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COMPLETE

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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

Vice President of Student Services

Q2 Lead Author and Collaborators:

Dr. Jessica M. Robinson, Gwen Nix, and conversations with VPSS direct reports including, Dr. Lauren Vaknin, Nicole Jones, Agustín Orozco, Ray Reyes, Gregory Vega, and Dr. John Escobedo.

Q3 Dean/Manager:

N/A

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

Empower and guide a diverse student body to successfully achieve their personal, educational, and career/transfer goals through student-centered pathways and services.

Q5 Describe how your service area supports the College's mission:

The Student Services Division has been without an updated service area mission statement from some time. When creating the statement this past fall it was important to first review the institution's mission statement as we wanted ours to support and strengthen Cuyamaca's vision for student success. Our intent was to use the student services mission statement as a powerful leadership tool that not only communicates strategic intent but creates meaning for students and employees.

Cuyamaca's student services division works to support our College's mission by serving our diverse educational community to ensure our students benefit from the college's wide range of educational programs and services, both in and out of class through our Counseling courses and multi-faceted student service programs which promote and encourage equity, civic and cultural development, and student success.

Q6 Is the service area description in the current college catalog up to date and accurate? **Yes**

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses? **No**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? **Respondent skipped this question**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gccd.edu. **Respondent skipped this question**

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result. **Respondent skipped this question**

Q12 What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful. **Respondent skipped this question**

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years? **Respondent skipped this question**

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%. What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

Respondent skipped this question

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

Respondent skipped this question

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Respondent skipped this question

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

Respondent skipped this question

Q18 How do these steps inform the long-term department or discipline goals that you are setting in this comprehensive program review?

Respondent skipped this question

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses?

Respondent skipped this question

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Respondent skipped this question

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs? **No, and it does not have PLOs**

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission. **Respondent skipped this question**

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1: **Respondent skipped this question**

Q26 Degree/certificate #2: **Respondent skipped this question**

Q27 Degree/certificate #3: **Respondent skipped this question**

Q28 Degree/certificate #4: **Respondent skipped this question**

Q29 Do you need to include more degrees and/or certificates? **Respondent skipped this question**

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5: **Respondent skipped this question**

Q31 Degree/certificate #6: **Respondent skipped this question**

Q32 Degree/certificate #7: **Respondent skipped this question**

Q33 Degree/certificate #8: **Respondent skipped this question**

Q34 Do you need to include more degrees and/or certificates? **Respondent skipped this question**

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9: Respondent skipped this question

Q36 Degree/certificate #10: Respondent skipped this question

Q37 Degree/certificate #11: Respondent skipped this question

Q38 Degree/certificate #12: Respondent skipped this question

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions? Respondent skipped this question

Q40 Are there any changes planned if the degrees/certificates are not meeting these needs? Respondent skipped this question

Q41 Can students complete the degree/certificate requirements within a two-year period? **requirement of Title 5, California Code of Regulations Respondent skipped this question

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a 4-year cycle? Respondent skipped this question

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? Respondent skipped this question

Q44 Are the PLOs mapped to the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu Respondent skipped this question

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students? No

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all? Respondent skipped this question

Q47 How does the service area ensure it is addressing the needs of its student population?

Respondent skipped this question

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Respondent skipped this question

Q49 What steps is your service area taking to advance the college's student success and equity goals?

Respondent skipped this question

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

Respondent skipped this question

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

The Office of the Vice President of Student Services provides vision and leadership for a student services team dedicated to excellence and fosters partnerships throughout the college to strengthen student access, success, and equity. The office is dedicated to a partnership approach to student support and decision making, engaging in robust dialogue and information sharing with students, staff, and faculty. This work is discussed monthly and with all Student Service Deans, Directors, Supervisors, and designated committee members across the campus (including students) in Student Services Leadership Advisory Team (SSLAT) meetings; in CC Impact Student Services division-wide meetings (which occur 2-3 times per semester); in bi-monthly (twice a month) Student Success and Equity Council (SSEC) meetings (of which the VPSS is a co-chair); through engagement and a leadership presence in the Guided Pathways Program on campus; though bi-monthly (once every other month) Caring Campus Task Force meetings (of which the VPSS serves as lead) and through the formation and implementation of the college-wide program Cuyamaca Cares which addresses student (and faculty/staff) food and housing insecurities as well as the need to provide one-on-one and group sessions for personal student counseling.

