

# STUDENT SERVICES PROGRAM REVIEW WORKSHEET

**Student Services Area:** Student Support Services RISE

**Prepared by:** Hortencia Cuevas

**Academic Year:** 2016-2017

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## I. Student Services Area Overview

*The **Area Overview** should reflect the consensus of the staff within the student services area. It is meant to provide a broad understanding of the area, current trends related to the area's mission, and how the area serves to meet the overall mission or goals Norco College. The following reflects the general guidelines followed by the service areas in completing their area overview. (I.1.-I.6. contains brief, succinct narrative for each area; should be about 2 pages in length)*

### **1. Mission Statement**

Student Support Services programs guide and prepare students from traditionally from low-income, first-generation background, students with disabilities and veterans with disabilities through the academic pipeline from community college to four-year universities.

### **2. Philosophy Statement**

Student Support Services RISE provides targeted services designed to increase students' knowledge and skills necessary to improve academic performance and increase semester to semester, degree completion, and transfer rates. The SSS RISE program was funded to serve students with disabilities and veterans with disabilities.

### **3. Summary**

- Educate college students about associate degree requirements, the transfer process, and transfer requirements.
- Provide opportunities for participants to visit and experience four-year university environments.
- Identify opportunities for participants to explore career options.
- Offer personal development activities designed to prepare students to successfully transition from community college to four-year institutions.

- Provide students direct assistance with the admission application process, financial aid application process and enrollment in postsecondary education.

#### **4. Strengths**

*Note: Briefly describe about five of your area's greatest strengths. As applicable, strengths substantiated through data are required..*

- 1) 78 percent of continuing students persisted in Student Support Services RISE from 2015-2016 academic year to the 2016-17 academic year.
- 2) 88 percent of SSS RISE participants maintained a good academic standing during the 2015-2016 academic year.
- 3) 29 percent of SSS RISE participants obtained an Associate's Degree or Certificate
- 4) 13 percent of SSS RISE participants obtained an Associate's Degree or Certificate and transfer.

#### **5. Students Served**

The Student Support Services RISE Program is serving 100 Norco College students during the 2016-2017 Academic Year.

Our students met at least one of the three criteria:

1. disabled
2. low-income (per established federal guidelines)
3. first generation, potential college students (self-reported)

2/3 of participants are both disabled and low-income

## II. Assessing Outcomes

### 1.A. Report on 2015-2016 Assessment Plan and Objectives for Student Services Area: SSS RISE

#### Objectives:

- Increase the persistence rate of participants from one year to the next.
- Improve participants' academic performance
- Increase participants' graduation and transfer rates.
- Increase their knowledge about personal finances and debt management.

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of Objective to Norco College Mission	Assessment Criteria (Specify Target Performance Level)	Assessment Measure	Completion (or anticipated completion)/ Findings	Improvement Recommendations (next step)	Assessment Status A) Continued/ modified B) Moved to Strengths C) Discontinued (please state why)
1.	Increase the persistence rate of participants from one year to the next.	SLO: Previous year SSS RISE participants that didn't graduate or transfer will return to Norco College in fall 2011 and continue participating in the SSS throughout the academic year.	2. Provide support and encouragement through (a) innovative approach to learning	70% of all prior year participants that didn't graduate or transfer will continue to participate in the program during the 2012-13 academic year	-Datatel -Individual contact logs -Blumen software database	Completion Goal was met.  78% of the 2015-16 continuing participants persisted in the program to the 2016-2017 academic year.	Ensure we have 100 participants that we are funded to serve.  Require all participants to meet with the SSS RISE Counselor twice per semester  Require all participants to complete Guidance 45, 47, or 48 courses	Student records were checked at the beginning of each semester to ensure they were registered for classes.  When students were not enrolled we contacted students to assist them in ensuring they registered the following semester.  Students met with counselors and educational advisor during registration period to ensure that students who were not enrolled would continue with their educational goal.
2.	Improve participants' academic performance	SLO: Participants served by the SSS RISE program will earn the necessary grades to stay in good academic standing	3 Provides foundation skills and pathways to transfer	70% of participants served by SSS will achieve good academic standing by earning and maintaining a minimum grade point average of 2.00.	-Datatel -Progress reports -Tutorial services	Completion Goal was met.  88% of SSS RISE students achieved and maintained a	Ensure we have 100 participants that we are funded to serve.  Implement intrusive counseling techniques	In 2012-2013 we implemented a strategy of prevention to ensure more of our students met the GPA and up to now it has helped ensure we meet our

