

Executive Summary
Student Services Program Review
Spring 2013

MPC offers a comprehensive set of Student Services that are aligned with the college's mission and goals. Student Services recognizes the importance of student access, retention and success and is committed to providing seamless pathways for students to reach their educational goals. All existing Student Services engage in the program review process which includes a comprehensive self-study process that utilizes information from semester program reflections and annual updates to ensure the quality, vitality and responsiveness to student needs and student learning.

The Student Services included in this program review evaluation summary include the following:

- CalWORKs
- Career & Transfer Resource Center
- Counseling
- EOPS/CARE
- Supportive Services & Instruction

Each of the above areas participated in a peer review evaluation process. The peer review culminated with a written summary consisting of an overview of the program or service area, identified strengths, current challenges faced by the area, notable trends, established area goals and a summary of the program review findings.

Program: CalWORKs

2012-13 Student Services Program Review Evaluation Summary

Evaluation Team: Nicole Dunne and LaRon Johnson

CalWORKs is a state-funded program which provides special services to Monterey Peninsula College students who are currently welfare recipients receiving cash aid and who have developed (or will develop) a Welfare-to-Work plan with their local county welfare employment services office. Services provided to students include work study, job development/placement, child care, service orientation, education planning and curriculum development, and instruction. The goal of the program is for students to complete an education program within a 12 month period and to be prepared for an occupation that is in demand or in an emerging field. If an education program is not completed within 12 months, students lose their CalWORKs benefits. Few students complete a program within the allotted time due to most certificate, associate degree, and transfer programs requiring more than 12 months to complete. CalWORKs students are eligible for services post-employment.

Strengths

- Student Learning Outcomes (SLOs) are clearly defined and align with the Student Services SLOs.
- The number of students served has increased each year during the past three years.
- Annual persistence rates for CalWORKs students are higher than the general student population.
- Quality of service is rated high by students surveyed.
- Goals are very specific and thorough and include objectives, activities, timelines, and estimated costs.

Challenges

- Assessment methods need to be defined to measure the effectiveness of existing SLOs.
- The number of students served nearly doubled in one year but the budget remained nearly the same.
- Course completion rates for CalWORKs students are lower than the general student population.
- A small percentage of students fulfill the requirements for a certificate, associate's degree, or transfer.
- Explore reasons why education is not a priority for some CalWORKs students.

Trends

- 60-85 students will be served each year.
- State funding will stay consistent.
- The program will continue to meet with the county at least once a semester to discuss program development/issues.
- Education will not be a priority when CalWORKs students' Welfare-to-Work plans are developed by County CalWORKs Employment Services Caseworkers.
- Students will not continue their education due to the decrease of lifespan of county benefits.

Goals

- Establish a system of internal student data collection, tracking, and research.
- Meet with County Department of Social Services each semester.
- Support events that acknowledge diversity.
- Update CalWORKs website.
- Increase instructional support for CalWORKs students.

Summary

A Student Services Program Review was conducted for the CalWORKs program in the spring of 2011. In 2010-2011, the program had a budget of \$158,263 and the previous year the program served 139 students. Overall, the Program Review is well organized and thorough and CalWORKs continues to maintain its positive reputation as a student serving program on the Monterey Peninsula College campus.

Program: Counseling

2012-13 Student Services Program Review Evaluation Summary

Program Review Evaluation Team: Cathy Nyznyk, Christine Vincent

The Counseling Department offer academic counseling, career counseling, and personal counseling in support of student access, retention, progress and overall student success. An "Online Advisor" service is available and is designed to accommodate all students, including distance learners and online students. Counseling faculty assists students with interpretation of college policies and procedures, interpretation of career assessments and career guidance. The counseling faculty conduct new student orientations, teach personal development classes, and serving as resources to instructional faculty by providing student follow-up services through the Early Alert process. Counselors provide feedback they receive from students that can be shared with instructional faculty in support of student success. The results of this dialogue help to identify shared interest around student learning, student scheduling, and overall student success.

Strengths

- Goals are very specific and thorough and include activities, timelines, and staff responsibility.
- Provide intrusive counseling services to students with basic skills needs.
- Improved efficiency and collaboration with other student services programs since moving into the new Student Services Building.
- Reassigning a full-time counselor to provide Career Services
- Increased the number of PERS 50 sections to eight (8) in 2008-09 up from two (2) sections in 2005-06.

Areas to Address

- The printing of class schedules has been discontinued, resulting in more student confusion
- The institution changed to a new student records system (SIS) requiring counselor training
- Changing financial aid eligibility requirements have resulted in increased number of counseling visits devoted to filling out financial aid forms
- The Marina Education Center needs to provide services, reducing the number of hours counselors are available on the main campus
- Increased numbers of students transferring to MPC from other campuses due to discontinued programs, lack of summer programs

Trends

- The largest percentage growth in students was among Latinos.
- Requirement for all new students to develop an educational plan.
- An increase in the number of high school students who are opting for community college before transferring to four-year institutions.
- An increase in the number of displaced workers who will need retraining.
- An increased demand for PERS courses to satisfy the Student Task Force's recommendations.

- An increased number of inquiries made by students at the front desk, by telephone, and e-mailed the program's Online Advisor

Goals

- Increase the availability of counseling services for students
- Offer career counseling services and courses to assist students with early goal-identification and to ensure that they progress academically in a timely manner
- Assure that students achieve the program's student learning outcomes
- Offer a selection of Personal Development (PERS) courses to enhance students' learning experiences

Summary

Overall, the Program Review was very well organized and thorough. In light of the goals presented, including the new requirements for Education Plans and orientation (additional PERS courses) , it would be beneficial to increase the department budget to accommodate additional counseling staff to accommodate the additional workload, as well as technology to accommodate these demands

The Counseling Department used a new version of the Program Review Evaluation Form; some areas from the earlier template were not addressed in this report

Program: Career & Transfer Resource Center (CTRC)

2012-13 Student Services Program Review Evaluation Summary

Evaluation Team: Sandra Washington, Julie Osborne

The MPC Career & Transfer Resource Center (CTRC) monitors and mentors the transfer process between MPC and four year colleges and universities and serves as a resource for career exploration. The Career & Transfer Resource Center offers career and transfer resources, workshops, guidance and referral. The CTRC Coordinator provides career exploration resources and information to assist with university choices.

The primary purpose of the Transfer portion of the CTRC is to provide students with accurate and current information about transfer opportunities through a centralized location with the resources and the equipment necessary for effective student research.

The primary purpose of the Career portion of the CTRC is to provide self-assessment, career exploration and job search assistance through a centralized location that is adequately staffed for job search and career activities with resources and the equipment necessary for effective student research.

Strengths

- Clear, complete, program data
- Good demographic and transfer information
- Objectives, activities and timeline are clearly defined but needs information from 2012

Areas to Address

- Self-study could be more strengthened by clearly connecting goals with action plans
- No plan to address services at Marina Education Center, “staffing may not be adequate to support services at Marina Education Center”
- Given the role of the CTRC, it might be beneficial to establish SLOs that are related to transfer and or careers

Trends/Planning Assumptions

- SB 1440: Student Transfer Achievement Reform Act that requires the AA/AS with transfer degrees
- SB 1456: Student Success Act of 2012 that mandates core student services
- Chancellor’s Office recommendation to prioritize course offerings that increase Career Technical Education courses, certificates and degrees
- Decreased availability of enrollment in the UC and CSU systems in conjunction with increased costs at both public institutions
 - Increase in CSU and UC re-directs
 - Fewer Spring transfers

- Ease of student access
- Sufficient materials and resources
- Centralized location
- Appropriate services
- Adequate staffing and budget
- Data collection for long-term planning and evaluation

Goals

- Goals address trends
- Goals align with overarching Student Services goals

Summary

A Student Services Program Review was conducted for the CTRC in the Spring of 2013. The evaluation team suggests that program goals need to be more clear and concise and show how the action plans support the program goals. The trends show that community colleges are expecting more students to be “job ready” due to the SB 1440 act, which will impact the CTRC with more students needing more services. With the co-location of the job center and the CTRC in the new student services building, the evaluation team agrees that more collaboration between the two programs would be beneficial and more efficient. Even with limited staffing and resources it was indicated in a report by CNN Money that MPC was among the top community colleges with a transfer rate of over 50% placing MPC in the top 10 of CCCs listed of 100. Through the student satisfaction survey the CTRC shows that it provides valuable resources and services to students attending MPC.

Results from the student satisfaction survey indicated the following:

- When students do use the services, they are able to make transfer plans and meet the SLO
- Services and resources are assisting students to make major/career plans in accordance with the SLO

Program: Extending Opportunity Programs and Services (EOPS) & Cooperative Agency Resource for Education (CARE)

2012-13 Student Services Program Review Evaluation Summary

Program Review Evaluation Team: Alethea DeSoto and Janine Wilson

Extended Opportunity Programs & Services (EOPS) is a *state funded* program designed to assist low-income and educationally disadvantaged students gain access to and successfully complete a program of higher education. **EOPS** students may also be defined as “at risk” since students who are academically underrepresented and have financial need often do not succeed in college without the services of programs such as **EOPS**.

MPC EOPS serves 400-500 students a year: a highly diverse population of men and women of all ages, various ethnicities/races/cultures, and in the full range of “life stages” from recent high school graduates to re-entry single parents to retired persons seeking a new career.

Cooperative Agencies Resources for Education (CARE) is a supplementary grant program within **EOPS** to provide additional services/benefits to welfare-dependent single parents with children under the age of 14.

Strengths

- Clear, complete and identifiable program level SLOs
- Authentic and measurable assessments have been identified for the SLOs and incorporated into student files
- Ambitious and attainable goals
- Outstanding staff commitment going above and beyond to serve “at risk” population despite no additional funding to serve more students

Areas to Address

- No plan included to address more services at Marina Education Center; “staffing may not be adequate to support services at Marina Ed. Center”
- Increased use of data to support trends and drive planning assumptions
- Follow up on activities on timeline (completed or still in progress / successful or not)

Trends/Planning Assumptions

- Increase program level research and data collection
- Increase in number of Spanish speaking students
- Promote cultural enrichment activities
- Increase technical competence of students
- Support EOPS students in Basic Skills classes
- Plan for service-delivery at the Marina Education Center

Goals

- Goals (both title V and programmatic) address trends
- Goals are clear and concise
- Goals align with overarching Student Services goals
- Goals are supported by realistic objectives, activities and a manageable timeframe.

Summary

A Student Services Program Review was conducted for EOPS/CARE in the spring of 2013. We agree with the 2008 review in which the EOPS/CARE program received high commendations; notably the exemplary coordination, collaboration and efficiency between campus programs. EOPS/CARE staff show an outstanding commitment to the “at-risk” college community, serving above their cap. The 4 recommendations they received in the 2008 review, have all been successfully addressed.

The evaluation team suggested that the data presented should better align with and support the trends and goals: i.e. show data that indicates an increase in need for Basic Skills support, increase in Spanish speaking population, and increased student interest in Marina Ed. Center. The timeline for some of the activities has passed, but there is no indication the activity was successfully completed: i.e., there was no EOPS/CARE brochure provided in Spanish, website update, etc.

We recommend that program goals be listed in table 14 next to Description of Activities for ease of reading; institutional goal numbers are listed, but no reference for clear connectivity.

Program: Supportive Services & Instruction

2012-13 Student Services Program Review Evaluation Summary

Program Review Evaluation Team: Francisco Tostado, Sudeshna Nand, & Eric Ogata

Supportive Services & Instruction (SS&I) provides resources to support students with disabilities and ensure equal access to all that MPC has to offer. On many campuses, and in the California Community College Chancellor's Office, this program is referred to as Disabled Students Programs & Services (DSPS). Faculty members in SS&I have expertise in their respective fields-- rehabilitation counseling, learning disabilities, adapted physical education, acquired brain injury, and assistive computer technology. Support staff facilitate accommodations, assist in Learning Skills (LNSK) courses, assist in processing files and tracking MIS information, and promote self-advocacy by helping students navigate department and college processes and procedures.

Supportive Services and Instruction (SS&I) offers specialized instruction and services to work towards the inclusion, retention, persistence and success of students with disabilities in College programs, courses and campus activities; in addition, the department strives to support students in the achievement of academic, vocational and personal goals. Ultimately, the goal of SS&I, and all DSPS programs in California community colleges is to increase the number of students with disabilities in higher education.

In order to align with constraints of the Chancellor's Office directives and the current budget climate, SS&I continually examines the scope/focus of how mandated services are provided. As the name implies, both services and instruction are available. A diverse specialized instructional curriculum supports student success—both in basic skills classes and in other college courses. Services designed for students enrolled in campus classes may include such supports as specialized academic counseling, disability-related counseling, testing accommodations, use or loan of classroom aids/assistive devices (tape recorder, assistive listening device, note taker, etc.), priority registration, assistive technology/alternate media, temporary special parking, note takers, readers, and sign language interpreters.

Strengths

- Clear, complete and identifiable program level SLOs
- Trends support data presented
- Authentic and measurable assessments have been identified for the SLOs
- Program staff and faculty commitment to continue to deliver strong instructional & technical support

Areas to Address

- No plan indicated to address more services at Marina Education Center; “staffing may not be adequate to support services at that Center
- Increased use of data to support trends and drive planning assumptions

Trends/Planning Assumptions

- Current budget shortfalls requires doing more with less
- Plan for service-delivery at the Marina Education Center
- Increasing on-line/distance education accommodations/services

Goals

- Goals address trends
- Goals are clear and concise
- Goals align with overarching Student Services goals
- Goals and activities presented in the Program Compliance section could be included as Action Plan items

Summary

A Student Services Program Review evaluation was conducted for Supportive Services & Instruction in the spring of 2013. The budget for the 11/12 AY was \$863,993 which represents a 32% decline in funding over the past five years. Legislative requirements along with current economic conditions continue to require additional programmatic resources. During this period the program should be commended for its resiliency in providing the services and accommodations required to meet student needs and ADA (Americans with Disabilities Act) requirements.

Overall, the Program Review report was well organized and thorough. The review team felt it was provided a very accurate portrayal of the programs operations and as a result of this report we feel much more knowledgeable of Supportive Services & Instruction. We would like to commend the program for its efforts and contributions to compiling this report.