Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Non-Instructional Department, Program, or Administrative Unit Program Review Handbook

Fall 2015
Version 2.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department. It provides the department, program or administrative unit accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic and student support programs and administrative units.

- Provide a standardized methodology for review of units.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the program or unit, at the college and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that services reflect student needs, encourage student success, and foster improved teaching and learning.

- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Non-Instructional Department, Program or Administrative Unit Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of support and administrative services. These questions direct attention to assessment results, support services, administrative functions, and resource areas related to student success in order to develop a plan that will improve the quality of support and administrative services.

The primary components in the Non-Instructional Department, Program or Administrative Unit Program Review process include:

- The Non-Instructional department, support or administrative service Program Review Team

- Completion of a Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report every three years

- Validation of the Non-Instructional Department, Program or Administrative Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

  - The *Program Review Resource Requests Template* in which to summarize key resource needs.

  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

  - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the Non-Instructional Program Review, are completed in the alternate years within the comprehensive Program Review three year- cycle.

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Thus, the recommendations and priorities from the Non-Instructional Department, Program or Administrative Unit Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Non-Instructional Department, Program or Administrative Program Review Team

The Non-Instructional Program Department, Program or Administrative Unit Review Team at the College is comprised of the following members:

- Department, program or administrative unit Manager.

- Two additional staff members within the department, program or administrative unit.

- All staff within a department, program or administrative unit are encouraged to participate in the Non-Instructional Department, Program or Administrative Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of staff outside of the department, program or administrative unit.

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The Non-Instructional Department, Program or Administrative Unit Program Review Team will analyze the Program Level Outcomes and/or Service Area Outcomes assessment results and other information (student demographic data, needs assessments, student engagement surveys, student satisfaction surveys, etc.) and complete the Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report.

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Validation: A *designated college body,* such as a validation committee or institutional effectiveness committee, will review the Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction, Vice President of Student Services and College President.

Non-Instructional Department, Program or Administrative Unit Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the department or program by October 1st of each comprehensive program review year.

- Total enrollment data for the college (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations (i.e.; foster youth, veterans, DSPS, etc.) for the last three years..

- Total number of students served in support and/or special programs disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the past three years.

- Overall college retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.

- Support and/or special program retention rates for the last three years, if applicable

- Overall college completion retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.

- Support and/or special program completion rates for the last three years, if applicable

- Department, Program or Administrative Unit staff demographics: Full-time/part-time, by category of employment, disaggregated by age, gender, ethnicity

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Part II. College

The *Office of Instruction and the Vice President of Instruction* at the College will provide the following to the Non-Instructional department, program or unit manager.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.

- A copy of the College Goals and Objectives for the current academic year.

- Student satisfaction/engagement survey results (CSSE, Noel-Levitz, etc.), if applicable.

- Administrative unit and/or campus surveys, if applicable.

Definitions

Administrative Unit: An administrative unit is responsible for providing specific services throughout the college and/or provides services necessary to support the overall operation of the college.

Administrative Unit Outcome (AUO): a statement that describes the benefit that an administrative unit hopes to achieve that is a result of the work that the unit performs. Each AUO must be measurable with defined criteria.

Assessment: Measurement of a service area outcome. Self-assessment and evaluation surveys can provide the data. Collecting and analyzing the evidence leads to improvement of the unit's effectiveness.

Department/Program: An individual area of service within the college.

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

Retention: After the first census, the percent of students earning any grade but a "W" in a course, series of courses, or program.

Service Area Outcome (SAO): a statement that describes the benefit that a department or support service unit hopes to achieve that is a result of the work that the unit performs. Each SAO must be measurable with defined criteria.

SSSP: Student Support Services Program (formerly called matriculation). Services are required by the Seymour-Campbell Student Success Act of 2012. These services includes orientation, assessment and placement, educational planning, counseling, advising and follow-up services.

Student Success: Completion rates with a grade "C" or better. Completion rates can be at the course, program, degree or certificate level.

The Non-Instructional Department, Program or Administrative Unit Program Review Report

1. **College:** College of Alameda

   Department, Program or Administrative Unit: SSSP Service Area - Outreach & Retention/Assessment Departments

Date: October 30, 2015

Members of the Department, Program or Administrative Unit Program Review Team:
Minerva Perez (Student Personnel Support Specialist), Caitlin Fischer (Outreach & Retention Specialist)

Members of the Validation Team:

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2. Narrative Description:

Please provide a mission statement or a brief general statement of the primary goals and objectives of your department, program or administrative unit. Include the essential functions of your department, program or administrative unit, any unique characteristics or trends affecting the department, program or administrative unit, as well as a description of how the department, program or administrative unit aligns with the college mission statement.

The SSSP Administrative Unit oversees the pre-enrollment services of Orientation and Assessment for the College of Alameda. Also included in the function of the SSSP Administrative Area are the support activities necessary to support new students' applications to the College of Alameda, and the surrounding publication content, outreach structure and collateral to fully inform students about pre-enrollment core services and ensure their access to Orientation and Assessment. The SSSP Administrative Area ensures compliance with California's SSSP core services mandate where concerns the core services of Orientation and Assessment. In addition, the SSSP Administrative Unit explicitly aligns with the college's mission statement in the following areas: helping to ensure the "comprehensive and flexible" nature of our services and resources.

Orientation
Based on our 2014 - 2015 outcomes, several adjustments have been made to our orientation process. These adjustments addressed both reach and impact. College of Alameda offers an increasing numbers of ways for entering students to complete Orientation. To ensure that all new students meet the proposed guidelines in the 2015-2016 academic year, CoA will be instituting two major changes: 1) implementing make-up orientation sessions, and 2) introducing a new Mandatory Online Orientation that will be mandatory for all students to complete prior to taking the Assessment Placement Test.