		throughout the academic year.				minimum of a 2.0 GPA.	to prevent students from getting into academic probation	goal.  The SSS RISE staff began to run students final grades at the end of each semester and if a student had fallen below a 2.0 GPA they are being called to meet with the SSS RISE counselor for an intervention meeting.
3.	Increase participants' graduation and transfer rates.	SLO: Participants in the SSS RISE program will complete the necessary transfer and/or associates degree requirements within 4 years of entering SSS	1 Service to students, community, and workforce by (a) providing educational opportunities  3 Provides foundation skills and pathways to transfer	20% of the 2011 participant cohort will complete a degree or certificate and be admitted as a transfer student to a four year institution by fall of 2015.	-Letters of Admission National Student Clearinghouse -Matriculation Office -Datatel	Completion Goal was met 29% of the 2012-2013 Cohort received an Associate's Degree and or Certificate  13% of the 2012-2013 who received an Associate's Degree and/or Certificate transferred to a four-year university for fall 2016.	Ensure we have 100 participants that we are funded to serve.  Offer transfer application workshops just for SSS RISE participants.  Seek the assistance from representatives from 4-year colleges and universities.	We have continue to offer transfer application workshops.  We have partnered with the Transfer Center and referred all of our SSS RISE students to attend the hands on workshops being offered.
4.	Increase their knowledge about personal finances and debt management.	SLO: Newly added SSS RISE participants will complete a 90-minute web based course designed to improve participants' financial literacy and personal finances.	2. Provide support and encouragement through (a) innovative approach to learning; (b) application of emerging technologies	65% of newly admitted SSS participants who complete the 90-minute on-line financial literacy courses will earn a score of 75% or better in the post-course proficiency exam.	-Financial Literacy 101 and 200 web-based post-course exam results.	Completion Goal was met.  65% of newly SSS RISE newly admitted participants completed the online financial literacy and scored a 75% on the post-course proficiency exam.	Ensure we have 100 participants that we are funded to serve.  Incorporate FL101 in the SSS RISE Orientation to ensure that all new students complete the course.	Students were given time during our SSS RISE orientation to complete the Financial Literacy online course. They were also given the opportunity to come into the SSS office and use our computer lab to complete the online workshop.

## II.1.B. Program Modifications for 2015-2016 Data Assessment (“Closing the Loop”)

*Note: For 2014-2015 outcomes assessments you are continuing or modifying in your 2015-2016 Assessment plan, please provide a brief description on how your area used outcome data from last year to drive programmatic modifications to improve services to students.*

<b>Outcome</b>	<b>Evidenced and detailed (Describe how you used outcome data for programmatic modifications)</b>
<p><i>Four assessments were completed in 2015-2016, one SAO and two SLO’s. The SSS RISE Staff reviewed one of SLO #2 that states that 70% of SSS participants served by our grant will achieve good academic standing by earning and maintaining a minimum of a 2.0 GPA</i></p>	<p><i>Last year, 2015-2016, % of our participants met the objective; however, this was a great opportunity to make programmatic changes. For the academic year of 2013-2014 we implemented a strategy of prevention to ensure more of our students met the GPA criteria by semester and not at the end of the academic year. In 2014-2015, 79% of our SSS RISE students achieved or maintained a 2.0 GPA.</i></p>
<p><i>In 2015-2016, we continued to run students final grades at the end of each semester and if a student has fallen below a 2.0 GPA they are being called to meet with the SSS RISE counselor for an intervention meeting.</i></p>	<p><i>We want to ensure that our participants have an intervention meeting to able to better service them so they can achieve the objective of transferring within four years</i></p>
<p><i>During winter 2016 the SSS/SSS-RISE counselors held a Re-connect Workshop for students who were not enrolled during the fall 2015 semester.</i></p>	<p><i>Students who attended the workshop were assisted with the admissions process and scheduled for a follow up meeting with the counselor for personal and academic counseling.</i></p> <p><i>Counselors titled the workshop “Educational Goals and Strategies to Achieve Success”. The topics covered were Communication (how to avoid dropping out &amp; improving communication with your counselor), Getting Organized, Time Management (study time/class schedule/using a planner), Plan-B (changing your major/long and short term academic goals), Motivation (persistence), Program Guidelines and Requirements (SSS grant services/active participation in the program)</i></p>

## II.2.A. 2016-2017 Assessment Plan for Student Services Area: SSS RISE

### Objectives:

- Increase the persistence rate of participants from one year to the next.
- Improve participants' academic performance
- Increase participants' graduation and transfer rates.
- Increase their knowledge about personal finances and debt management.

