



# Student Success and Support Program (In-reach) Program Review



June 2017

# Modesto Junior College

## Student Services Area Program Review

August 2017

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# Student Services Area Overview

## The Mission of Modesto Junior College

*MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.*

Provide a brief overview of the student services area and how it contributes to accomplishing the Mission of Modesto Junior College.

**SSSP Mission:** The mission of the “Student Success and Support Program” at Modesto Junior College is to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the student success and support (formerly matriculation) process: admissions, orientation, assessment and testing, counseling, and student follow-up.

**Program Overview:** The Modesto Junior College (MJC) Student Success and Support Program (SSSP) Restructures the way student support services are delivered to improve the assistance that students receive at the beginning of their educational experience. The department hired SSSP Student Success Specialists to improve access to orientation, assessment, education planning services and to create a proactive partnership with at-risk students. Students who complete orientation, assessment and an educational plan receive priority registration. Priority registration provides students an earlier date to enroll in classes, allow them the best opportunity to get into the classes they need. As part of the SSSP goal, Specialists are here to connect students with the following core services. To create and improve access to services, Success Specialist were assigned to different academic divisions as liaisons.

Under the SSSP Plan, the Pathways Centers on both Campuses (West and East) opened its doors in fall 2016. These centers were designed to be a one-stop service area for all new and returning students. Centers on each campus offer CORE services on a drop-in basis and workshop style atmosphere. Students receive multiple services that include application, orientation, Math and English placement, meet with a Counselor and connect with Student Success Specialist.

Centered in the mission of Modesto Junior College and the goals of the SSSP Plan, the team developed a value statement as part of an effort to continually improve.

“The Student Success Specialists are committed to excellence by remaining student-focused while utilizing innovative practices that empowers, motivates, and coaches students towards educational goals. We are dedicated to continuous growth and improvement. We strive to identify and eliminate structural barriers. We are committed to student success.”

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## Student Achievement and Completion

### College Goal for Student Achievement

#### *Increase Scorecard Completion Rate for Degree and Transfer*

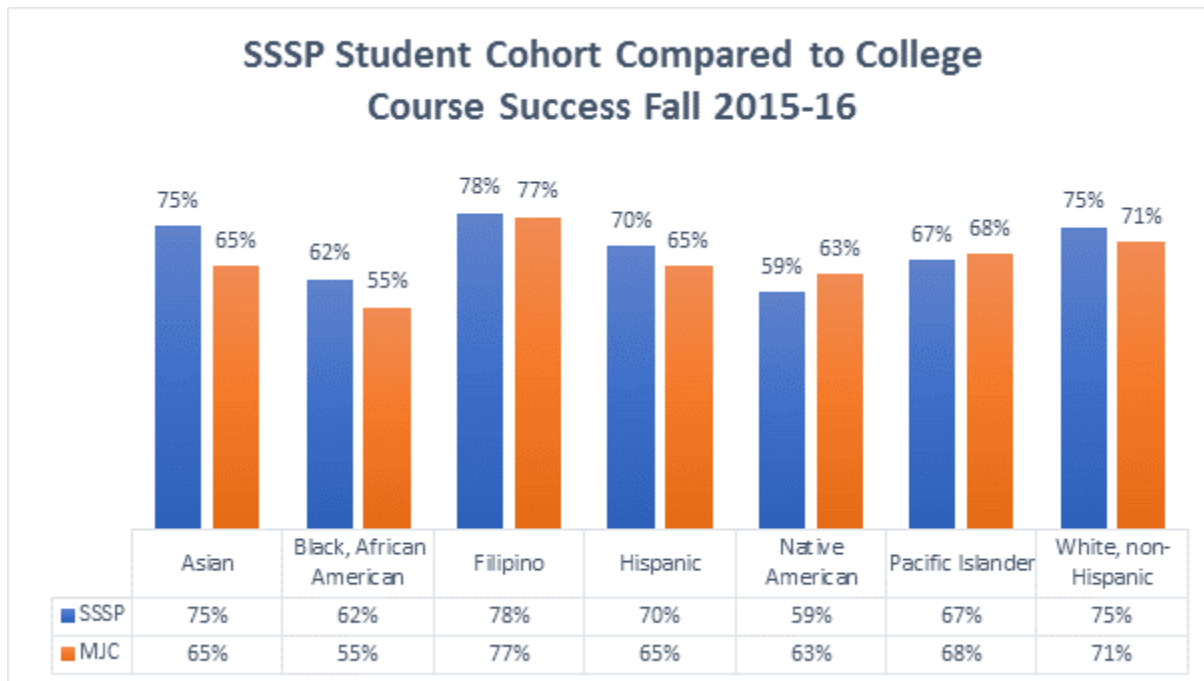
The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer** [\[view\]](#) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your student services area is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCCO Scorecard by 2022.