The online orientation had been proposed to be launched by Spring 2015, but due to some variations in vendor and District accordance this has been pushed back for College of Alameda to October 23, 2015. Once online orientation is launched, proof of completion will be mandatory for all entering students in order to take the assessment test; however, the college will continue to encourage all students to attend Fabulous Friday to build rapport and community with faculty and staff - encourage ESL students to attend the ESL orientation for specific program information and additional resources - and encourage any students who may be at risk or who may benefit from additional support to enroll in Counseling 201. Counseling 201 students also receive significant help and weekly guidance to complete their comprehensive education plan.

The college set a benchmark to exceed the numbers of new students served comprehensively in 2014 - 2015 by our orientation services. In order to meet this goal, College of Alameda has strengthened the programs currently in place and adjusted the pre-enrollment strategies to streamline access.

All CoA orientations include the Mandated Checklist, shared here.

(1) Academic expectations and progress and probation standards pursuant to section 55031;
(2) Maintaining registration priority pursuant to section 58108;
(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
(6) Academic calendar and important time lines.
(7) Registration and college fees.
(8) Available education planning services

Assessment

Assessment is one of the major components of the community college process known as matriculation, which was created in 1987 by the California legislative mandate Assembly bill (AB) 3. Assessment is a holistic process through which each college collects information about students in an effort to facilitate their success by ensuring their appropriate placement into college courses. Examples of this information include the student's English and math skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services.

Students entering the College of Alameda may complete their assessment test in one of two locations.
A) Most students sit for their assessment test in the college's dedicated testing center (Bldg L, Rm 226).
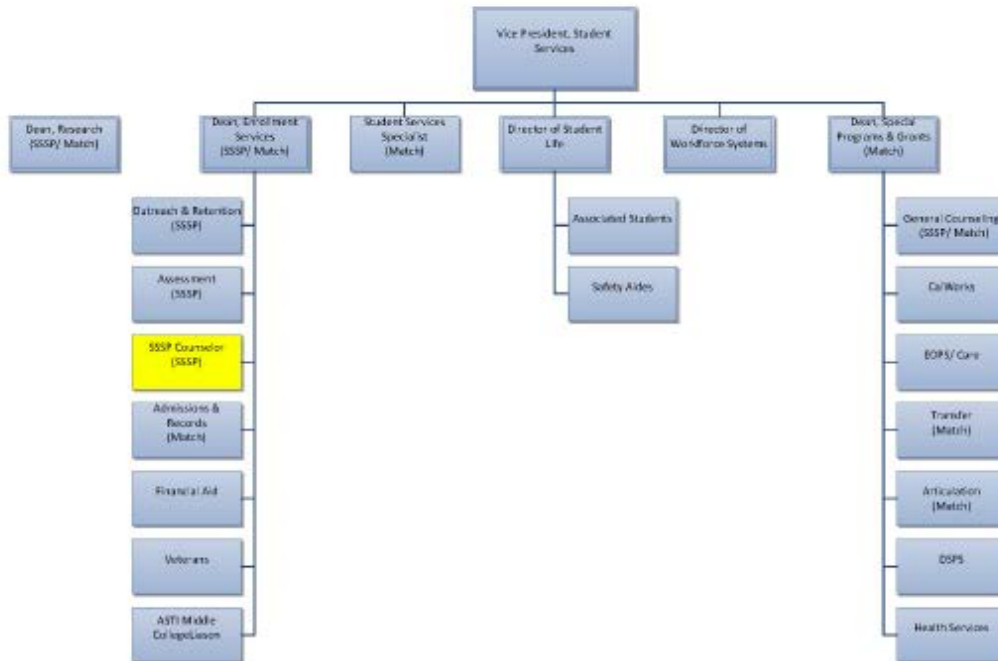B) Students who attended high schools in Alameda and Oakland participating in the 2014 - 2015 Mobile CoA pilot (Alameda High School, Encinal High School, Oakland High School, Oakland Technical High School, and Lionel Wilson Preparatory Academy) had the opportunity to sit for their assessment test on site at their high schools.
Data from both cohorts (on-site testing, and off-site testing at partner high schools) will be discussed in this report.

Assessment is the second SSSP core service that College of Alameda requires new students to complete. As such, the Assessment department not only provides Assessment testing as a service, but requires students sitting for assessment to complete the mandatory online orientation first, and to bring proof of completion to submit to the Support Services Personnel Specialist. In the event that students arrive to the Assessment test without having completed the Orientation, the SSSP Administrative Unit has ensured that the Support Services Specialist has access to the list of students who have completed the orientation to verify, and there is a separate lab with computers available for those students who may need a quiet place to complete it before sitting for testing.

In the event that a student is exempt from Assessment and goes directly to Counseling, the Outreach & Retention Specialist (located in the Counseling Service Area) has access to verify whether a student has completed the Orientation if they neglect to bring in their certificate of completion to submit.

3. Organizational Chart :

2015-16 College of Alameda
SSSP Organizational Chart

*Does not include hourly staff or student workers

Please discuss the relationship and engagement with other support services, programs, and/or administrative units and any influences these relationships have on the ability of the department, program or administrative unit to meet its goals.

Assessment
Assessment works independently but collaboratively with Admissions and Records, Counseling and Outreach to define a smooth transition for students from one core service to the next. Through collaboration with the departments mentioned above, the Assessment Department is able to meet its goals.

Outreach
Through a close working relationship with Outreach & Retention, assessment has become more visible in community venues, making assessment services more accessible at local high schools, and potentially in adult schools and in community spaces. The ability to partner with Outreach & Retention to offer Assessment testing has made the College of Alameda more accessible.

Outreach & Retention has also partnered with the counseling department and the Transfer Center to publicize and plan follow-up advising services, and ensured with Admissions and Records that this planning maintains the integrity of the academic calendar and all relevant deadlines that may affect students' progress.

