live orientation we accept about 75-150 new students that must attend the online orientation because we do not have classrooms to hold a live orientation and breakout sessions. Our orientation in Fall and Spring are held before classes start and we take up most of the S Building for breakout sessions. We would like to have an additional orientation a few weeks after school begins for those who are accepted later but we do not have adequate space to house that many students with breakouts.
2. No additional resources are needed for priority registration.
3. No additional resources are needed for education planning.

2. GOALS AND OBJECTIVES *(Taken From #9--Action Plan--of FULL Program Review)*

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Plan and implement advisory board for all programs	#1	Creating a knowledgeable board of advisors by providing in-service training.	Board selection process. Invitational process In-service training	Portfolio assessment, evidence that demonstrates knowledge, skills, and abilities regarding SPS.
		#2	Creating a systematic way to monitor services.	Invitation for program events Create a survey instrument Create an assessment Portfolio	Survey board of advisors about recommendations for improvement on services provided.
		#3	Creating a knowledgeable board of advisors by providing in-service training.	Board selection process. Invitational process In-service training	Portfolio assessment, evidence that demonstrates knowledge, skills, and abilities regarding SPS.

Goal #1 Annual Update: (Assess progress made toward goal attainment)

All of our programs have implemented an advisory board to meet every semester. We have created two year terms for each of the members so that they will not consist of a new group of people each time we meet. In

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our fall 2015 session we showed a power point distributed from the Chancellor's Office comparing and contrasting our Special Programs so that our members could get more information on what our programs are and what we offer to our students. In the Spring 2016 advisory meetings we posed a questions for all advisory members about what services we can improve on and how we can advertise better in the community. One of our Advisory Board members also attended one of our region 9 meetings so that she could be better informed about what changes are coming to regulations and how other colleges are serving SPS students.

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#2	Commitment to data informed decision making and evaluation.	#1	Efficient data collections.	Swipe card sign-in Technology support Equipment	Data tracking system
		#2	Accurate data analysis	Swipe card sign-in Technology Support Equipment	
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

Commitment to data and informed decision making is a very important goal but the action plan that was provided in previous years is not really relevant to the goal. Our staff has met and has developed a plan to improve the way we collect and enter data that is submitted to the Chancellor's Office each year. The program director attended training for each Special Program and was provided specialized training for data entry and the purpose for each data element. The office will go through training in the fall 2016 on each of the data elements that they are responsible for reporting. We are also going to go through all of our past data from the Spring and summer 2016 semester to ensure that we are reporting our data correctly. Any inaccuracies will be fixed. We are also forming a data calendar to ensure we are aware of each of the reporting deadlines so that we can ensure the data we report is accurate before it is submitted to the Chancellor's Office. In the past we have had a high number of errors when the data is uploaded, especially for our CalWORKs data. Implementing these measures should decrease the number of data errors that are reported with submission.

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#3	Increase student success.	#1	Retention semester to semester		Increase retention rate.
		#2	Transfer	Create tracking for transfers Link to transfer center	Increase transfer rate.
		#3	Completion and graduation	Counselor evaluation of students who are not following their education plans.	Increase completion rate.

Goal #3 Annual Update: (Assess progress made toward goal attainment)

Increasing student success in measurable ways is important and this goal is one that needs to be focused within our special programs. Our team has met and we have implemented a plan in the Fall 2016 and Spring 2016 to target our probation students on each program. Our first step will be to identify all students who have a GPA of a 2.2 or less. This will be the target population for each program. Each counselor will be given a cohort of students that they will keep track of each semester. Specific time each week will be set aside for phone calls, group counseling, and follow up for these students. Referrals to the tutorial and other services on campus will be given and students will be given longer counseling appointments to ensure they are progressing successfully during the semester. To measure the progress of these students we will record semester grades coming into the fall 2016 and the semester grades after the spring 2017 semester. Our goal is to increase the student's semester GPA by at least .25. After the Spring 2017 semester we are going to survey

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the students to see how effective this extra time and is for them and ask students how we can improve our intervention services.

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#4	Addition of full-time counselor.	#1 Increase counselor availability	Approval by vice president Eaton; S/P Dr. DiThomas; Cabinet; Board of Trustees	Increased student contacts, and progress reports review.
		#2 Increase student retention		
		#3 Increase student success		

Goal #4 Annual Update: (Assess progress made toward goal attainment)

A full-time counselor has been hired, this goal is complete.

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements.

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source