Furthermore, Collaborative efforts to create a newly designed Career Center; to increase the success of the College's Title V Pathways Academy; to work with instruction to create, pilot, and implement placement for AB705 legislation; and to institutionalize the AB19 student support program, Promise, demonstrates the Divisions efforts to advance the college's student success & equity goals while advocating and implementing programs which improve a students' college experience.

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

research data and:or reports.docx (12.2KB)

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 Please describe your service area strengths.

Over the past two years, the VPSS office has changed dramatically and has become synonymous with support and idea-sharing as the office works diligently to support each of the departments within the Division. As such, there are several strengths for the area including, meeting with Student Services deans, directors, and supervisors on a monthly basis (individually and as a group); advocacy for Students Services (departments & personnel) and student success programs; participation in district committees and councils; working across division lines to promote student success /partnership, and goal setting with the VPI and VPAS; positive and energizing working relationships with direct reports, faculty, classified staff, and fellow President Cabinet members; administrative assistant support; and participation/leadership in several campus-wide initiatives including Caring Campus, Cuyamaca Cares, and Guided pathways.

Q58 Please describe your service area challenges.

Challenges for our area include, our VPSS office is not located with the student services department offices (yet) and is located in a separate area across from the college; addressing and challenging some student services staff member's resistance to a student-centered mindset when it comes to dissecting our policies and procedures which counter our efforts to embody a student-centered mindset when assisting students who come to our department for services or when operating our programs; and lack of classified personnel and faculty in understaffed areas across the Division.

Q59 Please describe external influences that affect your service area (both positively and negatively).

External influences that negatively affect our area include the slow, long processes for hiring new staff; the lack of time in the office to do work or have “think time”; the over scheduling of meetings (we have too many both at the college and in the district); technology and software (upgrades, changes, off-line service) that affect work and student success; and the process to enroll in the college and add/change/drop courses. Our area is positively looking forward to the leadership and guidance of the new Chancellor and has already felt changes and messaging which will support our vision for student-centered support.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

There are several new initiatives that are currently in the planning phase for technology including education planning, website revisions, and conversation around positive changes for our onboarding process. Additionally, the work of Guided Pathways is promising and if implemented fully and effectively, will bring about institution-wide change in the way we onboard our students. The addition of a campus Community Relations Director has allowed us to seek partnerships within our community and the new district leadership (our Chancellor) has been both a stimulating and reassuring addition to our college. Chancellor Nault promises to listen and implement change when needed to ensure our work is student-centered.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

Successfully implement Student Services' re-organizational structure.

Q63 Which College Strategic Goal does your service area most directly support? **Organizational Health**

Q64 Please describe how this goal advances the college strategic goal identified above.

Implementing a more equitable, streamlined, and efficient organizational structure in some student service areas will increase the student success experience and a stronger, more unified division.

Q65 Goal status: **In Progress - will carry this goal forward into next year**

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q67 Do you have another goal to update?

Respondent skipped this question

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:

Monitor the organization modification of Associate Dean to Dean for Student Services and Categorical which has been submitted and is currently under review at District.

Q69 How will this goal be evaluated?

By the end of next year, the organization modification of Associate Dean to Dean for Student Services and Categorical will be complete.

Q70 Do you have another goal to update?

Yes

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2:

Student Service departments will collect and assess data to improve student outcomes and experiences.

Q72 Which College Strategic Goal does your service area most directly support?

Student Validation and Engagement

Q73 Please describe how this goal advances the college strategic goal identified above.

Regularly engaging in a system of assessment for student support services is necessary to ensure student needs are met and to gauge how satisfied students are with the services offered and the services they are receiving division-wide. Outcomes of assessments can be discussed and used to continue best practices and alter services when necessary.

Q74 Goal status:

In Progress - will carry this goal forward into next year

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q76 Do you have another goal to update?

Respondent skipped this question

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year:

Though we have achieved some success with this goal, not all student service areas have collected and assessed data to improve student outcomes and experiences.

Q78 How will this goal be evaluated?

Each Student Services department will have scheduled or completed a student services survey/assessment by February 2021. Data will be discussed and suggestions will be made to increase student service and support.

Q79 Do you have another goal to update? **No**

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3: **Respondent skipped this question**

Q81 Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

Q82 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q83 Goal status: **Respondent skipped this question**

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q85 Do you have another goal to update? **Respondent skipped this question**

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year: **Respondent skipped this question**

Q87 How will this goal be evaluated? **Respondent skipped this question**

Q88 Do you have another goal to update? **Respondent skipped this question**

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4: **Respondent skipped this question**

Q90 Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

Q91 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q92 Goal status: **Respondent skipped this question**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)? **Yes**

Page 36: VIII. New Goals

Q97 New Goal 1:

Conduct a Student Validation training in each student services department.

