2018-19 Program Review – Student Services

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

> *New Mission Statement | **Assessment Department** is in the process of being repurposed to include recruitment and school relations.*
>
> The Laney College **Recruitment, Assessment & School Relations Department** promotes career and college pathways access, retention and success for diverse and multicultural students through high touch recruitment in high schools and the community; and promotes assessment for placement through multiple measures for improved success and completion.

List your Faculty and/or Staff

- Blanca Montes De Oca, | Classified Staff
- Chandra Johnson-Malone | Classified Staff
- Senait Yehulashet | Classified Staff

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

- Coordinate high touch recruitment strategies to pathway new high school students as well as new and re-entry non-high school students including AB540, immigrants and ESOL students to Laney College through multiple events in collaboration with academic, student service and community partnerships.
- Serve as school relations and liaison supporting prospective students in their transition to Laney College with multiple academic and student service programs.
- Provide assessment for placement self-guided tools, track multiple measures data and make referrals to counseling departments as a part of the iEnroll@Laney steps.
- Market enrollment and pathway opportunities to dual and concurrently enrolled students.
- Provide collaborative in-reach activities to concurrent Laney students promoting programs and services for increased student engagement.
- Promote retention strategies and services to early alert students and SAP (satisfactory academic progress students) as well as to students who are on track for graduation through multiple communication strategies.

The above referenced goals are being implemented spring 2019 and through the foreseeable future. The program goals align in part with all 5 of the colleges strategic directions.

Describe your current utilization of facilities, including labs and other space

The department uses an office space for processing work activities related to recruitment, assessment and school relations and it has an assessment lab for proctoring ESOL assessments and the Chemistry assessment.

The assessment lab will also be engaged to onboard large student groups for enrollment open houses targeting high school students and their parents to enroll, complete the FAFSA, have financial literacy resources and financial aid support as well as complete the Super Strong Interest Inventory.

Students Served
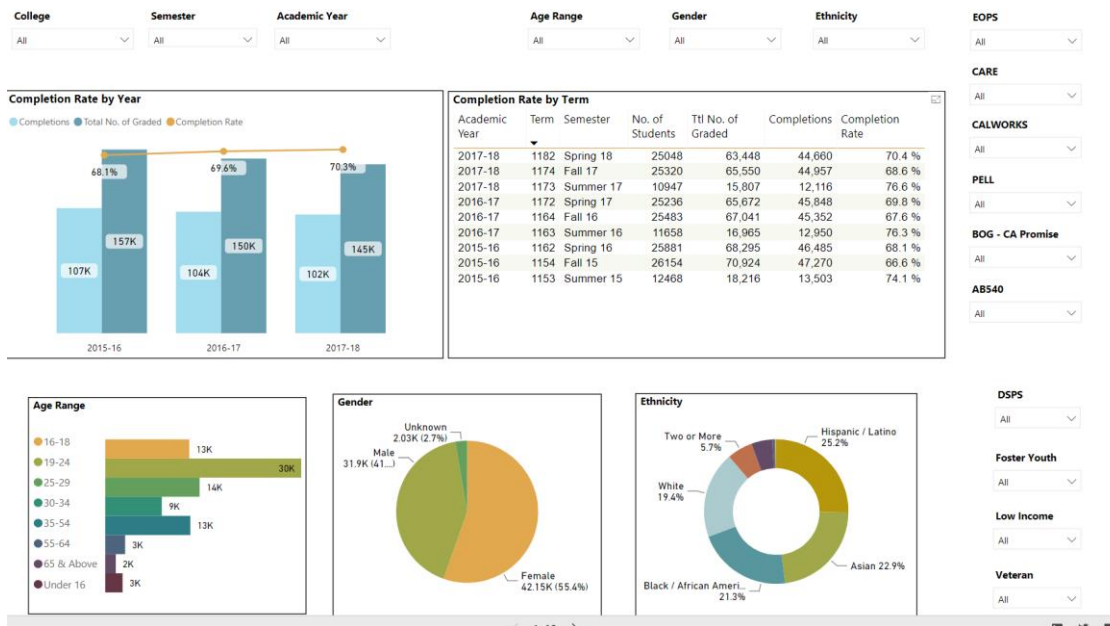
[Special Populations Power BI dashboard](#)

Please enter your College Mission Statement

Laney College educates, supports, and inspires students to excel in an inclusive and diverse learning environment rooted in social justice.