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SSSP Core Services: Continuation
Finally, the collaboration between the Assessment, Outreach & Retention and the Counseling Departments allows for student referrals to continue services that will bolster student success. It is these formalized partnerships that comprise the SSSP Administrative Unit.

The SSSP Administrative Unit works together to ensure that Admissions and Records posts relevant dates and deadlines around campus, using templates developed by the Outreach & Retention department and working with CoA's student ambassadors. The Assessment department and department of Outreach & Retention work together to publicize seasonal assessment calendars in central locations on campus, on the College of Alameda website, and through digital platforms such a Twitter, Instagram and Facebook, to raise awareness around services offered and the essential functions of each service.

Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have on the support services your department, program or administrative unit provides.

SSSP Funding and mandate has empowered this Administrative Unit to collaborate and develop structures to increase access to essential services.The key elements include interdepartmental planning and data sharing. Individually, each area of this unit takes into account State and Federal laws, advisory board recommendations and changing demographics, when planning program implementation.

Assessment
 Prior to any use of an assessment tool/test/apparatus by the College of Alameda's Assessment Department, the instrument must first have been approved by the California Community College Chancellor's Office. Any stipulated changes to the testing delivery method must first be approved by the California Community College Chancellor's Office. The Assessment Department must be able to enforce any changes to the services delivery method made by the California Community College Chancellor's Office in a timely manner.

Relevant changes often occur in tandem with new legislation passed in the California legislature. Findings based on change in demographics and/or unmet service need have informed recent changes, and prompted the state to consider proposing better assessment methods. The Assessment Department must be able and willing to implement any changes proposed to ensure that assessment services are being provided without compromising the integrity of the test or the well-being of students.

Outreach & Retention
The department of Outreach & Retention has emphasized compliance with SSSP core services over 2014-2015. The department receives much of its funding from SSSP funds and has adopted the function of ensuring access to essential core services to potential COA students. Under the Dean of Enrollment, the department of Outreach operates with the goal of increasing access to: application, assessment, orientation, counseling, follow-up services, and with these services - enrollment and retention numbers.

4. Student Demographic Data:

For Departments and Programs, please enter the following demographic data for the past three years.

Department or Program Name: **Assessment** (Data in the following chart is aggregated by testing season, and includes both on-site and off-site testing sessions)	2013 (10/12 - 9/13)	2014 (10/13 - 9/14)	2015 (10/14 - 9/15)	% Change (year 1 to year 3)
Total Students Served (Headcount)	1334	1568	2129	+ 59.6 %
Gender: Male	613	724	972	+ 58.5 %
Gender: Female	633	754	1003	+ 58.5 %
Gender: Unreported	88	90	154	+ 75 %
Age: ≤19 years			803	
Age: 20 -24			571	
Age: 25 - 29			185	
Age: 30 - 39			202	
Age: 40 - 49			227	
Age: ≥50			133	
Ethnicity: African-American/Black	328		405	+ 23.4 %
Ethnicity: Asian/Pacific Islander	365		470	+ 28.7 %
Ethnicity: Hispanic/Latina/Latino	253		490	+ 93.7 %
Ethnicity: Native American	0		20	+ 100%
Ethnicity: Other Non-White	174		360	+ 101%
Ethnicity: White	162		218	+ 35.4 %
Ethnicity: Unreported	52		100	+ 92.3 %
Special Populations: current or former Foster youth			?	
Special Populations: Veterans			?	
Special Populations: students with disabilities			?	

For Administrative Units, please enter the following demographic data for the past three years. (This data includes services offered off-site in collaboration with Assessment, Outreach, & Counseling. The assessment seatings noted here are also included in the aggregate above; however, disaggregated data is available upon request).

SSSP Core Services: Mobile CoA (Total Orientation and SEPs numbers included in next section) ● **Satellite Assessment (Mobile CoA - Disaggregated)** ● **CCCOpen/College Readiness** (Measures pre-enrollment activities/services implemented through Outreach department)	Year 1	Year 2	Year 3 Assess	Year 3 SEP

Total Students Served (Headcount)	N/A	N/A	Assessed: 377	SEP off-site: 92
Gender: Male			Assess: 130 +AHS = 28, Mack 7 = 165 CoA = 13 Total = 178	SEP: 42
Gender: Female			Assess: 145 +AHS = 25, Mack 8 = 178 CoA = 21 Total = 199	SEP: 50
Gender: Unreported			0	
Age: ⩽19 years			377	92
Age: 20 -24			0	
Age: 25 - 29			0	
Age: 30 - 39			0	
Age: 40 - 49			0	
Age: ≥50			0	
Ethnicity: African-American/Black			30	
Ethnicity: Asian/Pacific Islander			62	
Ethnicity: Hispanic/Latina/Latino			178	
Ethnicity: Native American			1	
Ethnicity: Other Non-White			15	
Ethnicity: White			19	
Ethnicity: Unreported			10	

			?	?
Special Populations: current or former Foster youth			?	?
Special Populations: Veterans			?	?
Special Populations: students with disabilities			?	?

- Using the data entered for your department, program or administrative unit above, briefly explain the changes in students served for the past three years.

No students were served by Mobile CoA previously!

5. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report, if applicable, for your department, program or administrative unit.

Questions:

- How does your department, program or administrative unit ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published? If they are on a website, please include a live link to the page where they can be found.

  SSSP Administrative Unit: Program Level Outcomes
  Collectively, the rate at which entering students successfully complete orientation, assessment, and essential counseling services (including an SEP) is the SSSP outcome of the administrative unit as a whole. The most recent SSSP Administrative Unit outcomes are published in the SSSP Plan for 2015 - 2016 (submitted to the state November 2015, and available shortly on the website in college planning documents (link included below)). On the other end, the Unit works together to collect and synthesize data relevant to SSSP and ensure that the college website accurately reflects these data. The SSSP Administrative Unit works together to support the program level outcomes of each included department, as well as to increase the success overall of SSSP core services offered.

