

## Program Review Guide: Student Support Services

Unit Name: *Student Life*

### Welcome to Program Review

During this process, you will:

1. Analyze annual effectiveness data for measured outcomes related to you Unit Goal(s);
2. Analyze effectiveness of highlighted strategies in place for your unit to achieve its stated goals and measured outcomes;
3. Analyze your Unit's staffing and resource needs;
4. Revise Unit structure and organization, including relationships with other Units in Student Support Services;
5. Formulate a list of needs to achieve your unit goal and measured outcomes (e.g. staffing, budget, resource allocation) for operational planning in the upcoming academic year.

Please respond to all prompts in the boxes provided for each section.

### Section 1: Unit Overview

**Strategic Priority/Core Theme:** Student Success/Achievement

**Overall Unit Goal(s):** Support increased completion rates for degree and certificate seeking students.

**Measured Outcomes:** use data from [Completion & Equity Gap in 3 Years 2019-20 Cohort](#); [Completion & Equity Gap in 3 Years 2020-21 Cohort](#) to fill in tables below.

1. Increase the completion rate for Workforce degree students:

Year (Fall Quarter)	Completion Rate	Increase/Decrease from Previous Year
2019	34%	
2020	45%	+11%

- Have the goals and measured outcomes you've listed in your Annual Program Effectiveness Worksheets been met?
  - If yes, explain how.
  - If no, what progress has been made toward accomplishing program goals? What will your program do to meet these goals?
- How will program goals be adjusted next year to improve increased student access and diversity?

*Response to Prompts:*

Students enrolled in Workforce degrees were 9% more likely to complete than the average SVC student. Strategic plan has Workforce students completing at 50% by 2027-2028. Our goals are to increase completion by 2% each year until '27-'28.

To meet these goals the Office of Student Life will:

- Establish connection with specific Advising Hubs to support student engagement and retention in work force programs
- Continue support of Workforce program connected clubs through advisor support and club officer connection
- Partner with students and faculty and consider possible programming ideas such as a Try A Club (manufacturing, welding, fire science, etc.), host a Welding Rodeo, blood pressure checks with Nursing students
- Encourage, support, and help plan cross club collaboration programming
- Improve methods of communication and data collection

2. Increase the completion rate for Transfer degree students:

<b>Year (Fall Quarter)</b>	<b>Completion Rate</b>	<b>Increase/Decrease from Previous Year</b>
2019	33%	
2020	32%	-1%

- Have the goals and measured outcomes you've listed in your Annual Program Effectiveness Worksheets been met?
  - If yes, explain how.
  - If no, what progress has been made toward accomplishing program goals? What will your program do to meet these goals?
- How will program goals be adjusted next year to improve increased student access and diversity?

*Response to Prompts:*

The strategic plan is to increase our Transfer degree completion rate to 38% by 2027-2028 We are currently at 32% with a goal of increasing by 2% until '27-'28.

To meet these goals the Office of Student Life will:

- Establish connection with specific Advising Hubs to support student engagement and retention in degree seeking programs
- Continue support of academic program connected clubs through advisor support and club officer connection
- Improve methods of communication and data collection

- Continue to progress on building co-curricular programming around Areas of Study, considerations could include 1 co-curricular programming event per quarter focused on each Area of Study
- Connecting such programming to culturally relevant and important considerations as well

3. Address equity gaps in completion rates for Workforce degree students:

Year 2020	Demographic Group	Equity Gap – Total Completion is 45%	Increase/Decrease from Previous Year
	Male	-4% (41%)	+14% (27%)
	Female	+4% (49%)	+4% (45%)
	Not designated	+5% (50%)	0% (50%)
	Al/An	+55% (100%)	+60% (40%)
	Asian	+30% (75%)	+42% (33%)
	Black/African American	-45% (0%)	-33% (33%)
	Hispanic	+12% (57%)	+24% (33%)
	2+ Races	-1% (44%)	+ 17% (27%)
	White	-1% (44%)	+8% (36%)
	Unidentified	-18% (27%)	+2% (25%)
	Full Time	+2% (47%)	+7% (40%)
	Part Time	-6% (39%)	+15% (24%)
	<18	-12% (33%)	+13% (20%)
	18-24	-1% (44%)	+11% (33%)
	25-39	0% (45%)	+8% (37%)
	40+	+2% (47%)	+25% (22%)

- Have the goals and measured outcomes you've listed in your Annual Program Effectiveness Worksheets been met?
  - If yes, explain how.
  - If no, what progress has been made toward accomplishing program goals? What will your program do to meet these goals?
- How will program goals be adjusted next year to improve increased student access and diversity?

*Response to Prompts:*

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- We will consider equity gaps when looking at programming ideas
- Programming that highlights cultural importance
- Programming that considers cultures of significance on each campus

- Pursue wellness opportunities for student cultural populations that are considered less likely to have access to health care
- Pursue wellness opportunities for student cultural population that may be identified as being more at risk for health concerns and challenges
- Look at opportunities to partner with community health agencies such as Molina Health Care and Consejo Counseling

4. Address equity gaps in completion rates for Transfer degree students:

Year 2020	Demographic Group	Equity Gap – Total Completion is 32%	Increase/Decrease from Previous Year
	Male	-2% (31%)	+2% (29%)
	Female	+1% (33%)	-3% (36%)
	Not designated	+ 68% (100%)	+50% (50%)
	AI/An	+1% (33%)	-17% (50%)
	Asian	+20% (52%)	+17% (35%)
	Black/African American	+6% (38%)	-22% (60%)
	Hispanic	-18% (14%)	+3% (11%)
	2+ Races	-7% (25%)	-8% (33%)
	White	+23% (55%)	+17 (38%)
	Unidentified	-28% (4%)	+1% (27%)
	Full Time	+4% (36%)	-4% (40%)
	Part Time	-5% (27%)	0% (27%)
	<18	-8% (24%)	-33% (57%)
	18-24	+8% (40%)	+2% (38%)
	25-39	-7% (25%)	-5% (30%)

- Have the goals and measured outcomes you've listed in your Annual Program Effectiveness Worksheets been met?
  - If yes, explain how.
  - If no, what progress has been made toward accomplishing program goals? What will your program do to meet these goals?
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## Section 2: Operationalization (Strategies)

*Please list your current Unit Strategies to achieve your stated unit goals and measured objectives.*

- What is working well? What is not working/what can be improved?
- Briefly list the how the unit intends to measure change/improvement/success for this strategy.
- Briefly discuss your relationship with Instruction.

### *Response to Prompts:*

- We have had staff turnover and job adjustments in the last year, but now have a great team that has been in place since the beginning of Spring Quarter.
- The students through the S & A process support 2 Student Life Specialists on the Mount Vernon Campus, which will increase our capacity to program more broadly and effectively manage and develop leadership skills with students
- We will plan opportunities for students to engage in activities outside of the classroom to connect with others, learn about other cultures, learn ways to release stress, and learn to manage their time
- We will consider service learning events that highlight different issues of importance and provide opportunity for students to learn outside the classroom.
- These events could include service learning trips locally, nationally, or internationally and events of cultural importance such as the Powwow, Dia de los Muertos, Holocaust Remembrance, Global Genocide, and others.
- We have a reasonably good relationship with instruction, particularly those faculty that advise clubs
  - We continue to plan opportunities to strengthen connections with faculty advisors, particularly as we have a number of very new advisors
- We plan to utilize our new Cardinal Connect student programs portal to collect data regarding event attendance, club participations, co-curricular connection opportunities, and connection to student support opportunities. This will be year one with the new platform and will allow us to build some baseline data around these aforementioned areas.

2. New Student Registration – Student Life Engagement Station
- What is working well? What is not working/what can be improved?
    - Solutions
  - Briefly discuss your relationship with Instruction and local school districts.
    - Highlight successes and areas for improvement
  - Briefly list the how the unit intends to measure change/improvement/success for this strategy.

*Response to Prompts:*

- The NSR model does provide opportunity for engagement with new students, but it is hit and miss. Sometimes students are not in the space long enough to have valuable connections. Sometimes they are in the space for too long and the opportunity for engagement is overshadowed by the student frustration of waiting
- It is difficult to have meaningful engagement when students are coming and going throughout
- Solution/Intention would be to have more specific and intentional conversation with individual students. Ask them plan of study and be prepared to provide them information to connect to specific clubs
- Adding New Student Orientation programming as a follow-up and supplement to New Student Registrations could be a valuable opportunity and tool.