## Success

The following questions refer to data produced by the MJC Office of Institutional Effectiveness, and may also pull from the [Success Rate Data Dashboard](#), the [CCCCO scorecard](#), and the [Program Awards Dashboard](#).

First define the achievement data you are using for program review. What groups are you measuring? What indicators are you measuring? For how long (two-year trends are recommended)? Is there a comparison group – for example, against the college average or students or students who do not participate in your activity?



After examining your student services area data, are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

These rates are not surprising because students had an additional support system that came from working with the SSSP Student Success Specialists. The Specialists Report Student Contacts for the academic year 2016-2017 was a total of 20,571. Therefore, the support and the importance of the Specialists role working with students had an increase in the overall college course success. Based on this data Hispanic students course success increased by 5%, Asian increased by 10%, African-American had a 7% course success increase and White, non-Hispanic had a 4% increase. This graph shows the importance of the Specialists role and their contribution to closing the achievement gap.

If there are differences in success across groups, how will your student services area help to close achievement gaps across student populations, and how will it contribute to overall success? In other words, how do you plan on closing achievement gaps across student populations and raise completion/degree rates? How will your area help to increase the CCCC Scorecard Completion rate to 53%?

The Specialists in the SSSP program have demonstrated their commitment to student success and assist in closing the achievement gap. This is evident by the student course success rates in 2015-2016 compared to 2016-2017 when the Specialists interacted with those students at various points of time. Since they are liaison to various academic departments, the interaction with faculty has definitely contributed to these success as well.

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# Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address your Student services Unit Outcomes (AUO) and the College Institutional Learning Outcomes (ILO) in your analysis.

## SSLO, SAO, and ILO Assessment

### Support Service Learning Outcomes (SSLO) and Service Area Outcomes (SAO)

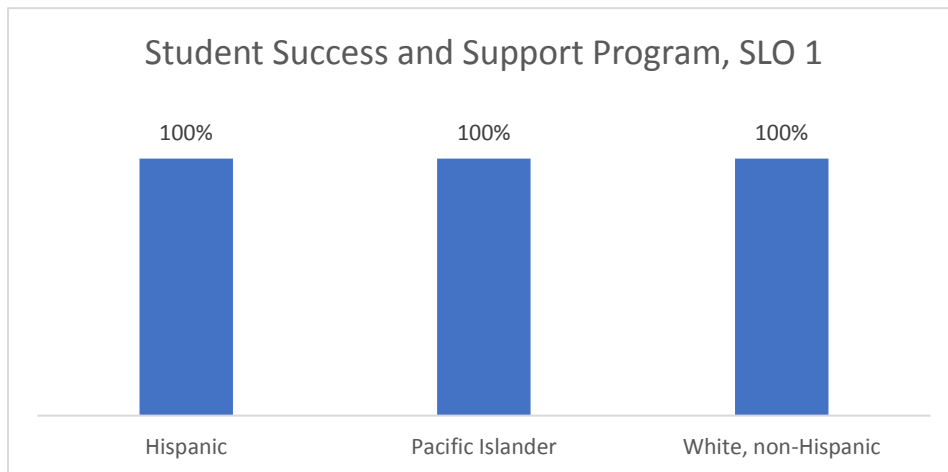
Review and provide a synopsis of your disaggregated SSLO and SAO data. What is your set goal for SSLO and SAO success? Do your overall rates meet this goal?