  Significant Outcomes from 2014- 2015 include:
  - Significant growth in numbers of students between 2013 - 2015 receiving all core services, as well as each core service (and successful launch of tools and outcomes below to make this increase sustainable)
    - Mobile student services piloted, and data collected
    - Launch of use of online Assessment modules (v. software based)
    - Launch of Mandatory Online Orientation
    - Launch of eSARS appointment systems for Assessment and Counseling
    - Creation of a dedicated assessment lab

  Live links:

Assessment: Program Level Outcomes
The program level outcomes for the Assessment Department are: first, to ensure that assessment scheduling and facilities accommodate the entire population of entering students each semester, and second, to accurately place students into the appropriate English, math and English as a Second Language courses. Each student's placement score is visible instantaneously upon the successful completion of the assessment test, and students are directed immediately to the Counseling department to meet with a counselor and set up an educational plan. The Assessment department now also serves as the checkpoint at which the college ensures that entering students have all completed the mandatory online orientation prior to sitting for the assessment. Completion status of the online orientation for any student exempted from Assessment will be verified at the counseling department.

Live links:
http://alameda.peralta.edu/assessment/
http://alameda.peralta.edu/orientation/

Outreach & Retention: Program Level Outcomes
The central Outreach & Retention program level outcomes are to (1) grow the number of channels College of Alameda uses to amplify essential messages such as the importance of core services, (2) build sustainable and formal community partnerships, and (3) work with other departments at the college to develop shared templates and tool boxes that will allow each area to promote its successes and its students' growth and development. Outreach & Retention served an essential function in Spring 2015 by piloting "Mobile CoA", pre-enrollment activity support and SSSP core services off-site at partner high schools (see data above). Comprehensive SSSP core services (assessment, counseling, and sign-ups for orientation) and essential pre-enrollment activities were offered at four area schools: Alameda High School, Encinal High School, Oakland High School, and Oakland Technical High School. Additionally, a number of area high schools partnered with CoA to offer some services. Please find Mobile CoA data attached to this report.

Live links:
http://alameda.peralta.edu/outreach/

● Briefly describe at least two of the **most significant changes/improvements** your department, program or administrative unit made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

Significant Outcomes from 2014- 2015 include:
  ● Significant growth in numbers of students between 2013 - 2015 receiving all core services, as well as each core service (and successful launch of tools and outcomes below to make this increase sustainable)
    ○ Mobile student services piloted, and data collected
    ○ Launch of use of online Assessment modules (v. software based)
    ○ Launch of Mandatory Online Orientation
    ○ Launch of eSARS appointment systems for Assessment and Counseling
    ○ Creation of a dedicated assessment lab

See attached "TaskStream" report.

Improvement 1.

2014-2015:
A stand-alone assessment center was opened at the College of Alameda. This center is solely dedicated to meet the needs of students wanting to enroll at College of Alameda. The Assessment Center allows for year round testing allowing students to meet the matriculation service's needs. The center is also able to implement new directives made by the California Community College Chancellor's Office in a more efficient manner. The sole dedication of an area exclusively designated to Assessment allows for a better ambiance when taking the placement test offering better results and placement for students.

Improvement 2.

2015-2016:
The College of Alameda has moved towards an online testing module. This new form of testing, previously approved by the California Community College Chancellor's Office, allows for ambulatory testing which has allowed College of Alameda to community venues. The online testing has allowed College of Alameda to conduct testing at the local high schools, proctoring the test to graduating seniors wishing to enroll at College of Alameda, as well as students interested in assessing for high school concurrent enrollment purposes.

Through consistent dialogue and mindful growth we hope that we can soon offer testing at the local adult schools, which will benefit non-traditional students.

● Briefly describe two of the **most significant examples** of <u>plans for program level and/or service area improvement</u> for the next three years as result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome and attach the data from the "Assessment Findings and Action Plan" section of TaskStream, if applicable, for each example.

Plan 1.

A significant improvement for the Assessment Department will be the move from an individual test proctored by the Peralta District and its four colleges to a common assessment tool being proposed and developed by the California Community College Chancellor's Office. This tool would allow a student to test at any of the 113 community colleges in the state of California and enroll in courses offered at the College of Alameda without having to make a special trip to the area to be assessed and then placed into courses. The new testing apparatus will be online-live, which will allow the College of Alameda to reach more students in the community due to the fact that there will be no program to download (currently, even College of Alameda's online testing modules require download and maintenance of a program). With this change, a student will just need to have access to a computer and the internet.

Plan 2.

The second significant change we anticipate is the shift to the college's mandatory online orientation. This move creates greater access to orientation for students, as well as a built in tracking mechanism for the SSSP Administrative Unit to use to determine the level of success.

Stronger implementation of the use of multiple measure to assess students' level of knowledge.
Greater visibility in the community
Collaboration with counseling to meet the matriculation services steps and provide support services.

● Describe your department, program or administrative unit's participation in assessment of <u>institutional level</u> outcomes (ILOs).

SSSP Administrative Unit
College of Alameda's Institutional Learning Outcome is to prepare students to solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources and civic engagement.

Assessment
The Assessment Department assists in the completion of the ILO by providing an assessment tool that bolsters the student's engagement and active participation in their education, promoting the student's active search for community (CoA) resources that will ensure success. The placement test requires students to use critical thinking to complete the reading and writing portions of the test, encourages students to use external resources in preparation for the test, and upon completion of the test, requires them to be actively engaged in their classes, campus and student activities to provide a well-rounded educational experience.