*\*SSS RISE program is currently assessing the outcomes for our Objectives and will be completed by the end of August 2014.*

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of objective to Norco College Mission*	Assessment Criteria (Specify Target Performance Level)	Assessment Measure (Measurement tool)	Completion (or anticipate completion)/ Findings**	Improvement Recommendations (next step)*
1.	Increase the SSS participant's awareness of services and resources. .	SLO: Students will demonstrate understanding of program responsibilities as a result of attending the SSS Orientation. (Direct)	2. Provide support and encouragement through (a) innovative approach to learning	85% of the new SSS students will demonstrate understanding of program requirements.	Utilize a pre/post questionnaire at the orientation to gauge understanding.	<u>Completion:</u> Fall 2016 Spring 2017  <u>Findings:</u> Students given pre/post to determining understanding. Avg. Pre- 62% Avg. Post-89%	We will be revising our pre and post-tests to ensure that we are including first year college expectations and counseling components
2.	Increase SSS participants success, graduation and transfer rates	SLO: SSS RISE students will meet program requirements and demonstrate at higher success rates compared to the general student population. (Success Measure)	3 Provides foundation skills and pathways to transfer	SSS RISE students meeting program compliance will achieve higher success rates compared to the overall college student population.	Use Institutional Research data to compare and success rates of the general student population to the success of SSS students for Fall 2016	<u>Completion:</u> June 8, 2017 <u>Findings:</u> -SSS Avg. Success for Fall 2016:  -General Norco Avg. Success Fall 2016:	*Data for the 2016-2017 has not been made available
3.	Increase the persistence rate of SSS participants from one year to the next	SLO: SSS RISE students will demonstrate higher term-to-term persistence compared to the general students population. (Success Measure)	1 Service to students, community, and workforce by (a) providing educational opportunities	SSS RISE students will persist at a higher rate than the general student population.	Use Institutional Research data to compare term-to-term persistence rates of the general student	<u>Completion:</u> Spring 2017 <u>Findings:</u> General Norco 49.4%  SSS RISE 66.7%	The SSS RISE staff will use Norco College's Database each term to capture students who have dropped to invite them to an intervention workshop.

					population to SSS students for Sp16 to F16		
4.	Increase their knowledge about personal finances and debt management.	SLO: Newly added SSS RISE participants will complete a 90-minute web based course designed to improve participants' financial literacy and personal finances.	2. Provide support and encouragement through (a) innovative approach to learning; (b) application of emerging technologies	65% of newly admitted SSS participants who complete the 90-minute on-line financial literacy courses will earn a score of 75% or better in the post-course proficiency exam.	-Financial Literacy 101 and 200 web-based post-course exam results.	<b>Completed:</b> Academic year, 2016-2017  70% of newly admitted SSS participants scored at least 75% on the online financial literacy course.	Continue to offer the financial literacy online course during the SSS RISE newly admitted student orientation.
5.							

## **II.2.B. 2016-2017 Assessment Plan Findings/Data Analysis**

**SLO/SAO #1: Increase the SSS participant's awareness of services and resources.**

### **Findings/Data Analysis**

Data collected for pre and post-test of our SSS RISE orientations gave us knowledge that not all students were aware of the program requirements and resources. After participant in a three-hour Orientation/Team Building Activity students claimed to have a better understanding of the intense services and resources available through the SSS RISE program. This includes, workshops, counseling appointments, tutorial, college tours and mandatory financial literacy workshop.

### **Improvement Recommendations**

The SSS team will be revising the pre and post-test to ensure that all services are explain during orientation.

**SLO/SAO #2: Increase SSS participant's success, graduation and transfer rates**

### **Findings/Data Analysis:**

\*Data for 2016-2017 has not been made available.