Please enter your Student Services Mission Statement

The Laney College Student Services mission is to provide quality support services with an appreciation for diversity by empowering students to achieve their academic, career, and personal goals.

Please include the essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission

- Access activities | the department contributed to the current improved iEnroll@Laney enrollment steps.
- Assessment for placement (AB705) – transcript intake and tracking high school multiple measures placement.
- ESOL & Chemistry Assessment
- Recruitment
- School relations department – liaison
- Onboarding | Super Strong Skills Assessment
- Orientation

The above functions align with the colleges core mission, new state initiatives and guided pathways.

Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

The repurposed program, Recruitment, Assessment & School Relations will function through established and high function collaborations throughout the institution, academic programs and student support service programs as well to increase enrollment and support retention and completion as well as work to build sustainable school relations.

Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program or administrative unit provides.

New state initiatives, AB 705, AB 1805 have both significantly impacted how the departments work has both changed and is being repurposed.
Guided pathways and enrollment declines are also influencing the redesign of the assessment department.

Filter for your Service Area's Student Group in the data dashboard above. Examine the demographics of the students your Area has served over the past three years. Be sure to consider student sub-populations, particularly student status in terms of: gender, race and ethnicity, age range, veterans' status, foster youth status, disability status, low income status. Briefly explain the changes in students served by your department or unit over the past three years and any disparities in outcomes. If there are disparities, please create an 'improvement action' below to address them.

> The Recruitment, Assessment and School Relations Department provides onboarding support to Laney's student demographic including all D.I. populations; access is provided through institutional collaboration and greater collaboration is anticipated as the repurposed program is fully launched.

Does your department, program or service area provide Student Success & Support Program (SSSP) services?

- Orientation
- Assessment for placement
- Assessment tests (ESOL & Chemistry only)
- Super Strong Interest Assessment
- Follow up services (forthcoming with repurposed program)

Please provide the following information about these specific SSSP services, as applicable, for students in your program or college over the past three years:

# of student that completed orientation	Report from 2/1/18 to current | online orientation numbers - 3,138
# of students that completed assessment	Report from 3/1/17 to 2/28/19| Chemistry, ESOL, Math & English – Super Strong Interest Inventory - 9,587 Effective 12/7/18 there wasn't any more math & English assessment testing per state legislation
# of completed Student Educational Plans (SEPs)	Not Applicable
# of Abbreviated versus Comprehensive SEPs	Not Applicable
Total # of follow-up services	Not Applicable

What has your service area done over the last 2-3 years to improve SSSP services?

- Created a process to have new students take the online orientation and track the orientation data.
- Implement Assessment for placement
- Provide Chemistry assessment test
- Collaborate with English department offering the assessment written test (test no longer offered per state legislation)
- Provide high school multiple measure placement and track data
- Collaborate with ESOL department to provide self-guided ESOL placement test.

Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

- Blanca Montes De Oca | Classified Specialist
- Chandra Johnson – Malone | Classified Specialist
- Senait Yehulashet | Classified Technician

Students Served – Assessment

List your Service area outcomes

- Students will understand the broad areas of their interest after taking the Super Strong Skills Inventory Assessment.

SLO metric to be launched in spring 2019

How does your department, program, or unit ensure that students are aware of learning or service area outcomes?

The SLO will be posted when students are taking the assessment survey. The SLO's will also be posted on the departments' website and on the colleges' assessment web page as well as in the curricuMeta database.

Where are the service area and/or program level outcomes published? If on a website, please specify the URL.

> The SLO is not published yet; assessment outcomes have been published on the colleges' assessment webpage http://laney.edu/assessment/. The outcomes will be posted in the curricuMeta database moving forward, URL to be provided at that time. The database was completed 1 or 2 weeks ago.

