

2019-20 Administrative Leadership Unit Review of Vice President of Student Services' Office Division

I.A. Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

Narrative

The Student Services Division centers its work from a “Students First” philosophy to provide students with culturally relevant, timely, and accurate information and resources to promote timely academic/career goal completion. The Skyline College Promise aims to develop a “student ready” institution that addressed the diverse needs of students as they work to achieve their academic and career goals, focused that at least 75% of students will “get in, get through, and graduate...on time.”

An integral part of the Skyline College Promise and overall Comprehensive Redesign, the division of student services is integral to the strategies and efforts as outlined in the Education Master Plan. These efforts include (not an exhaustive list):

- **Guided Pathways:** Implement an academic offering of certificates and degrees organized into Meta Majors that integrate thematic general education bundles and incorporate wrap-around student and academic support services to support goal completion.
- **High Impact Practices:** Identify and implement high impact practices that support student learning and promote timely completion of their educational and career goals.
- **Championing of Equity:** Expand efforts and activities that promote equity and an inclusive campus environment by promoting activities and programs that continue to develop the cultural fluency of students, staff, faculty, administration, and community partners as educators.
- **Promise Scholars Program:** Expand the Promise Scholars Program to provide financial, academic, and career development support to full-time enrolled students with the goal of increasing two and three year completion rates. The PSP replicates the City University of New York’s Accelerated Studies in Academic Programs (ASAP).
- **Customer Relationship Management system:** Support the implement and development of the CRM that is focused on a “Students First” educational experience.

- **Online instruction and student support:** Support a fully online comprehensive educational experience for students to access instruction and student services.

The Student Services Division is the key operation that

- facilitates and streamlines services and resources for students to access Skyline College (Get In),
- ensures a professional staff that utilizes culturally relevant and high impact practices to increase student retention and persistence, as well as support the academic program framework of Meta Majors and Guided Pathways (Get Through), and is
- focused on integrating programs and services that are designed to inform and support students with timely resources and develop institutional structures that remove barriers for students to complete on time.

The departments and programs that range from working with prospective students as part of our High School Counselors Liaisons to matriculation support, to completion support, and ultimately certificate/degree conferral are all included within the Student Services Division. The ALURs and defined by the Student Services Deans provide more nuanced and contextualized perspectives on the progress of the division and the aspirations for supporting the future of Skyline College students.

I.B. Profile: Programs

Which programs or functions are contained within the unit?

Narrative

Office of Vice President of Student Services: Operations, Title IX, Student Discipline, Student Crisis Support and the areas listed in the table below.

Counseling, Advising, & Matriculation	Enrollment Services	Student Equity & Support Programs
- Career Center	Admissions & Records	Disability Resource Center (DRC)
- SparkPoint	· Financial Aid	EOPS/CARE
- Transfer Center	· Outreach/ Recruitment	CalWORKS
- Articulation	· Veterans Resource Center	TRiO Student Support Services
- Assessment		Guardian Scholars Program
- General Counseling		Equity Training Series
- Student Success & Support Program (SSSP)		Communities of Practice
- Development & delivery of COUN and CRER courses		A Call to Consciousness Lectures (In Partnership with Student Activities)
- Promise Scholars Program		Beyond the Margins Equity Forums
- NOVA Work Center		Intercultural Center (Rainbow Center, Multicultural Center)
- Psychological Services		
- Health Services		
- Student Life & Leadership		

I.C. Profile: Service Area Outcomes

List the current service area outcomes for the unit.

Narrative

Noted in Deans' ALURs

II.A. Analysis: Unit Effectiveness

Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives.

Narrative

Noted in Deans' ALURs

II.B. Analysis: Progress on Outcomes

Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

Narrative

Noted in Deans' ALURs

II.C. Analysis: Unit Environment

Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

Noted in Deans' ALURs

II.D. Analysis: Unit Personnel

Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box.

Narrative

Student Services ORG Chart (MCPR final draft under review to be inserted)

III.A. Reflection: Considering Key Findings

Consider the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement.