### **Improvement Recommendations**

N/A at this moment

**SLO/SAO #3: Increase the persistence rate of SSS participants from one year to the next**

### **Findings/Data Analysis**

#### Findings:

General Norco 49.4%

SSS RISE 66.7%

According to Program Review Data from Institutional Research for Fall 2016, indicates that our SSS RISE participants are successfully persisting from term to term, for example from Fall 2015 to Fall 2016 SSS RISE participants are persisting at higher rates than the general Norco College general population.

### **Improvement Recommendations**



The SSS RISE staff will use Norco College's Database each term to capture students who have dropped to invite them to an intervention workshop.

**SLO/SAO #4: Increase their knowledge about personal finances and debt management**

**Findings/Data Analysis**

70% of newly admitted SSS participants who completed the 90-minute on-line financial literacy courses will earn a score of 75% or better in the post-course proficiency exam.

**Improvement Recommendations**

SSS RISE is considering using a free financial literacy program offered through student financial services office.

### III. Needs Assessment

**1. Staffing Level** provide a very brief description of your current staffing level or attach an organizational chart that includes positions only.

**2. Staffing Profile** please indicate the number in terms of FTE. (In other words a full time staff person is a 1.0, and a half time person is a .5)

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017 - 2018	2018-2019
Administration	.5	.5	.5	.5	.5	.5	.5
Classified Staff FT	.5	.5	.5	.5	.5	.5	.5
Classified Staff PT	.5	.5	.5	.5	0	.25	.25
Confidential Staff FT							
Faculty FTE Full time							
Faculty FTE Part time	.5	.5	.5	.5	.5	.5	.5
<b>Total Full Time Equivalent Permanent Staff</b>							
Short Term Staff	0	0	0	1	2	0	0
Student Workers	1	1	1	1	1	1	1

### 3. Improvement Areas

Note: Identify specific issues that are affecting the efficiency or effectiveness of your area due to lack of staffing, equipment, or other resources.

- Unable to keep up with our student contact due to adjunct counseling leaving for full time positions
- Unable to keep up with our student contact due to not to not having a Student Resource Specialist
-

Unit Name: SSS RISE

#### 4. Staff Needs

##### NEW OR REPLACEMENT STAFF (Administrative, Faculty, or Classified)

<p align="center"><b>List Staff Positions Needed for Academic Year 2016-2017</b>  <b>Please be as specific and as brief as possible when offering a reason.</b>            Place titles on list in order (rank) or importance.</p>	<p align="center"><b>Indicate</b>  <b>N = New</b>  <b>R=Replacement</b>  <b>I = Increase time</b></p>	<p align="center"><b>Annual TCP*</b>            TCP for employee</p>
<p><b>1. Student Resource Specialist</b>   <u>Reason:</u></p>	<p align="center"><b>R</b></p>	<p align="center"><b>Full time</b></p>
<p><b>2. Grants Administrative</b>   <u>Reason:</u></p>	<p align="center"><b>R</b></p>	<p align="center"><b>Part-Time</b></p>
<p><b>3.</b> <u>Reason:</u></p>		
<p><b>4.</b> <u>Reason:</u></p>		
<p><b>5.</b> <u>Reason:</u></p>		
<p><b>6.</b> <u>Reason:</u></p>		

\* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with area manager to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

**5. Equipment (*Not* including technology) Needs Not Covered by Current Budget**

<b>List Equipment or Equipment Repair Needed for Academic Year 2016-2017</b> <b>Please list/summarize the needs of your unit below.</b> <b>Please be as specific and as brief as possible.</b> Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

\* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates.  
 If equipment needs are linked to a position please be sure to mention that linkage.

**6. Technology++ Needs Not Covered by Current Budget**

*NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc.)*

**Annual TCO\***

Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification										
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = “Total Cost of Ownership” for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.
- ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

**7. Facilities Needs Not Covered by Current Building or Remodeling Projects\***

<p><b>List Facility Needs for Academic Year 2016-2017 (Remodels, Renovations or added new facilities)</b> Place items on list in order (rank) or importance.</p>	<p><b>Total Cost of Request</b></p>
<p><b>1.</b> <u>Reason:</u></p>	
<p><b>2.</b> <u>Reason:</u></p>	
<p><b>3.</b> <u>Reason:</u></p>	
<p><b>4.</b> <u>Reason:</u></p>	
<p><b>5.</b> <u>Reason:</u></p>	
<p><b>6.</b> <u>Reason:</u></p>	

\*Please speak with your area manager to obtain accurate cost estimates and to learn if the facilities you need are already in the planning stages.