Briefly describe at least three of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the service area outcome and assessment cycle (year) for each example.

> - Implementation of AB705 (student services)
> - Implementation of high school multiple measures tracking
> - Improvement in process of onboarding and tracking students' online orientation
> - Collaboration in the iEnroll@Laney enrollment steps
> - Collaboration with instructional staff on administering written assessment exam (no longer active)

Briefly describe three of the most significant plans for service area improvements for the next three years as a result of what you learned during the Assessment process.

> - Market new customized CCC Apply to include a personalized welcome letter, welcome video featuring diverse and multicultural Laney student demographics
> - Academic program collaborations co-hosting high touch enrollment campaigns for specific programs
> - Collaborate with general counseling | Counselor assigned to specific high schools, CBO's and agencies in collaboration with the department
> - Collaborate with financial aid | marketing and high touch engagement of financial literacy to increase financial awareness, health and access to financial resources for student success
> - Marketing and high touch engagement of Super Strong Interest Inventory assessment supporting students guided career and academic pathways and education planning

What do members of your service area do to ensure that meaningful dialogue takes place in both developing and assessing your service area outcomes?

> The department participates in annual retreats to identify continuous quality improvement by identifying program achievements, areas for growth (this is the opportunity to develop SLO's and/or review them for departmental improvement) as well as identify new innovation opportunities and new policies for implementation.

Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

SLO surveys will be launched in the spring 2019 semester. Results will be reviewed and analyzed for improvement during the annual summer department retreat.

How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

The department has determined effectiveness by the volume of work completed in the past as well as the collaborative improvements in the department listed throughout the program review, i.e. iEnroll@Laney, improving data tracking of online orientation, etc.

It is also good for the department measure effectiveness through SLO's. The SLO's surveys will be provided and the data will be used to determine effectiveness.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Staff participate regularly on district committees / work groups related to assessment and associated work activities. Staff also participate on the SEM committee as well as departmental and collaborate with other student service departments to improve work activities.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The newly designed program will collaborate with CBO's and school districts supporting increased enrollment to instructional pathways and high touch engagement providing numerous student support services to assist access, persistence, retention and completion.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

The department does not have any adjunct faculty, none the less, the department collaborates broadly throughout the institution and at times that means adjunct faculty may engage in the process, decision making and implementation of improvements.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	Not Applicable			
Personnel: Student Worker	Student Ambassadors to assist with the high touch recruitment and enrollment efforts. FWS pays for only a portion of what will be needed annually. The office needs four multilingual student ambassadors.	$20,000.00	$0.00	$20,000.00
Personnel: Part Time Faculty	Not Applicable			
Personnel: Full Time Faculty	Not Applicable			

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	In-service training Regional trainings and IEPI workshops	$1,500.00
Professional Development: Personal/Individual PD needed	Training provided through department wide training.	

Prioritized Resource Requests Summary - continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Not Applicable	
Supplies: Books, Magazines, and/or Periodicals	Not Applicable	
Supplies: Instructional Supplies	Assessment testing units ▪ CELSA ▪ Chemistry	$1,500.00 $350.00
Supplies: Non-Instructional Supplies	▪ Operational supplies ▪ Presentation folders ▪ Swag / Outreach materials	$1,700.00 $1,500.00 $18,000.00
Supplies: Library Collections	Not Applicable	

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	HotSpot (wifi device) for external recruitment activities that require internet access so potential students can complete cccregistry and other onboarding technologies.	$600.00 (purchase 2 @ $300.00 each)
Technology & Equipment: Replacement	Not Applicable	

Prioritized Resource Requests Summary – continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Not Applicable	
Facilities: Offices	Not Applicable	
Facilities: Labs	Not Applicable	
Facilities: Other	Not Applicable	

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	Not Applicable	
Library: Library collections	Not Applicable	

Resource Category	Description/Justification	Total Estimated Cost
OTHER	Not Applicable	