Outreach & Retention
The department of Outreach & Retention contributes to College of Alameda's ILO by encouraging college readiness in high-school-age and adult learners, and by facilitating improved access to essential support services in both populations. The department aims to support each prospective student in their decision to attend a community college or return to higher education. Workshops and partnerships emphasize the development of familiarity with hands-on tools that help with pre-enrollment and enrollment steps. The department promotes development of comfort using online interfaces and portals, navigating entrance into an institution of higher education,and seeking support from advisors, counselors, teachers, and peers.

● <u>How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission? Please describe and attach the "Goal Alignment Summary" from TaskStream, if applicable.</u>

SSSP Administrative Unit
The Outreach & Retention and Assessment Departments welcome all community members looking to pursue a higher education, acquire new skills or take courses for personal growth. In line with the College of Alameda mission, vision, values, and ILOs, we work to maintain a collegiate environment of

inclusion, creativity and ethical standards in which students develop their abilities as critical thinkers, workers and citizens of the world.

Assessment
The Assessment Department is committed to assisting all students seeking to start their higher education at the College of Alameda by proctoring placement tests that accurately assess a student's ability to solve problems and make decisions using critical thinking and quantitative reasoning: two skills necessary to succeed in school and life. These tests are used as a tool to accurately place students into the appropriate English, math, and English as a Second Language courses. Successful and accurate placement ensures their successful completion of a given course, an educational plan or a degree path.

Outreach & Retention
The Outreach & Retention department serves the essential function of educating prospective students in the pre-enrollment and enrollment steps and supporting them in completing those steps. In addition, the Outreach department continues to participate in SSSP collaboration to ensure that student access to essential support services (from orientation and assessment to follow-up services) is streamlined. This supports students in gaining the most from their college education, making career decisions and personal growth decisions more accessible to them as students.

- What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?

  The SSSP Administrative Unit (formed under the Dean of Enrollment Services to ensure compliance with the SSSP mandate) meets monthly to plan, implement, and evaluate each step in the college wide SSSP plan. Our comprehensive plan includes data synthesis and verification, as well as check-ins about outcomes on both program and unit levels.

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

  Qualitative evidence indicates that students and other service providers have noticed a significant improvement in services provided (consistency, reliability, and accessibility). Having dedicated staff in Assessment, as well as a dedicated lab, has enabled this improvement, as well as College of Alameda's pilot of ambulatory testing and online orientation. Local partners who work with populations of prospective CoA students have noted the expansion in capacity of both the department of Assessment and that of Outreach & Retention. Reflective feedback at the end of events consistently comes back positive.

- How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

  SSSP Administrative Unit

Overall, the number of students receiving SSSP core services speaks for itself. The numbers of students entering College of Alameda who are successfully provided online orientation, assessment testing, and counseling services, has grown and we expect this trend to continue. However, consistent growth in numbers of students served is only part of the story. Reflections from high school service providers, counselors who see students after their orientation and assessments are complete, and students who have assessed through Mobile CoA are overwhelmingly positive.

Assessment
Aside from the broad view mentioned above, the way that the Assessment Department measures program effectiveness is by the rate of successful completion of the test. This is measured by the number of students who signed up, attended the test, and completed the assessment placement versus those individuals who showed up to take the assessment test but did not complete the assessment tool. A second indicator of program success is upon completion of the placement test is defined on the basis of students being accurately placed into the courses suggested by the assessment tool where students successfully completed the course earning a grade of a "C" or better. This measure of success is heavily dependent outside the department on counselors, who validate and assign student placement. Additionally, this landscape will change again with the implementation of multiple measures.

Outreach & Retention
Outreach effectiveness is measured by reach and impact. Reach is measured by number of active partners, effectiveness of joint ventures and events, attendance at on-site service events at high schools, numbers of Twitter followers (available in our analytics reports), volume of tour requests, and other metrics. Impact is measured (most simply) by eventual enrollment numbers of prospective students who interacted with the Outreach department. This is traditionally quite difficult to measure, but the recent pilot of Mobile CoA created an opportunity to measure the numbers of students at specific high schools who received specific services. The numbers reflected above (Students who created CCCOpen accounts, Students assessed, and Students who created abbreviated SEPs) measure the specific impact of one essential function of Outreach: to support and ensure the success of SSSP. Another piece of data to look at is Mobile CoA's retention rate: students who received Mobile CoA pre-enrollment services successfully enrolled in the Peralta Colleges at a 93% success rate by Fall 2015.

_____

6. Student Success and Student Equity: N/A

For Specialized Support Services Programs: N/A - Instructional

● Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the courses within your program for the past three years. Please list each course separately. How do the program's course completion rates compare to the college course completion standard?

● Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College course completion standard _____

Program's course completion rates:

Course 1._____   _____   _____   _____
            (course name and number)   rate, year 1   rate, year 2   rate, year 3

Course 2. ._____   _____   _____   _____
            (course name and number)   rate, year 1   rate, year 2   rate, year 3

Course 3. ._____   _____   _____   _____
            (course name and number)   rate, year 1   rate, year 2   rate, year 3

Etc.

Discussion:

● Briefly describe the program's overall retention rates? *(After the first census, the percent of students earning any grade but a "W" in a course or series of courses)* for the past three years. How does the program's retention rate compare to the college retention standard?
Initial data from Mobile CoA shows a high retention rate, but a somewhat significant dispersion of students served to other Peralta campuses.

Mobile CoA data broken down by percentage and retention thus far is included in the grid below.

● Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College retention standard _____

Program retention rates:

Year 1._____

Year 2. ._____

Year 3. ._____

- What has the program done to improve course completion and program retention rates? What is planned for the next three years?

Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years.