**8. Professional or Organizational Development Needs Not Covered by Current Budget\***

<p><b>List Professional Development Needs for Academic Year 2016-2017</b>                      Reasons might include in response to assessment findings or the need to update skills. <b>Please be as specific and as brief as possible.</b> Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1. COE Institutional Membership</b>                      Reason: We would like to request that Norco College purchase the institutional membership for the Council for Opportunity in Education (COE). This membership is important to all TRiO programs as they are the group that provides advocacy efforts at the federal level. In addition, TRiO program staff attends their annual conference. A discounted rate is offered for members. TRiO staff also participates in webinars provided throughout the year.  <b>*Please note: The institutional membership is paid between all three campuses at RCCD based on the number of TRiO programs which are housed on each respective campus. The total cost is \$5,250. The cost per item listed is the amount that corresponds to the Upward Bound-Corona Program. The total amount for all five (5) TRiO programs at Norco College is approximately \$2,390.</b></p>	\$583.33	1	\$583.33
<p><b>2. WESTOP Institutional Membership</b>                      Reason: The TRiO programs at Norco College have been paying for institutional membership to be part of the Western Association of Educational Opportunity Personnel (WESTOP). WESTOP is one of the ten regional associations dedicated to furthering educational opportunities for low-income, first-generation and disabled students and at the same time providing professional development to its members. By being part of WESTOP, the programs take advantage of the discounted rates to attend annual conferences, professional development seminars, and having our students apply for scholarships that are available through the</p>	\$144.00	1	\$144.00

<p>chapter and regional organization. All five TRiO programs are requesting that Norco College pay our annual membership fees for the 2016-2017 academic year. This will allow our programs to save a minimal amount of money that could be used towards our program needs.</p> <p><b>*Please note: The institutional membership has been paid amongst the five TRiO programs at Norco College for the last four years.</b></p> <p><b>The cost per item listed is the amount that corresponds to the Upward Bound-Corona program. The total amount for all five (5) TRiO programs at Norco College is approximately \$720.</b></p>			
<p><b>3.</b> <u>Reason:</u></p>			
<p><b>4.</b> <u>Reason:</u></p>			
<p><b>5.</b> <u>Reason:</u></p>			
<p><b>6.</b> <u>Reason:</u></p>			

\*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.



**9. SAFETY NEEDS not covered by current budget**

<b>List Safety Needs for Academic Year 2016-2017</b> Please list/summarize the needs of your unit below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.			
	Cost per item	Number Requested	Total Cost of Request
<b>1.</b> <u>Reason:</u>			
<b>2.</b> <u>Reason:</u>			
<b>3.</b> <u>Reason:</u>			
<b>4.</b> <u>Reason:</u>			
<b>5.</b> <u>Reason:</u>			
<b>6.</b> <u>Reason:</u>			

**9. OTHER NEEDS not covered by current budget**

<p><b>List Other Needs for Academic Year 2016-2017</b>                      Please list/summarize the needs of your unit below.                      Please be as specific and as brief as possible.                      Not all needs will have a cost, but may require a reallocation of current staff time.                      Place items on list in order (rank) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1.</b>  <u>Reason:</u></p>			
<p><b>2.</b>  <u>Reason:</u></p>			
<p><b>3.</b>  <u>Reason:</u></p>			
<p><b>4.</b>  <u>Reason:</u></p>			
<p><b>5.</b>  <u>Reason:</u></p>			
<p><b>6.</b>  <u>Reason:</u></p>			

## Appendix

*(The follow is for use for your assessment plans in sections II.1.A. and II.2.A.)*

### Norco College Mission Statement

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Link of your outcomes assessment with the following options listed from the components of the Norco College Mission Statement.

1. Service to students, community, and workforce
  - a. By providing educational opportunities
  - b. By celebrating diversity
  - c. By promoting collaboration
  
2. Provides support and encouragement through
  - a. Innovative approach to learning
  - b. Application of emerging technologies
  
3. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.

#### Example:

- ***SLO- Students will learn the services available through WebAdvisor.***
- ***How it is linked to the Mission Statement: 2b – Provides support and encouragement through application of emerging technologies.***