Q98 Which College Strategic Goal does this service area goal most directly support? **Student Validation and Engagement**

Q99 Please describe how this goal advances the college strategic goal identified above:

The existence of supportive, welcoming, inclusive, and student-centered staff, programming and services which promote and encourage student retention and persistence, leads to students feeling engaged and supported in their pursuit of educational success.

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Student achievement data, through customer service surveys in our division, have shown our departments could benefit from a division-wide student validation (customer service) training which would lead to higher persistence rates for students who are satisfied and engaged in the services provided to them.

Q101 Action steps for this year:

Work with department leads to continue the creation of our Student Validation training and implement within-in each student services area.

Q102 How will this goal be evaluated?

By February 2021 all student service areas will have created and implemented a Student Validation training and generated a division-wide standard of student customer service.

Q103 Do you have another new goal? **No**

Page 37: VIII. New Goals

Q104 New Goal 2: **Respondent skipped this question**

Q105 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q106 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q108 Action steps for this year: **Respondent skipped this question**

Q109 How will this goal be evaluated? **Respondent skipped this question**

Q110 Do you have another new goal? **Respondent skipped this question**

Page 38: VIII. New Goals

Q111 New Goal 3: **Respondent skipped this question**

Q112 Which College Strategic Goal does this service area goal most directly support?

Respondent skipped this question

Q113 Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q115 Action steps for this year:

Respondent skipped this question

Q116 How will this goal be evaluated?

Respondent skipped this question

Q117 Do you have another new goal?

Respondent skipped this question

Page 39: VIII. New Goals

Q118 New Goal 4:

Respondent skipped this question

Q119 Which College Strategic Goal does this service area goal most directly support?

Respondent skipped this question

Q120 Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q122 Action steps for this year:

Respondent skipped this question

Q123 How will this goal be evaluated?

Respondent skipped this question

Page 40: IX. Executive Summary

Q124 One-page summary:

Over the past four years, this division has experienced a change in the VPSS office with the last two years resulting in inconsistent leadership and an attempt for dependability, trust, and student-centered practices from the VPSS office. This engagement from the VPSS office has led to the creation of a division mission (to Empower and guide a diverse student body to successfully achieve their personal, educational, and career/transfer goals through student-centered pathways and services) and department area missions, visions, and goals which support Cuyamaca's diverse educational community to ensure our students benefit from the college's wide range of educational programs and services, both in and out of class.

The Office of the Vice President of Student Services has provided vision and leadership for a student services team dedicated to excellence and fosters partnerships throughout the college to strengthen student access, success, and equity. The office is dedicated to a partnership approach to student support and decision making, engaging in robust dialogue and information sharing with students, staff, and faculty. This work is documented in discussions with Student Service Deans, Directors, Supervisors, in Student Services Leadership Advisory Team (SSLAT) meetings, in CC Impact Student Services division-wide meetings, in Student Success and Equity Council (SSEC) meetings, through engagement in the Guided Pathways Program on campus, in Caring Campus Task Force meetings, and through the formation and implementation of the college-wide program Cuyamaca Cares.

The VPSS office is known for several strengths including, consistently meeting with Student Services deans, directors, and supervisors, advocating for Students Services departments, personnel, and student success programs as well as participation in district committees and councils working across division lines to promote student success /partnership, and goal setting with the VPI and VPAS. Additionally, some challenges and external factors have presented themselves including lack of classified personnel and faculty in understaffed areas across the Division, long processes for hiring new staff, the over-scheduling of meetings, and the process to enroll in the college and add/change/drop courses. Our office is excited about the continuing work of Guided Pathways, the addition of a campus Community Relations Director, and the new district Chancellor.

The review of individual student service department reports of student satisfaction and success has allowed the VPSS to examine findings with key leadership for a student-centered culture of support and when necessary change to policies and procedures and has led to the creation of an additional goal for the coming year, Expand programs and services that promote student retention and persistence to graduation. This goal, coupled with the completion of two on-going goals created last year, Successfully implement Student Services' re-organizational structure and Student Service departments will collect and assess data to improve student outcomes and experiences, serve as a solid plan to ensure student engagement, persistence, and success.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Respondent skipped this question

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Respondent skipped this question

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

No

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)? **Respondent skipped this question**

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)? **Respondent skipped this question**

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)? **Respondent skipped this question**

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)? **Respondent skipped this question**

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)? **Respondent skipped this question**

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next." **I am ready to submit my program review**