	Year 1.	Year 2.	Year 3.
Number of students that completed orientation	?	?	**1,275**
Number of students that completed assessment	?	?	**2,332**
Number of completed Student Educational Plans (SEPs)	?	?	**2,973**
Number of Abbreviated versus Comprehensive SEPs	?	?	**ABB SEP: 1,156** **COMP SEP: 836** **ABB + COMP: 981**
Total number of follow-up services	?	?	**8,208** **Incl. APP: 10,593**
*Number of Early Alert referrals	**N/A**	**N/A**	**?**

- **What has the SSSP Administrative Unit done to improve SSSP services? What is planned for the next three years?**

  The SSSP Administrative Unit has implemented the Online Orientation, updated the college website pages and materials to reflect this new service, expanded assessment services, launched online appointment (eSARS) systems for both assessment and counseling, and implemented processes for data sharing and collaboration amongst Outreach & Retention, Assessment, and Counseling. The next three years hold an expansion of each of these services, and a deepening of these collaborative efforts. The Administrative Unit hopes to streamline access to SSSP services all the way from Orientation through to Follow-Up Advising, ensuring equitable service and clean data.

_____

7. **Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount N/A
  Part-time faculty headcount _N/A_____

Total FTEF faculty for the discipline, department, or program _____N/A_____

Full-time/part-time faculty ratio _____N/A_____

Classified staff headcount, if applicable:
        1 full time classified Student Personnel Support Specialist,
        1 full time classified Outreach & Retention Specialist

Administrative staff:

Other:
        Assessment - Federal work study students, if available (3-5)
        Outreach & Retention employs 8 student ambassadors (who split some of their time serving the
Counseling department and the Welcome Center) and *three part-time classified employees*

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

SSSP Administrative Unit
1 1.0FT clerical/administrative staff - Assessment
1 1.0FT clerical/administrative staff - Outreach & Retention

Explanation of Need:

Assessment
With the creation of the statewide Assessment Common Initiative and the new stand-alone Assessment Center, the need for support staff will be to have one or two part-time staff assistants or clerical support staff. This is a guess in anticipation of a need in the coming three years to serve twice as many students by providing year-round assessment testing. This need is anticipated based on information being provided by the Chancellor's Office on the new testing tool and needing individual proctor-tester sign-in protocols. College of Alameda's Assessment Center will also be working more closely with the Counseling Department and its Chair to provide priority assessments to students with priority registration.

Outreach & Retention
The assessment changes discussed above will also impact Outreach & Retention (as Outreach will be working closely with Assessment as well as Counseling to continue to conduct mobile services). In addition, the department of Outreach & Retention plans to expand mobile services beyond high schools to adult schools and community spaces. This will involve careful scaling in an impactful way and will require the resources of the department to be spread further. The most efficient way to ensure the effectiveness of this will be an increase in staffing. The college is also continuing to expand its outreach vision, and the human capacity of the Outreach and Retention department will need to expand accordingly to sufficiently support this expanded vision. In addition the department of Outreach has taken on the Student Ambassador Program on-site, and requires more daily supervision.

- Describe your current utilization of facilities and equipment.

Assessment

In order to be able to deliver the assessment test to our students the Assessment Center utilizes its facilities and equipment in the following manner. Room L235 is equipped with twenty seven (27) new HP computers that have been programmed to support the online testing tool currently approved by the Chancellor's office. The computers are all linked to a network printer which prints assessment placement results seconds upon successful completion of the test. Room L235 is also equipped with a projector and a projector screen used during the English as a Second Language test introduction. Within the space that has been reassigned to host the Assessment Center we are also housing the Assessment Staff Office and an additional ten (10) computers that can be used to accommodate a small overflow. The additional computers will primarily be used to give students access to the online orientation, a mandated component of SSSP which is part of the college's matriculation steps. This step must be completed prior to being administered the Assessment placement test, and this overflow room will ensure access to all students so that this requirement does not pose an obstacle.

Outreach & Retention

The most intensive use of facilities and equipment for Outreach & Retention is the use of classified and student staff time and skill to plan and conduct service delivery, produce collateral, host and develop workshops and presentations, design and purchase CoA swag, and maintain partnerships with local service providers. In addition, Outreach uses:

- 2 laptops, and 1 surface
- 2 projectors
- 4 desktop computers (one for each dedicated Outreach staff member)
- A laminating machine
- The student services color printer
- A dedicated scanner
- A camera

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

  Assessment
  The key technological needs for the next three years would be:
  - New headsets for the English as a Second Language listening portion of the test. The current ones although new would need to be replaced due to normal wear and tear of the equipment.
  - Replacement and repair of the current computers and printers (that would have been used by over 8,000 students to complete the assessment placement test).
  - Internal technical support to continue to service equipment, and external technical support to ensure that the testing tools continue to operate at their optimum level.

  Outreach

- 15 - 30 laptops available to transport to different rooms on campus or sites off-campus to provide a truly mobile testing lab that could also support online orientation (to alleviate staff time spent resolving technical issues with testing off-site).
- Internal technical support or a campus-based IT liaison who could work closely with Outreach and AUSD and OUSD District IT departments to smooth over technical issues with off-site service delivery.
- Graphic design and database software that would support general Outreach functions (both on-site and off) and server space to store files, programs, and archived images (to support clean and careful data analysis and evergreen processes that will enable growth beyond individual staff members). Currently we are paying per month for expanded space on our G Drive.

- <u>What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.</u>

SSSP Administrative Unit
Currently most of our facilities needs have been met. However, we hope that within the next three years we will be able to accommodate twice the number of individuals looking to take the placement test. We are hoping to accomplish that through either opening more test dates or obtaining a more computers and a bigger space. This need has been assessed through the overall Assessment testing numbers reported above, which reflect a growth of 59.6% between 2013 and 2015. We expect the numbers of students requiring assessment will continue to grow, and we will require our capacity to grow with it in order to provide this service comprehensively.

