



## SKYLINE COLLEGE ANNUAL PROGRAM PLANNING SELF-STUDY

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

**NOTE:** This annual program planning self-study is very preliminary, due to the fact that until January 2013 the TRiO/SSS Program was aligned in the Language Arts Division under the Learning Center. There were no specific program student learning outcomes or program assessment plan consequently the Spring 2013 semester is the initial data collection point for Tracdat. There were student learning outcomes (SLOs) for ENGL 650 and MATH 650 TRiO/SSS Program courses, the MATH 650 means of assessment tool, "MATH 650 Student – Post Questionnaire" collected data that corresponded to its SLOs. However, a review of the ENGL 650 means of assessment tool, "End of the Semester Self-Assessment Survey" revealed it was not aligned with the course's SLOs, resulting in data for Fall 2013 not being collected and entered into Tracdat.

**Program Title:** TRiO/Student Support Services Program

**Date Submitted:** 040913

### Key Findings:

1. There needs to be a comprehensive TRiO/SSS Program review conducted.
2. Student learning outcomes, an assessment plan, along with means of assessment tools needs to be revised for better data collection.
3. Data, analysis and interpretation of PSLO #4 need to be completed.
4. Qualitative methods of assessment need to be enhanced.
5. TRiO staff time needs to be consolidated and expanded, that is, besides the Director and 1.0 FTE faculty member there is no other staff working more than .50 FTE.

**1. Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders) List of names and positions: Due to the very recent realignment of the TRiO/SSS Program , i.e., January 2013 there has not been an opportunity to assemble a planning group.

**2. Contact Person** (include e-mail and telephone): Raymond Jones  
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**3. Program Information**

**A. Program Personnel**

**Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:**

- Manager (1)
- Faculty (3)
- Classified (5)
- Student Assistants (2)

FT Faculty (FTE): Counselor 1.0	FT Classified (FTE): 0.0	Peer Tutors: 12 hours/week
PT/OL Faculty (FTE): ENGL 650 (.15) MATH 650 (.50) Counselor (.30)	PT Classified (FTE): Staff Assistant (.50 FTE) English Instructional Aide (.42 FTE) Math Instructional Aide (.62 FTE) Instructional Aides ( 25 hours/week)	Volunteers: N/A

**B. Program Mission and Goals**

**State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Address how the program meets the current year’s strategic priorities. (200 word limit)**

The mission of the TRiO/SSS Program is to encourage and assist students who are a traditionally underrepresented community of learners in postsecondary education either because of income, family educational background and/or disability. This mission is

- Persistence Rate – 80% of all participants served in the reporting year will persist from one academic year to the beginning of the next academic year or graduate with an associate’s degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
- Good Academic Standing – 85% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the College.
- Graduation/Transfer Rate – 20% of new participants served each year will graduate with an associate degree and transfer to a four year institution within in four years of entering the program.

Table 1. Skyline College TRiO/SSS Program Objectives

endorsed through the specific TRiO/SSS Program objectives of student persistence; good academic standing; and graduation/transfer rate (see Table 1).

All three objectives directly support the College's mission and priorities "to empower and transform a global community of learners." A review of the College's 2012 – 2013 strategic priorities (source: Skyline Shines, August 30, 2012) demonstrates that TRiO/SSS Program is striving to assist the College in becoming a premier transfer institution through its assessment and student support services practices. The TRiO/SSS Program's transfer rate for its 2008-09 cohort is 80% or 49 students (source: 2012 APR) which is well above the College's transfer rate. A review of the TRiO/SSS Program student demographics (see Table 2) shows the positive impact of TRiO/SSS Program in executing practices that support the Stewardship for Equity, Equal Employment and Diversity (SEED) Committee's goal of creating a campus climate of diversity regardless of socioeconomic status, gender, ethnicity, religion, culture, sexual preference or disability. As a student support service program TRiO/SSS Program has applied best practices and processes related to intake, assessment, academic counseling and learning support to contribute to campus equity and student success at the College.

<b>Ethnic Type</b>	<b>Total</b>
American Indian or Alaskan Native	3
Asian	65
Black or African American	19
Hispanic or Latino	120
More than one race reported	3
Native Hawaiian or other Pacific Islander	40
No response/Unknown	36
White	47
TOTAL	

Table 2. Ethnicity of 2012 – 13 TRiO Cohort (Blumen Database)

#### **4. Program/Service Area: Student Learning Outcomes and Program Data**

- A. Summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the year (prior to submission deadline of April 1st) Tool: <https://sanmateo.tracdat.com/tracdat/>**

The TRiO/SSS Program is required to submit an Annual Performance Report (APR) that is based on the following guidelines: (1) a specific cohort of students which for the 2012 APR is 2008-09; and (2) the 2013 APR is reporting the success of the 2008-09 cohort as of 2012 in obtaining specific program objectives approved by the United States Department of Education (see Table 1). These objectives served as the basis for developing three of the TRiO/SSS Program Student Learning Outcomes (PSLOs) that are entered into Tracdat. PSLO #4 is independent of the program objectives. Based on the above objectives the following PSLOs were developed by the TRiO/SSS Program staff for Tracdat's Program Assessment Plan, they include the following:

1. PSLO #1  
TRiO students will demonstrate initiative and individual responsibility to persist from one academic year to the beginning of the next academic year.  
**Result:** 98% (330/338) of the students persisted (source: 2012 APR Report)
2. PSLO #2  
TRiO students will maintain good academic standing (2.00 GPA) per semester with greater than 67% completion rate.  
**Result:** 93% (316/338) of the students were in good academic standing (source: 2012 APR Report)
3. PSLO #3  
TRiO students will graduate with an associate degree or certificate within four years AND will transfer to a four year institution.  
**Result:** 80% (49/61) of the 2008-09 entering student cohort attained an associate degree or certificate and transfer to four year institution (source: 2012 APR Report)
4. PSLO #4  
TRiO students will take personal responsibility to accessing appropriate student services for student success.  
**Result:** N/A

As of April 1, 2013 the data gathered and interpreted from the Blumen database verified that the expected criteria for program's objectives were achieved while simultaneously meeting the criterion for PSLO #1 – #3 in Tracdat (see attachment entitled\_viewReport\_PSLO\_040913). PSLO #4 data will need to be further data mining to determine if the criterion was met.

The TRiO/SSS Program has SLOs for MATH 650 and ENGL 650 which have been entered into Tracdat. The MATH 650 SLOs were assessed at the end of the Fall 2012 semester using the "Math 650 Student Post Questionnaire" (see attachment entitled viewReport\_MATH650\_SLO\_040913). A review of the results indicated that MATH 650 successfully attained the criterion for each of the SLOs (see . However, a closer scrutiny of the survey indicated the criteria for SLO #3 and SLO #4 while meeting the established criterion could be more specific in determining student perceptions about what behaviors are necessary to be a successful student (SLO #3) and what type of success skills did the student practice in TLC (SLO #4). The math professor has agreed to revise the questionnaire to gather more detailed information for Spring 2013.

After a review of data collected for the ENGL 650 SLOs it was determined the self-assessment survey was not measuring the SLOs, as a result the assessment results gathered for the Fall 2012 semester were not considered valid or reliable. Staff agreed to revise the "End of the Semester Self-Assessment Survey" so it corresponds to the SLOs for the Spring 2013 semester.

**B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes.**

Tool: <http://www.skylinecollege.edu/prie/programdata.php>

A review of the online Program Data webpage revealed this analysis had not been done for the TRiO/SSS Program. However, a quick perusal of the Blumen database shows the following comparable information in the three categories identified on the Program Data webpage (note results are from different APRs):

**Productivity**

Head Count	FTEF
338	1.25

Table 3. Productivity – 2012 APR

**Student Characteristics (see Table 1 for Ethnicity)**

Gender	Number	Percentage
Female	207	62%
Male	126	38%

Table 4. Student Characteristics Gender – 2011 APR

Eligibility Type	Number	Percentage
Disabled	9	3%
Disabled and Low-Income	21	6%
First-Generation only	77	23%
Low-Income and First-Generation	222	66%
Low-Income only	6	2%

Table 5. Student Characteristics Eligibility – 2011 APR

**Success & Retention\***

Enrollment	Success Count	Success Rate	Success Rate Goal	Success Rate Difference	Retention Count	Retention Rate	Retention Rate Goal	Retention Rate Difference
338	316	93%	85%	+8%	330	98%	80%	+10%

Table 6. Success & Retention – 2012 APR

\*The TRiO/SSS Program defined Success and Retention data differently as defined on the Program Data webpage. For this report, **success** it is defined as the percentage of all

participants, i.e., 2008-09 cohort served in the reporting year, i.e., 2012 that persisted from one academic year to the beginning of the next academic year or graduate with an associate degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. **Retention** was defined as the number of participants, i.e., 2008-09 cohort served by the TRiO/SSS Program that met the performance level required to stay in good academic standing at the College defined as a 2.0 grade point average or better, it should be noted that data can be extracted for each grade point average by group, e.g., 2.0, 3.0 and 4.0. A review of the TRiO/SSS Program's Blumen database will need to be undertaken to develop comparable tables in productivity, student characteristics and success and retention.

**C. Explain how other information may impact the Program (examples are business and employment needs, new technology, new transfer requirements etc.)**

The TRiO/SSS Program is susceptible to political, social and economic trends, currently the United States Congress' lack of agreement on the federal budget, i.e., sequestration has adversely resulted in an anticipated 5.2% (\$27,000 estimated) decrease in funding for the Skyline College TRiO/SSS Program in 2013-14. Recent state legislation regarding the number of times an individual can repeat a course has resulted in TRiO/SSS Program staff creating new policies and procedures when registering TRiO students for ENGL 650, MATH 650 and LSKL 800. Careful planning is necessary to ensure student will receive the optimal level of student support services. Also the ongoing changes in federal policies about use of funds, reporting, etc. requires carefully monitoring to ensure compliance.