**MJC Student Success and Support Program SAO:** Students will complete orientation, assessment testing, and student educational planning.

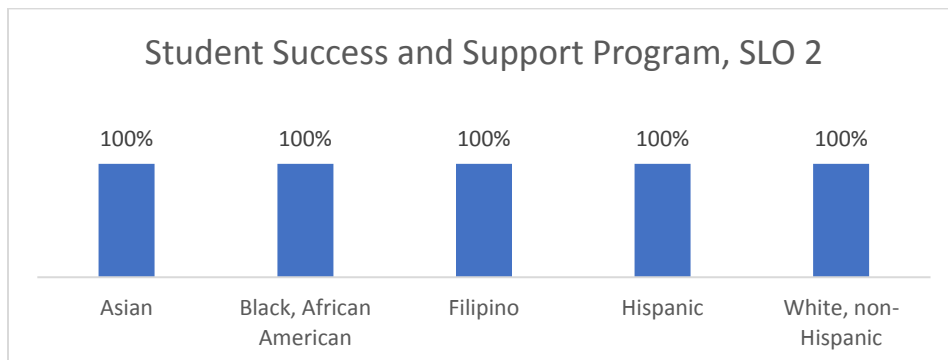
**Goal:** 100% of surveyed students will have completed all core services by a Specialists.

**SLO#1:** Students will be able to complete core steps after meeting with a Student Success Specialist.

**SLO#2:** Students will show increased knowledge of student support services on campus after meeting with a Student Success Specialist



During the spring 2017 semester one the Student Success Specialist met with new 40 MJC students and we had a 100% core steps completed by the end of the day. This accomplishment shows the effectiveness when new students meet with a Specialist because they are able to finish all core steps in collaboration with a counselor who creates their educational plan.



During the spring 2017 semester we had a question survey administered asking to please list three MJC services that the Student Success Specialists discussed with you today and that will help you succeed at MJC. With 20 responses, we had a 100% of surveyed students were able to name three services that helped them succeed.

**Institutional Learning Outcomes (ILO)**

What is your set goal for ILO success? Do your overall rates meet this goal?

Our set goal for Institutional Learning Outcomes (ILO) was achieved for 2016 and 2017.

Personal and Professional Development

The entire existence of having SSSP Student Success Specialists is to ensure that many students develop Lifelong personal growth tendencies and become successful in school and in the workplace. Through their participation in COLSK100 class, Student Success Workshops, Pathways Centers, one-one specialists, pirates day, and other departmental courses, students learn specifically how to identify and assess Individual values, knowledge, and skills to reach personal and professional goals. Student participation ensures students increase their ability to apply skills of collaboration, cooperation, decision-making that builds self-awareness, foster self-reliance, and nourish physical, mental, and social health.

**Equity, Success, and Continuous Quality Improvement**

if your rates for success for any SSLOs, SAOs, and ILOs are lower than your goals, what are your plans to improve them? Additionally, do your rates for your SSLOs, SAOs, and ILOs vary across student populations? How you do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

While there were no success rates rated were lower than our goals, it still remains a top priority to not only meet our equity goals through our SLOs, but to exceed them. Evolving and growing as a department includes collaboration with counseling. It is imperative that we continue to evaluate our processes and services through the equity lens. Our rates across student populations do not vary. The data shows the following success rates across student populations: Asian 100%, African-American 100%, Filipino 100%, Hispanic 100% and White non-Hispanic 100%. At this no gaps are apparent. Students interacting with Specialists are experiencing a high level of student success.

**Additional Support Service Area Program Data (optional)**

**Additional Program Data**

You may be asked to include additional data—or want to include additional data—regarding your service area. Please include your data below or attach it to your program review, set a goal regarding your data that would indicate success, and develop a plan for any improvements.