An alternative solution to larger facilities and more stable computers (also mentioned above, briefly) would be to provide equipment to support truly mobile testing, which might include a bank of laptops set to provide students access to College of Alameda's online orientation and Assessment testing modules (for now, COMPASS).

- # Please complete the Non-Instructional Program Review Prioritized New Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental/program activities. Please list the committees that full-time employees participate in.
  Assessment Staff (have/will) participated in:

  - SSSP Committee
  - Success Academy
  - Orientation - ESL
  - Facilitation of Workshops - Scholarship
  -                                    Financial Aid
  -                                    Transfer
  Outreach & Retention Staff (have/will) participated in:

  - SSSP Committee
  - Success Academy
  - Planning and implementation (logistics) of college-wide events such as Citywide College Night, Alameda Point COllaborative Dinner, Veterans Center opening, CTE Day
  - Flex Day presentations (coaching internal publicity efforts from departments)
  - Facilitation of regular tours and workshops specialized to audience
  - Partnership initiation, formation, maintenance and evaluation with AUSD and OUSD schools and departments
  - Multiple Measures planning and roll-out, PCCD

- Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.
  Assessment and Outreach & Retention Staff (have/will) participate in:

  - SSSP Planning
  - Career Technical Education Task Force Meeting
  - Creating partnerships with local high schools and adult schools
  - Expansion of partnership model to emphasize engagement around core services

- Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.

Assessment
Through the multiple measurements initiative the core departments (English, math and ESL) have become more involved in the placement of students through the Assessment scores. The Assessment Department will begin a partnership for the Spring 2016 semester with the English Department that will allow the district liaison to pilot a tool that will assist in the placement of students into recommended classes for English using the assessment test scores and a writing sample, where applicable.

Outreach & Retention

Part-time/hourly employees fulfill essential functions for our department, and exercise creative control over their publication pieces and collateral. Two part-time employees form the backbone of our graphic design and technological adaptability as a department, and one part-time hourly employee supports all outreach efforts. All employees are included in consistent meetings (group and one on one) where departmental-level decisions are discussed and reached. The Dean of Enrollment services asserts final say when necessary, but overall supports all staff under her division to make empowered decisions.

9. Professional Development:

- Please describe the professional development needs of the department, program or administrative unit. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.

SSSP Administrative Unit
- Attendance at statewide and regional conferences regarding the implementation SSSP initiatives
- On-going development in the use of daily programs when an existing version is updated: Excel, PeopleSoft, CCCOpen, HTML, WordPress.

Assessment
- Attendance at statewide and regional conferences regarding the implementation of new testing and placement tools

Outreach & Retention
- Consistent and evolving use of online, social media, mail delivery and digital publication tools such as Twitter, Facebook, Google Analytics, GovDelivery and UC View, as the style guides and technological developments require movement
- Knowledge sharing to promote Graphic design proficiency throughout the department

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10. Department, Program or Administrative Unit Goals and Activities:

Goal Summary (Please see broken down below and on Appendix B): Double the number of students that are currently tested, allowing more individuals to enroll to the College of Alameda. Assist in the implementation of the new statewide assessment initiative and support the move to multiple measures, allowing for student ease to transfer and succeed. Maintain data reporting mechanisms on SSSP Core Services from Orientation to Follow-Up. Give students information that will allow them to be able to complete the seven pre-enrollment matriculation steps.

- Briefly describe and discuss the department, program or administrative unit's goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

College of Alameda expects to double the number of individuals that it will assess in the next 3 years. This is due to the fact that the new center allows for year round testing and the space has been solely developed to support Assessment efforts, as well as to the documented success of outreach efforts thus far. The numbers of entering students assessed doubled between 2013 and 2015, and this trend is expected to continue.

Likewise, numbers of students served in each core service area are expected to increase, although an increase of 100% is not expected.

- <u>Then fill out the goal setting template included in Appendix B which aligns your department, program or administrative unit's goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.</u>

- **Goal 1. Support Services: The SSSP Administrative Unit expects to be able to serve increased numbers of students in each core service area annually.**
  Activities and Rationale:
  1. Assess all non-exempt entering CoA students;
  2. Ensure completion of mandatory online orientation for all non-exempt entering students;
  6. Expand Mobile Assessment testing to adult schools, expand Mobile Assessment testing in high schools.

- **Goal 2. Assessment (of SAOs or AUOs): The SSSP Administrative Unit expects to minimize errors or omissions in each data collection mechanism.**
  Activities and Rationale: The SSSP Unit has tasked itself with developing an internal information system to support clean data collection related to each core service area. Shrink data discrepancies each year.
  7. Ensure integrity of data collection systems and data synthesis, through database retrieval tools and procedures that are consistent and verifiable, and through careful scaling of department resources

- **Goal 3. Student Success and Student Equity: The SSSP Unit plans to examine core services data disaggregated in order to identify any student equity or differential success rates among populations, in order to strategize customized outreach for equity populations.**
  Activities and Rationale:
  3. Provide targeted support and information to the public regarding applying to the college, assessment testing, orientation, and counseling (ensure information is consistently updated, platforms consistently re-evaluated).

- **Goal 4. Student Success: The SSSP Unit plans to streamline messaging and media platforms, as well as interdepartmental collateral and shared knowledge relating to the seven steps of pre-enrollment, and collaborate with any on-site orientations to ensure that students complete additional necessary tasks for success (setting up Peralta email, using Student Center, and logging into Moodle).**

Activities and Rationale:
4. Increase pre-enrollment numbers served (and retention to enrollment at CoA);
5. Increase enrollment numbers served overall (all SSSP core services) (and retention to graduation of those served)**;**
8. Collaborate with Counseling and Dean of Enrollment Services to revise format of Fabulous Friday to ensure students complete necessary tasks as well as benefit qualitatively from the day.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships: The SSSP Unit plans to enhance each existing partnership through adding one additional Mobile CoA service or type of workshop (customized to partner needs), as well as formalize our partnership model and expand it to build sustainable partnerships with continuation and adult schools.**
  Activities and Rationale:
  3. Provide targeted support and information to the public and CoA partners regarding applying to the college, assessment testing, orientation, and counseling (ensure information is consistently updated, platforms consistently re-evaluated);
  6. Expand Mobile Assessment testing and Counseling to adult schools; expand Mobile Assessment testing and Counseling in high schools; offer online orientation sessions off-site with partners.

