

SSAG-CoMa Joint Meeting
Thursday, May 24, 2012
LTC, Stutzman Room

The following information is a brief summary of the dialogue related to Program Reflections and student learning that occurred between the Student Services Advisory Group (SSAG) and the Student Services Coordinators and Managers (CoMa) at a joint meeting on Thursday, May 24, 2012.

Academic Support Center

In fall, 2011, the SLOs for the ASC were rewritten and a new assessment tool was developed, the tutor checklist. The checklist also serves as an early alert, providing information about students' progress with homework/study skills, time management and organization. In spring, 2012, student tutors were included in the dialogue about student learning. The tutors were asked what they felt were the biggest obstacles to student learning/success and what suggestions they had to improve the ASC program to assist with student learning/success. Details of this meeting were provided in the spring program reflection report.

In addition, a new data base was developed to provide detailed demographics in order to make more informed decisions about the program's structure and staffing.

It was also noted that ASC will need a replacement coordinator and the needs of students at the Marina campus must be addressed.

Admissions and Records

The Admissions and Records (A & R) office has impacted student learning by assisting student navigate through the new Student Information System (SIS) student web portal. Two computers are located in the A & R lobby and these computers have become essential resources for teaching students about the information contained in the student web portal, such as: class schedules, access to unofficial transcripts, challenges and equivalencies, counselor approvals, educational plans, fee waivers, petitions, prerequisite checks and unrepeatable courses.

A & R has also been proactive in creating and disseminating language regarding the new repeatability guidelines to students as well as the entire campus community.

Athletics

See Academic Affairs Program Reflections summary for AAAG for information related to Athletics.

Counseling/Career Transfer & Resource Center

The Counseling Department has identified several challenges related to student services and has responded in the following ways in order to positively impact student learning:

Challenge #1: The need for students to be more proactive. Students see counselors a year or more into schooling and students trying to see counselor the week of registration.

Response to #1: Marketing counseling services and the STEP program.

Challenge #2: Repeatability rule where students are no longer eligible to enroll beyond third attempt.

Response to #2: Students will need a petition form with counselor if to be enrolled a third and final time. In-depth counseling is required to ensure that student will pass.

Challenge #3: Reduction of counseling hours. Retirement, medical leave, faculty obligations and the recommendations of the Student Success Task Force will add to the workload of counselors.

Response to #3: Career counseling has been impacted significantly. Group counseling is not very effective since students need individual attention. Option would be that counselors block off designated dates and times for specific student population (i.e. transfer, certain majors, etc).

Challenge #4: The time set aside for counseling students is half hour.

Response to #4: Use first few minutes to determine the students' immediate needs, i.e. reading assessment results, online class schedule, Web reg, etc.

Challenge #5: Students satisfying the PERS course objectives and SLO's

Response to #5: PERS Instructors meet regularly as a group and one-on-one to refer them to the services available in ESSC and ASC.

EOPS/CARE/CalWORKs

The programs are focusing on reformatting information presented at new student orientation sessions in order to positively impact student learning. A greater emphasis has been placed on new financial aid eligibility requirement, student satisfactory academic progress policies, and the significance of priority registration.

Alternative methods to providing book services to students have been introduced to allow more students to participate in the service. The book loan program has proven successful in positively impacted student learning by allowing student to have the majority of their required textbooks in hand by the first day of classes.

Child Development Center

The Child Development Center (CDC) has a dual role providing high quality preschool for student parent children and functioning as a laboratory setting for child development majors. The CDC impacts student learning by teaching students/parents to advocate for their children and the CDC program and providing child development students more handout and resources. Many CDC parents are high need students looking for support with not only child care, preschool but with managing their parenting and family life, as well as balancing school success. In these circumstances, the CDC staff is often a referral service to an appropriate on/off campus resource to assist with student retention.

International Student Programs

International Student Programs (ISP) has identified a number of objectives and/or challenges that directly impact student learning. They are as follows: counseling/academic advising availability; scheduling of classes for new students during their 1st semester at MPC; timely response and consistent interpretation of SEVIS requirements; establishing a working student list that identifies new, returning, graduates, transfers, etc.; and the maintenance of ISP website.

ISP has responded by providing more counseling hours during peak periods of registration and end of semester student follow-up. ISP has also established policies and procedures for interpreting SEVIS issues related to Curricular Practical Training (CPT) and Optional Practical Training (OPT). These two areas have been an ongoing source of confusion for both students and staff, therefore, a consistent interpretation is now available for all parties.

Job Center

The Job Center has developed a student handbook to allow students to gain knowledge of work study rules and responsibilities. The Job Center has also introduced a time management form for all students to complete before employment begins. The form offers a visual aid for students to identify and see how their work hours, class meeting times, designated study times, and other responsibilities are mapped out throughout the week.