**Additional Program Data**

Please include your data in the box below or via an attachment. Write a brief description of the data, why it is important, and what it shows about your program. If you have different data sets, please identify and write about them separately.

Pathways Centers	Fall 2016	Spring 2017	Total
East Campus	1659	1529	
West Campus	841	1398	
Number of Students Served	2500	2927	5427

The Pathways Centers data demonstrates how many students were served during the academic year 2016-2017. The centers have served a total of 5,427 students. There is no data to compare because both centers were brand new in the fall 2016 semester. The importance of the number students served demonstrates the effectiveness they have had by having many services at a one-stop location. We are serving about 20% of the total campus student population that may include some students coming into the center for many services. This is a huge accomplishment due to the level of service and access to various services throughout the academic year

Services Received: Academic Advising 29%, Financial Aid 18%, Other 17%, Course Registration 13%, General Information 9%, MJC Application 8% and Pirates Net & Email 6%. The Student Type: Current Student 41%, New Student 22%, Unknown 29% and Returning Student 8%.

Pathways Centers	Summer 2017
East Campus	2929
West Campus	1540
<b>Number of Students Served</b>	<b>4469</b>

For the first time both centers were open in the summer 2017. Having been opened for a year, the centers became popular with a total of number served was 4,469.

**Analysis**

Given the data you have provided, provide a set goal for success regarding the data, review your data, and provide a plan for improvement if needed. Also examine whether or not your data and rates vary across student populations. Discuss how you plan to address issues of success and equity.

The goal for success in this program is to continue to increase the number of students served with many resources and continue to contribute of closing the achievement gap. At this time no issues of success and equity have been identified as Specialist have proven to increase success rates in the areas of data collection in this program review.

## Program Analysis

### Program Personnel

Provide a narrative or diagram of your area and personnel. Report any recent changes and any future personnel planning.

Classified Professionals Name	Position Title: Full-Time or Part-Time	Hire Date (Optional)

Alicia Arceo Eric Barajas Crystal Hinchman Phillip Martinez Jonathan Mendez Elida Miranda Ulises Ochoa Glen Stovall Santiago Uviña Tiffnie-Ann Versola Alynnna Martinez Araceli Zarate (Out of Class)	Full-Time Full-Time Full-Time Full-Time Full-Time Full-Time Full-Time Full-Time Full-Time Full-Time Full-Time Full-Time	
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Administrator Name	Position Title: Full-Time or Part-Time	Hire Date (Optional)
Eva Margarita Munguia	Full-Time	



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# Long Term Planning and Resource Needs

## Long Term Planning

Provide a long-term outlook for your student services area, including any goals addressing equity, success, enrollment, or any additional information that hasn't been addressed elsewhere in this program review. You may include environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Taking into account the trends within this student services area and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

The Student Success and Support Program is at a time of change at Modesto Junior College. Reflecting on the Integrating Plan of SSSP, BSI and SE, changes will be inevitable. The Specialists role will look different as MJC as we move forward in the redesigning of academic advising. This means that Counselors and Specialists will now partner up and have a cohort of students that both will be managing. In addition, the implantation of Starfish will also play an important role as both, Specialists and Counselors work together to increase retention at Modesto Junior College. The purpose of the redesigning advising comes from the Guided Pathways initiative which includes looking at how we can better serve our students in a more personalize and holistic approach. Changes at MJC will specifically be of benefit within this program.

The Pathways Centers will continue to operate and it is very realistic to see the centers double in serving students because additional services will be implemented to better serve students on a walk-in basis.

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## Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be you're the Student Services Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

SSSP is a program that proves access to core services and many resources to new, current, and continuing students. The data collected shows that Student Success Specialists are effective in the work to increase student success. In addition, the partnership that Specialist have created within their division is shown in the data provided on this report because we have seen an increase in college course success. The Pathways Centers data reflects the increase in student success by the number of students served and services provided. As the new redesign of advising develops, it is our hope that through collaboration and partnership with Counselors and faculty, the retention rates will increase drastically and as an institution we will make a higher impact to the closing the achievement gap.