- Please complete the Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review
Prioritized New Resource Requests Summary

College: _____College of Alameda_____

Discipline, Department or Program: ___SSSP Administrative Unit: Assessment/Outreach & Retention_____

Contact Person: ___Minerva Perez, (510) 748-5267, and Caitlin Fischer, (510) 748-5223 _____

Date: _____11/05/2015_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	N/A	N/A	N/A	N/A
Human Resources: Classified	- 1 Clerical Staff (1.0 FT) - Assessment - 1 Clerical Staff (1.0 FT) - Outreach & Retention	5	$50,000	See Staffing requests above for detail on expansion of programming
Human Resources: Student Workers	- 3-5 FWS students - Assessment	4	$60,000	See Staffing requests above for detail on

	- Renewal of 8 student ambassadors - Outreach & Retention			expansion of programming
	Assessment The key technological needs for the next three years would be: - New headsets for the English as a Second Language listening portion of the test. The current ones although new would need to be replaced due to normal wear and tear of the equipment. - Replacement and repair of the current computers and printers (that would have been used by over 8,000 students to complete the assessment placement test). - Internal technical support to continue to service equipment, and external technical support to ensure that the testing tools continue to operate at their optimum level. **Outreach** - 15 - 30 laptops available to transport to different rooms on campus or sites off-campus to provide a truly mobile testing lab that could also support online orientation (to alleviate staff time spent resolving	2	$200,000	See Technology requests above for details on expansion of services needed

	technical issues with testing off-site). - Internal technical support or a campus-based IT liaison who could work closely with Outreach and AUSD and OUSD District IT departments to smooth over technical issues with off-site service delivery. - Graphic design and database software that would support general Outreach functions (both on-site and off) and server space to store files, programs, and archived images (to support clean and careful data analysis and evergreen processes that will enable growth beyond individual staff members). Currently we are paying per month for expanded space on our G Drive.			
Equipment	(See Technology requests in row above)			
Supplies	Office, support for assessment (i.e. pencils)	4	$40,000	See Data above on growth in numbers of students served and assessment seatings expanding
Facilities	N/A	N/A	N/A	N/A
Professional Development	Data Analysis/SSSP state initiatives (conference	2	$5,000	See explanations above of growth

	attendance for Specialists in each area)			of students served
Other (specify)				

Appendix B

PCCD Program Review
Alignment of Goals Template

College: _____College of Alameda_____

Department, Program or Administrative Unit : _____SSSP Administrative Unit _____

Contact Person: __Minerva Perez, (510) 748-5267, and Caitlin Fischer, (510) 748-5223 _____

Date: ____11/05/2015_____

Department, Program or Administrative Unit Goal	College Goal	PCCD Goal and Institutional Objective
1. Assess all non-exempt entering CoA students	**Goal 1: Support Services**	**A: Advance Student Access, Equity, and Success**
2. Ensure completion of mandatory online orientation for all non-exempt entering students	**Goal 1: Support Services**	**A: Advance Student Access, Equity, and Success**
3. Provide targeted support and information to the public and CoA partners regarding applying to the college, assessment testing, orientation, and counseling (ensure	**Goal 4: Student Success and Student Equity;**	**A: Advance Student Access, Equity, and Success** **B: Engage and Leverage Partners**

information is consistently updated, platforms consistently re-evaluated)	**Goal 5: Professional Development, Community, Institutional and Professional Engagement and Partnerships**	
4. Increase pre-enrollment numbers served (and retention to enrollment at CoA)	**Goal 3: Student Success**	**A: Advance Student Access, Equity, and Success**
5. Increase enrollment numbers served overall (all SSSP core services) (and retention to graduation of those served)	**Goal 3: Student Success**	**A: Advance Student Access, Equity, and Success**
6. Expand Mobile Assessment testing and Counseling to adult schools; expand Mobile Assessment testing and Counseling in high schools; offer online orientation sessions off-site with partners.	**Goal 1: Support Services; Goal 5: Professional Development, Community, Institutional and Professional Engagement and Partnerships**	**A: Advance Student Access, Equity, and Success** **B: Engage and Leverage Partners** **C: Build Programs of Distinction**
7. Ensure integrity of data collection systems and data synthesis, through database retrieval tools and procedures that are consistent and verifiable, and through careful scaling of department resources	**Goal 2: Assessment (of SAOs or AUOs)**	**A: Advance Student Access, Equity, and Success** **D: Strengthen Accountability, Innovation and Collaboration**
8. Collaborate with Counseling and Dean of Enrollment Services to revise format of Fabulous Friday to ensure students complete necessary tasks as well as benefit qualitatively from the day.	**Goal 3: Student Success**	**A: Advance Student Access, Equity, and Success**

Appendix C

Program Review Validation Form and Signature Page

College: College of Alameda

Department, Program or Administrative Unit: SSSP Administrative Unit

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☑ 1. The narrative information is complete and all elements of the program review are addressed.	Yes
☑ 2. The analysis of data is thorough.	Data has some holes; somewhat incomplete reporting - where data is available, analysis is thorough
☑ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	Yes
☑ 4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.	Yes
☑ 5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.	Yes

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
▪ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
▪ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for re-submission to the validation chair.
▪ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____
Print Name   Signature   Date

Counseling Department Chair

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction or Vice President of Student Services

_____   _____   _____
Print Name   Signature   Date