**5. Curricular Offerings**

Tools: CurricUNET <http://www.curricunet.com/smcccd>; <https://sanmateo.tracdat.com/tracdat/>

**A. Program Curriculum and Courses. If your program does not offer curriculum please state "N/A".**

Respond to the following:

- What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title. **N/A**
- If you have not done so already, please email the Tracdat Coordinator to request that these courses to be added to Tracdat.
- Have you uploaded SLO's for your new courses in Tracdat?
- Have you mapped course-level SLOs to PSLOs and ISLOs?
- Have you uploaded an assessment method (need not be specific) for each course?

## B. Identify Patterns of Curriculum Offerings

Respond to the following:

- What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? **N/A**
- What is the ideal curriculum cycle?

## 6. Response to Previous Annual Program Plan & Review

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report. **N/A**

## 7. Action Plan

**Provide your action plan based on the analysis and reflections provided in the previous sections. Note – resource requests should be connected to action plans**

Respond to the following:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.

The data collection conducted by TRiO/SSS Program is comprised of mixed qualitative and quantitative methods that are both formative and summative. The TRiO/SSS Program needs to review its mix methods of assessment currently it is quantitatively “heavy,” with a strong reliance on surveys. The primary qualitative method to collect student information is written reflection which is both time and labor intensive to gather, interpret and analyze. Additional qualitative methods being considered are focus groups and electronic portfolios, these method will need to be explored to determine applicability.

The Blumen database is a rich resource for information, its potential needs to be fully investigated to determine what types of data reports can be generated. Initial exploratory discussions between the TRiO/SSS Program Director and the Office of Planning, Research and Institutional Effectiveness have been productive in the conceptualization of what possible types of reports (e.g., longitudinal, annual, dashboards, graduation rates from four year colleges, etc.) can be created to analyze the data to better comprehend what program practices, policies, and procedures are contributing or hindering the delivery of services and programs.

Despite the limitations of the SARS database, such as not being able to interphase with Blumen and Banner platforms, it is data mined to create reports about delivery of services to students, i.e., one-on-one tutoring, peer tutoring, computer usage, hours of study. Ideally, the District would decide to have uniform and compatible platforms that can share information to generate useful reports.

Action steps include:

1. Revise the assessment tools for ENGL 650 and MATH 650 to better assess attainment of the SLOs.
2. Investigate the feasibility of using electronic portfolios as an assessment tool
3. A question of inquiry will be to determine the graduation rates of TRiO students who have transferred to a four-year institution.
4. Collaborate to improve means of assessment tools.

## **8. Resource Identification**

### **A. Professional Development needs**

1. Counseling faculty needs to attending professional training related to transfer
2. Staff Assistant needs to remain current on Blumen database upgrades, along with developing skills in creating Excel databases and generating reports.
3. Math and English Instructional Aides need to develop technology expertise especially in the areas of data management and academic learning.

### **B. Office of Planning, Research & Institutional Effectiveness requests**

#### Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.
  1. Collaborate to collect and create reports to be included on the Program Data webpage.
  2. Longitudinal study focused on graduation rates of TRiO/SSS students that have transferred to a four year institution.
  3. Comparison studies of first-generation, low income, and/or disabled student cohorts that are not in the TRiO/SSS Program with students receiving TRiO/SSS services, i.e., persistence, good academic standing, graduation/certificate rates, transfer rates, length of time, attrition rate, grade point average, number of units attempted/completed, etc.

These requests will provide a rich resource source of information to improve the TRiO/SSS Program and support the College in its quest to deliver the type, quality of student support services to achieve its goal of becoming a premier transfer college.

**C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests**

Complete the following table:

**Annual Program Planning Resource Needs**

**Program: TRiO/SSS Program**

**Date: 040913**

	<b>What are the needs?</b>	<b>How does this request align with your assessment of student outcomes?</b>	<b>How does this request align with your action plan?</b>	<b>What is the estimated cost for facilities and equipment?</b>
<b>Personnel</b>	1. Hired math specialist .5FTE  2. Submit personnel request form for 3 instructional aides to tutor ESOL students  3. Review duties, activities of the English Instructional Aide for possible increase from .42 FTE to 1.0 FTE	1. To improve students' self-assessment of being more confident in mastering math concepts and skills (MATH 6550 SLO 1)  2. To improve students' self-assessment as improved writers, readers (ENGL 650 SLO 1)  3. To improve students' self-assessment to independently revise papers (ENGL 650 SLO 2)	1. Improves the delivery of assessment, workshops, referrals and tutoring, along with revision of SLOs and assessment plan  2. Address the increasing tutoring demand nonnative English learners  3. Improves the delivery of assessment, workshops, referrals and tutoring, along with revision of SLOs and assessment plan	
<b>Equipment</b>	1. Purchase 4 laptops for tutoring	1. To improve students' self-assessment in using student support services (MATH 650 SLO 4)	1. To facilitates the delivery of tutoring in English and Math	1. \$1200
<b>Facilities</b>				