Narrative

The Student Services Division is clear that the need for innovation is to disrupt the status quo approach to delivering student services, which has historically not supported student success sufficiently. There is a genuine desire and commitment to innovation and adopting best practices that are implemented at scale that go beyond a programmatic level. There is also a strong commitment to equity that is at the core of the inquiry with regard to best practices and innovations that are being explored and developed. The administration, faculty, and staff within the division are focused on supporting the Skyline College Promise to successfully implement the programs, efforts, and services designed to increase student completion and close the equity gaps among students.

One of three signature programs for the Skyline College Promise, the Promise Scholars Program has grown from a small pilot of 137 students to 750 students in fall 2019 at Skyline College. It is a comprehensive student support program for first time, full time students that provides financial support for two years of college in the form of fee waivers, textbook and materials support, transportation incentives, with individualized academic counseling and career support. As the first California community college to replicate the ASAP model, Skyline College successfully secured an Innovations in Higher Education award to scale the Promise Scholars Program to the SMCCCD and three other California community colleges. The Promise Scholars Program expansion is on track to serve 2,000 students across the district with full direct aid to student support by the board of trustees.

As an example, upon reviewing PRIE data, the Outreach Office was able to see an increase in Fall 2017 enrollment from feeder schools in comparison to previous academic years. Much of this work was based on the amount of involvement with local feeder schools regarding the application and matriculation process. We set up specific dates with each school to assist students with their application, counseling, and registration. By taking students through this intentional process, enrollment from these schools significantly increased. This effort was a cross campus collaborative effort, which included all aspects within Student Services (Counseling, Student Equity & Support Programs, Enrollment Services), as well as key integrations with instructional and academic programs. There are future staffing implications involved with this intensive enrollment support. The innovation involved breaking down the barriers the institutional structures that were previously grounded in students being "college ready," meaning students come to the campus to complete matriculation steps and transitioning to a "student ready" institution, where we focused on our policies,

practices, and procedures. This critical exploration led to developing the key partnerships with high schools to facilitate the completion of matriculation on their campus sites.

An additional example is the three year old Student Equity & Support Programs Division that has experienced a significant amount of success in terms of influencing the campus cultural climate. The influence can be experienced from everything from the Academic Senate passing a resolution on Equity, to the establishment of the Student Equity Leadership Summit by ETS alumni. The strength of SESP is its ability to engage the campus in multiple ways in conversations and activities around the issues of educational equity. The opportunities lie in its ability to maintain its momentum and scale up its services. The challenge is the funding. A significant portion of SESP staff and programs are funded through the Student Equity and Achievement Program (SEA) funds. The State's decisions around these funds have an impact on personnel and services.

Through creativity and innovation, we have seen an increase in the number of students participating in all of the Categoricals despite the introduction of the Promise Scholars Program. The opportunities and challenges facing the Categoricals are their ability to graduate students from their main demographic at a higher rate than students who do not engage in their services. As new models of student success emerge, Categoricals existence will really on a combination of both qualitative and quantitative data not just their legacy.

Challenges, Concerns, & Opportunities

Embarking on a comprehensive college redesign is complex and hard work. Part of the challenge is the need for constant communication on all of the simultaneous changes within the various departments within the Student Services Division and to the college at large. In part, this is as a result of being in the midst of the work and many approaches still being developed that prevents full clarity until program efforts come to fruition.

Large scale change brings the opportunity for innovation and creativity that includes thinking outside of conventional approaches to working with students. For the Counseling division this includes exploring how to work differently across campus with instructional faculty when it comes to working with undeclared students and in increasing comprehensive Student Education Plan's. Part of this work also includes implementing career development benchmarks and a needs based counseling model to scale that will require collaboration with instructional faculty and leveraging technology. Critical to the success of the counseling redesign will be the opportunity to inform technology needs that will facilitate the delivery of student services to scale. We have a unique opportunity to leverage the existing culture and years of work that has already taken place to completely redesign a status quo approach in the delivery of services to one that is

transformative, intentional, and in collaboration with instructional faculty and students.

There are two main concerns in looking forward as we get closer to the implementation of a redesigned counseling program. First, there is a need to increase the Counseling FTE significantly if we desire to deliver intentional and informed counseling to scale and grow the Promise Scholars Program. There will not be enough funding through SSSP to meet the need for increased counseling capacity.