### **Section 3: Program Resources and Staffing**

- Describe any challenges over the last assessment cycle related to staffing and/or budgets related to achieving the stated goals of your unit.
- Are there any unrealized efficiencies (e.g. changes in job position duties and/or focus areas) that would improve the effectiveness of achieving your stated unit goals and objectives?
- Are there other needs in your unit apart from resources or staffing that would improve student enrollment and/or diversity at SVC? Describe those needs and how they would potentially improve your outcomes.

*Response to Prompts:*

- *Capacity is always a challenge and puts limits on our work in Student Life*
- Previous Student Life Staffing models have included 2 full-time Institutionally funded positions at each campus. Scope of duties at WIC included Recruitment and Commencement – responsibilities outside the scope of permissible use with S & A dollars.
- The Student Equity and Inclusion Specialist has now been absorbed by the Office of Student Life on the Mount Vernon Campus and will increase capacity and improve programming opportunities. This is a new efficiency that will continue to improve effectiveness

- Running Start, Veterans, International, BEDA, etc. are served extensively by Student Life but there is no funding support to S & A from the tuition that these student populations pay.
  - All tuition revenue for these populations is retained by the institution
  - Other SBCTC institutions support this work with a transfer of funds to the S & A budget from tuition revenue dollars.

## Section 4: Unit Organizational Structure

- Review the Unit's structure and staffing in relation to its goals and measured outcomes.
- Review the Unit's relationship with other Units inside your area (e.g. Student Support Services).
- Are there potential changes to organizational structure that could improve the achievement of the unit's stated goals and objectives within student support services? For example, are there other units that also focus on student recruitment and/or enrollment? What is your relationship with those units and areas? Is there duplication or roles and or duties?

### *Response to Prompts:*

- *Capacity is always a challenge and puts limits on our work in Student Life*
- Only 2 staff positions are supported with institutional dollars (Director of Student Life and Assistant Director of Student Life – Whidbey Island Campus)
- 2 additional full-time Student Life Specialist positions are supported specifically with Mount Vernon Campus S & A dollars.
- There is only 1 staff person at the Whidbey Island Campus
- Previous Student Life Staffing models have included 2 full-time Institutionally funded positions at each campus. Scope of duties at WIC included Recruitment and Commencement – responsibilities outside the scope of permissible use with S & A dollars.
- We often support and are involved in the efforts and events of other department and divisions
- Student Life Specialists are funded with S & A dollars, and therefore can not work outside the scope of permissible use restrictions. These positions are not allowed to do work in support of recruitment, community events and engagement, or other areas that would be considered general college operations
- We often find ourselves spending time on tasks that are time-consuming as it relates to Ctclink procedures. That time takes us away from efforts to connect with students, build effective programming, and evaluate effectiveness

- We very much believe there is a need for an Office Assistant that supports both the MV and WIC Offices of Student Life. This position could also potentially support the work of other areas, such as Student Food Pantry and the International Student Office

## Section 5: Student Feedback/Customer Service

- Review feedback from the Noel Levitz student satisfaction survey targeted questions.
- Review feedback from focus groups on enrollment processes, course scheduling, and new student orientation.
- What changes need to be implemented in order to address the issues highlighted in the student feedback?

### *Response to Prompts:*

- We will be launching a new product (Cardinal Connect) this fall that will allow event check-in, data collection, and a one-stop-shop for club and program information – both co-curricular and extra-curricular.
  - Cardinal Connect is a web and app-based platform that students will be able to connect with
  - Cardinal Connect is tailored to and specifically branded for Skagit Valley College
- Year 1 with this tool will allow us to build baseline data collection

## Section 6: Operational Planning

- Please list next year's measured outcomes (with targets) and strategies to achieve these outcomes.

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- Based on your analysis in this annual effectiveness worksheet, please list operational planning needs for both 1) improvement where previous goals were not met and/or 2) additional needs to achieve next year's stated goals and objectives.

*Response to Prompt:*

- Increase staffing with an Office Assistant to support the work of the Office of Student Life on both the Mount Vernon and Whidbey Island Campuses would very much improve capacity and ability to operate more efficiently and effectively.
- A full-time OA may have the capacity to support an additional smaller office on campus – such as International Programs