Matriculation

Assessment, orientation and counseling services have collaborated to offer targeted services for graduating high school seniors. The services are specifically designed to ensure a seamless transition for graduating high school seniors from high school to MPC. The event has been an excellent example for college-wide collaboration between Student Services, Academic Affairs, Administrative Services, and the President's Office.

Another area that is positively impacting student learning is the development of credit orientation courses (Personal Development 200). These "Orientation to College" courses are specifically designed to introduce new students to college policies, procedures, resources and student services.

Re-entry Multicultural Center

The Re-entry Multicultural has worked with the MPC Foundation to expand to program's book lending library. The program has received in excess of \$15,000 in funds during the current year from the MPC Foundation to purchase textbooks. This has allowed the program to loan more books to students than ever before. The book lending library has adjusted hours of operation to maximize staff availability with student need. Designated days/times prior the start of each semester are identified and marketed to student providing students an opportunity to obtain textbooks prior to the start of each semester.

Several program forms have been adjusted to capture more student demographic information. This information allows the program to identify and respond to student needs when distributing emergency funds that aid in student retention.

In addition, the REMC program staff member is a primary point of contact for Student Services at the Education Center in Marina. A consistent Student Services presence at Marina ensures students are able to access information to on/off campus resources and referrals no matter where they are taking courses.

Student Activities

The development of Student Leadership has been identified as means to impact student learning among ASMPC. ASMPC members are given pre and post surveys related to leadership skills and leadership development. Subsequently, the results of these surveys are used to identify potential activities, workshop and event designed to enhance student leadership and develop among students participating in ASMPC.

The Student Activities Coordinator is making efforts to create a connection between ASMPC and students attending the Marina Campus. In addition, a Student Ambassador program or course is going to be explored. Both these items are seen as action items for Student Activities that definitely impact student learning in a positive way.

Student Health Services

In an effort to promote Health Services throughout the entire MPC community, Student Health Services (SHS) has committed to a year-long subscription to Student Health 101 (<http://readsh101.com/mpc.html>). This online, web based Student Health Magazine is specially geared to community college students and is published on a monthly basis. Information on health, fitness, nutrition, and questions about health conditions are readily available for students to access seven days a week, 24 hours a day. Student Health 101 is accessible to all MPC students whether they attend the Monterey, Marina or online classes.

Also, SHS has responded to an increased need for psychological services for students by collaborating with CSUMB's Social Work program. MPC has been deemed as an approved Social Work Internship Site by CSUMB. Social Work Interns are now providing valuable services that have positively contributed to student retention.

Student Financial Services

Student Financial Services (SFS) has taken on the challenge of interpreting new regulatory changes to Federal Student Aid, but implementing one of the strictest Satisfactory Progress Policies in years. Numerous challenges related to the conversion the College's new Student Information System (SIS) continue to be present, yet the emphasis and priority on getting student financial aid awards to students by the second day of the semester has been maintained. SFS has contributed to student learning by navigating the ongoing challenges related to SIS while at the same time increasing the number of students awarded by the second day of the semester.

In addition, SFS has created a "My Financial Aid" link to the student web portal that allows students to monitor and track their personal financial aid information and documents.

Supportive Services & Instruction/Workability

The Program is doing its complete Program Review this year and has done a lot of self-evaluation. We are focusing on reprioritizing and restructuring how to meet student needs with reductions in staffing. A major focus and effort this year has been the evaluation and reorganization of maintenance of student files and MIS data accuracy in order to be in compliance with DSPS guidelines. The theme of having to try to make do is recurring from last year, and in fact, it seems the theme is do more with less. The provision of services, instruction, and accommodations for students with disabilities at MPC is critical to the student success. Persistence and retention are directly related to the support services provided and directly impact the student learning outcomes for the College.

TRiO Programs (Student Support Services, Upward Bound, and Math Science Upward Bound)

We believe that our students have not felt the negative impact of the budget-cuts, limited technology, and the relocation of the TLC, due in part by our staff's ability to collaborate and go above and beyond in providing services. As federally funded programs, we must reapply for our grant every five years and complete Annual Performance Reports (APR) every year. Even though this may be a challenge, it forces us to reflect on our program, focus on our objectives, and continuously adapt our program to the needs of our students on a yearly basis.

Each of the three TRIO programs are establishing credit orientation courses: Personal Development 200 and 210. These courses are designed to impact student learning by assisting students to gain a greater awareness of the changing rules, regulations, policies and procedure as well as informing students of available student learning resources and services.

File: SSAG-CoMa Joint Mtg Spring 2012 on Program Reflections Summary