With the implementation of the Counseling and student services redesign, the greatest concern includes the budget implications. By year 2020-2021, the vision is that the entire student population would be served by a meta major and needs based counseling model, Promise Scholars would have multiple cohorts in progress, and the added technology costs to support the CRM. This would all be well beyond the means of the SSSP budget (especially considering the position control that is currently tied to SSSP).

As an example of the work from the Enrollment Services Division, the Dean has provided key leadership to reduce the instances where students are required to complete and submit paper forms to address school matters, resulting in district wide reduction in form from over 95 forms to 23 forms. The integration of a technological infrastructure that can deliver a “student ready” college experience that has resulted in the implementation of a new CRM across the district began with this effort. The effectiveness of services provided by the Admissions and Records Office will be dependent on three key factors: having access to current and supporting technology, having adequate staffing to support the volume of services provided (mandated and other) and providing those staff with training as services and technology transform to meet the needs of each new generation of students.

III.B. Reflection: Synergy

Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs.

Narrative

Skyline College is known for its innovation and commitment for providing a quality educational experience to fulfill its mission “to transform and empower a global community of learners.” The institutional culture is highly collaborative and relies on the foundational structures to support the mission, vision, values of the College. The Student Services Division has key areas for synergy to support institutional priorities:

- Student Equity & Support Programs will continue its work to enhance synergy as follows:
 - Center for Transformative Teaching & Learning (Professional Development, ETS, Flex Days, Divisional Workshops, etc.)
 - EOPS/CARE and TRiO Student Support Services collaboration with Promise Scholars Program
 - DRC Universal Design and student support- collaboration with English and math departments for implementation of AB 705
 - Implementation of the Intercultural Center (Equity Resolutions for Academic Senate, Classified Senate, Associated Students) in collaboration with Counseling Division and in consultation with campus programs as needed
- Enrollment Services will continue its work to enhance synergy as follows:
 - Implementation of Customer Relationship Management(CRM) tool
 - Meta Majors/Guided Pathways – support continued implementation efforts to streamline programs of study for timely completion
 - Dual Enrollment Program expansion- ensure infrastructure is stabilized for projected growth in the upcoming academic years
 - Auto awarding of degrees/certificates to students when units completed
 - Outreach collaboration with instructional programs to inform prospective students of programs/certificates as defined in Meta Majors/Guided Pathways

- Counseling Division will continue its work to enhance synergy as follows:
 - SSSP approach to working with undeclared students and integrating with the undeclared work team that is part of the comprehensive redesign, specific collaborations with Instructional Divisions
 - Continued exploration of synergy between Promise Scholars Program and TRiO, EOPS, and learning communities
 - Counseling 100 curriculum and the development of an “exploratory course”
 - Continued refinement of implications of meta-majors on orientation, counselor liaison program, and the structure of the counseling division
 - The work that has taken place in the development of the Promise Scholars Program in regard to needs based counseling support and career development benchmarks informing counseling approach to scale
 - The need for integration of Career Counseling and Career and Strong Workforce
 - The need of integration of counseling support, academic support, instructional faculty and peer tutors in the vision for the development of implementing student success teams
 - Health Center and Personal Counseling connections with campus programs and departments for educational programming activities
 - Spark Point Center collaborations with campus programs to promote increased student engagement in developing financial literacy and “game plan” for completion.
 - Student Life & Leadership Development collaboration and integration with Guided Pathways/Meta Majors; Student Equity & Support Programs for student leadership development, specific to increasing cultural fluency; Enrollment Services for increased collaboration with Outreach efforts

III.C. Reflection: Aspirations

Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results?

Narrative

Noted in Deans' ALURs

IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests

Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

- (1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
- (2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more institutional goals.

Need help? Contact the PRIE Office for further instructions.

Narrative

The resource requests as outlined in the ALURs in the Student Services Deans' areas provide the rationale and action plans for the resource requests. Embedded in these requests is a fundamental understanding that programs within student services are heavily resourced by categorical and grant funded programs. Therefore, the requests outlined in the ALURs include an action plan to utilize the institutional prioritization processes for requesting General Fund dollars for new staffing requests.

The Office of the Student Services is a two-person office, with short-term hourly support for part of the 17-18 academic year. The increase scope in programmatic and operational responsibilities require an additional FTE in the office to ensure that timely completion of sensitive and confidential operational matters, including but not limited to student discipline, title ix, divisional operations.