Student Services and Administrative Operational Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.**

**Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.**

## SUBMISSION:

**Program:**

STEM Success Learning Community

**Principal Author(s):**

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**Manager:**

Flor Huerta

**Submission Date:**

12/05/2024 9:08:36 AM

**Author Signature:**

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**Manager Signature:**

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# Part 1: Review of Data

1. **List the outcomes from your Fall 2022 self-study. Which outcomes has your program assessed in the last year and/or which do you plan to assess in the coming year?**

1.STEM SLC students who start the program in a Fall semester will persist to the following Spring semester at a rate of 90% or higher and 80% from Fall to Fall.

2.STEM SLC students who enroll in STEM Cohort Sections (CHEM 107, CHEM 111A, CHEM 111B Math 141/143, Math 142, Math 151, 152) will succeed at a rate that is higher than non-cohort students in non-cohort sections.

3.By the end of the fourth term of participation, 75% of all participants and 100% of active students will have a Comprehensive Student Educational Program Plan (CSEPP) on file.

4. STEM SLC students will transfer at a higher rate compared to non-cohort STEM students.

For this update, we assessed outcome #3 and plan to assess outcomes 1, 2, and 4 in the coming year (end of Spring 2025).

Outcome 3.By the end of the fourth term of participation, 75% of all participants and 100% of active students will have a Comprehensive Student Educational Program Plan (CSEPP) on file. The data compiled showed that for students from the Fall 2022 cohort, 97.78% of active students had a comprehensive educational plan on file (N=44). For those that left the program at any point after their first semester, only 56.25% had a CSEPP on file (N= 16). In total, 88% of all participants from the Fall 2022 cohort had a CSEPP on file (53 out of 60). This data shows the outcome being met for this specific group of students.

1. **What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?**

We have expanded our adjunct counseling hours and availability throughout the week. This has made our sessions more accessible to our students and has lead to an increase in our ability to follow up with them. Additionally, through our COUN 151 cohort classes, we have been more intentional about how we approach transfer and career specific information. We hope by doing this, it has allowed our students to identify and confirm their academic pathway and goals earlier. This, in turn, allows us to complete comprehensive educational plans more efficiently at the beginning of our students time at the college.

1. **How is your area collecting or working to collect disaggregated, student-level outcomes assessment data?**

We work closely with our Counseling Department liaison to OIE, Tony Quach, to pull data related to our outcomes. As we move forward in assessing the 3 outcomes that we didn't look at for this annual review, we plan to request disaggregated data from OIE. This will occur at the end of Spring 2025 so that we can have data that represents the full academic year.

# Part 2: Additional Resource Request Reasoning and Support

**We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

Hire a "Program Assistant- Admin I" that is dedicated to the STEM SLC and other COUN special programs.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2026 comprehensive self-study?**

Our counselors spend a significant amount of time performing clerical duties as part of our weekly follow-up efforts. Having a program assistant who can help with these tasks will allow our counselors to focus more on counseling-specific efforts. Additionally, this will allow more time to be dedicated to increasing our levels of servingness related to both academic and non-academic factors.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

Having clerical support will allow more intentional follow up from our counselors and more efficient outreach efforts to transpire. This will give more opportunities for students to access support which can lead to higher levels of persistence, success in gateway courses, more effective tracking of educational plan creation, and an increase in transfer rates/degree completion. Additionally, this resource allocation will provide the opportunity for our counselors to have more time to develop interventions related to non-academic factors, such as: academic self-concept, leadership identity, and civic engagement.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

Our program has grown consistently each academic year and we are planning to add a third cohort in Fall 2025. This will increase the overall number of students that we serve. Additionally, our counselors will be working to provide case management to the new MESA program on campus, which will only further put a strain on our counseling appointments and resources. Having a program assistant will help us address the demand that will come with increasing our cohort participation as well as collaboration with the MESA program.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

Administrative support is critical for student services programs to run efficiently. As we work towards increasing the number of students we serve while adding in support for the MESA program, we are in critical need of this resource. This will give more opportunities for students to access support which can lead to our program being able to meet our stated outcomes: higher levels of persistence, success in gateway courses, more effective tracking of educational plan creation, and an increase in transfer rates/degree completion.

**For each separate resource request, complete this chart with the itemized requested dollar amount:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel | Classified |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** | 50,000 |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**  Ongoing |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |