

Reedley College  
Program Learning Outcomes Assessment

**Admissions and Records**  
**Focus Study Group Report**  
May 9, 2014

Thank you for participating in this focus study group for student services programs. The suggestions below are synthesized from responses by classified and student staff in your program. Consider these points for improvement as you conduct additional program assessments, complete your program review reports, and establish program goals and subsequent action plans. Take the following steps below for your program's continuous quality improvement.

1. Result analysis and action plan: Identify and prioritize improvement plan
2. Timeline: Determine timeline to implement improvement plan and its assessment
3. Communicate: Share Improvement Plan and Timeline with program members
4. Re-assess: Analyze results to determine further actions
5. Documentation/evidence: Compose process and results for next program review report

**Suggested areas for improvement based on staff responses:**

1. Support the student registration process by having a more user-friendly and accurate website along with the ability to reset passwords.
2. Instill more regular and College-wide communication between administration and all staff.
3. Invest in staff cross-training.

REEDLEY COLLEGE  
ADMISSIONS AND RECORDS  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 9, 2014

Outcome: \_\_\_% of all students will utilize technology to apply, enroll, and access academic records as measured by sequel data.

1. What types of technology do students utilize in your program?
  - a. Students use the Web room to fill out their application, apply for financial aid, online orientation, add/drop classes, print out their schedule, pay bills, request official transcripts.
2. When students have problems with this technology what is the process to remedy the problem? How efficient is the help they receive?
  - a. If students are having problems, staff is available.
3. Are there technological barriers that students face? How is this helped?
  - a. Website is not user-friendly.
  - b. Receives calls on resetting passwords or how to order transcripts.
    - i. Would be easier if student could reset their own password.
4. Is the staff well-equipped to help students? What training do you receive? Explain the efficiency.
  - a. Staff knows how to trouble shoot especially in the Web room. A&R can reset password in WebAdvisor; however, resetting password in e-mail is done by someone else. This part can be frustrating for the student.
  - b. We are assigned a specific area within the department. Would help to be cross-trained in our department.
    - i. For Oakhurst, would help to be cross-trained in other departments.
  - c. Training students on website on how to find information will help students.
5. Are there any problems with accessing or quality of data for measurement?
6. Describe the communication (dialogue) between staff. Areas for improvement?
  - a. No regular meetings. Information is not getting communicated to all staff in the department.
  - b. Extra training
7. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. We follow the chain of command.
  - b. Too many administration staff changes. Hectic due to staff changes.
  - c. Mostly done through e-mail.
8. Describe the communication (dialogue) between staff and students. Areas for improvement?
  - a. Maintains message board outside of A&R window.
  - b. Information is posted on the website
  - c. Flyers get posted throughout campus

- d. Student workers – trying to keep them informed of any changes.
  - e. Students get frustrated because they do not understand the process.
    - i. May be because of the communication with other departments
  - f. Areas for Improvement:
    - i. When meeting with the student for the first time, walk them through the process.
  - g. Students must understand that we are moving into direction of technology and self-registration. Some still want to do the old way because they were told that Admissions and Records can help you to register. Students get frustrated because they are told to do something one way and then we redirect them to the Web room.
  - h. Students receive misinformation on the website because it is outdated and misinformed from people because they do not know about changes or feel it should be done a certain way.
    - i. A&R will take the time to help out students. Student Services is student-focused.
    - j. More communication between the departments.
9. Do your students know the PLO? How could you make this known to them?
- a. No. Students know what they want, but do not know the process.
  - b. Post mission statement.
10. Describe the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
- a. Instructions coming from above.
  - b. Stronger communications within the different departments.

Reedley College  
Program Learning Outcomes Assessment

**CalWORKS**  
**Focus Study Group Report**  
May 12, 2014

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6. Result analysis and action plan: Identify and prioritize improvement plan
7. Timeline: Determine timeline to implement improvement plan and its assessment
8. Communicate: Share Improvement Plan and Timeline with program members
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10. Documentation/evidence: Compose process and results for next program review report

**Suggested areas for improvement based on staff responses:**

1. Support students who are lacking necessary computer skills with appropriate staff, facilities, and technology.
2. Invest in a student mentoring program to further student success.

REEDLEY COLLEGE  
CALWORKS  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 12, 2014

Outcome: \_\_\_% of CalWORKS Students will participate in training and skills necessary to enter the workforce within 12 months as demonstrated through gainful employment.

1. Describe the orientation preparation process. What improvements might be made to it?
  - a. Students are referred from County of Fresno. Students know what County expects from them in terms of services. Frank M. and Kathleen R. inform students the difference between what services the College provides and what the County provides. We discuss the kinds of services and resources available to them.
  - b. Students signs a confidentiality form that is shared between the county and Reedley College.
  - c. We take them through the matriculation process.
  - d. Tulare County refers students. Has one on one orientation with Tulare County students.
    - i. We develop their SEP's.
  - d. Students coming from Fresno County get more group services and students coming from Tulare County are on an individual basis.
  - e. Improvements:
    - i. Want to implement student mentoring program.
    - ii. Students who come to us are older, have children and many do not have strong computer skills. Students must complete the online orientation. It is too lengthy. Can take a student up to 3 hours to complete.
      - Do not have the facility
      - Helping students, who do not have strong computer skills, complete the online application and FAFSA.
    - iii. Positions are changing constantly at the County level. Fresno County's interpretation of the law is different from other counties. Students coming from Fresno County are not allowed to work on a degree, only allowed to work on certificates. Fresno County's priority is work first. Get the student through a training program so they can work.
2. Describe the academic guidance students receive during registration. What could be improved to make the process easier or more efficient?
  - a. Not offering remedial Math/English classes is an issue.
  - b. Students lack computer technology.
  - c. Students lack adult basic skills
3. Describe the training and skill-building the CalWORKS students learn while in the program. Describe areas for improvement.
4. How is this training and skill-building assessed? Is this successful? Areas for improvement?

5. Is the staff well-equipped for leading this training? Areas of improvement?
6. Is 12 months a reasonable time frame for students to master these skills? Areas of concern?
7. Describe the process for monitoring gainful employment. Areas for improvement?
8. Are there any problems with accessing or quality of data for measurement?
9. Describe the communication (dialogue) between staff. Areas for improvement?
  - a. Director has oversight over our Coordinator. Lines of Communication go to Coordinator to Director to Vice President.
  - b. Director does not know a lot about the CalWORKS program.
10. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. Coordinator and Director are available for questions.
11. Describe the communication (dialogue) between staff and students. Areas for improvement?
  - a. Students who receive EOPS and CalWORKS are being advised by two different counselors. Can be confusing to the student. Fresno County is very particular about a student's SEP. Can only have either adult basic ed classes or certificate classes, and no general ed classes.
12. Do your students know the PLO? How could you make this known to them?
  - a. No.
13. Describes the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
  - a. Will be distributing Student Satisfaction Surveys.
  - b. Have one computer available for students.

Reedley College  
Program Learning Outcomes Assessment

**DSPS**  
**Focus Study Group Report**  
May 5, 2104

Thank you for participating in this focus study group for student services programs. The suggestions below are synthesized from responses by classified and student staff in your program. Consider these points for improvement as you conduct additional program assessments, complete your program review reports, and establish program goals and subsequent action plans. Take the following steps below for your program's continuous quality improvement.

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| <ol style="list-style-type: none"><li>11. Result analysis and action plan: Identify and prioritize improvement plan</li><li>12. Timeline: Determine timeline to implement improvement plan and its assessment</li><li>13. Communicate: Share Improvement Plan and Timeline with program members</li><li>14. Re-assess: Analyze results to determine further actions</li><li>15. Documentation/evidence: Compose process and results for next program review report</li></ol> |
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**Suggested areas for improvement based on staff responses:**

1. Support the de-centralizing of the DSPS program.
2. Invest in the appropriate space required for confidentiality and staffing required for the program to function successfully.
3. Improve testing accommodations process.
4. Expand exit interview to include questions about students' gained "independence".

REEDLEY COLLEGE  
DSPS  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 5, 2014

Outcomes:

- 10% of Reedley College students will complete the disability verification process and access DSP&S services as measured by the total number of students claimed on the DSP&S MIS report.
  - 80% of students with verified disabilities will utilize at least one DSP&S accommodation as measured by students using alternate media, testing accommodations, mobility services, priority registration and interpreter services.
  - 3% of verified DSP&S students receiving access, accommodation and advocacy services will complete their educational goals as measured by the number of certificate, degree and transfers.
1. Describe the different services your office offers. How do you know students seek the appropriate service? Is the process easy for them? What improvements may be made?
- a. How do you know students seek the appropriate service?
    - i. Cross-check with each other; see what the student is accessing and will double-check with the staff member.
    - ii. The students we see are either not doing well or are doing fine but are using accommodations. If they are doing fine, we tend not to see them until it is registration.
    - iii. Works well.
    - iv. Use informal meetings, e-mail and SARS. Increasing the use of SARS, lessens the face-to-face with each other.
  - b. Is the process easy for them?
    - i. Students are getting the services they need. As soon as they enter the door, there is someone there to greet them and asking what they can do for the student.
    - ii. We back-up each other if student's counselor is not available and will communicate back to the counselor for long-term planning.
    - iii. Feel we (counselors) are more stressed because of the back-up.
  - c. What improvements may be made?
    - i. Feel short-staffed.
      - 1. Have brought in a number of students through the Transition to College program. Number of students have increased and utilization has increased as well.
    - ii. We have a very good staff; we communicate well with each other.
    - iii. Lost 1 adjunct counselor. Retention is higher (1200+ students).
    - iv. Need 1 full-time counselor. Samara T., Luann A., and Steve M. are paid out of general fund; everyone else is categorically-funded. If the grant ceases, then we would lose our categorically-funded person.
    - v. Currently receive 10% administrative support – need more support.
    - vi. DSP&S needs to be de-centralized. Need to be under Reedley College's Student Services.



2. Describe how you monitor services. Is this process effective? Are there improvements to be made?
  - a. How is independence measured?
    - i. We back off as the student grows.
      1. When a student transfers to another school, they have to advocate for themselves.
        - a. Role-play with the student.
        - b. Being able to stand up for themselves when they need to.
      - ii. Establish an exit survey (for Ashley's program).
      - iii. Have in place Exit interviews for students who transfer. Suggest adding independence questions to the exit interview.
3. What barriers within services do your students encounter? How is this addressed?
  - a. Do not see very many barriers. Student finds services that they need.
  - b. Classes and direct services gives the opportunity for us to get to know the students.
  - c. Currently have approximately 10 classes. Would like another section of a writing class.
    - i. Success data may help support another class.
4. When students have problems with this technology what is the process to remedy the problem? How efficient is the help they receive?
  - a. Students do not check their e-mails or WebAdvisor.
  - b. Too many passwords to remember – could be a problem for a student who has cognitive issues.
5. Describe the communication (dialogue) between staff. Areas for improvement?
  - a. Because it is a fast-paced office and there are too many people in a small place, especially in the front office, tempers fly.
    - i. Not enough workspace for counselors. Becomes an issue when it is confidential.
6. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. DSPS is involved in Deans, Department Chairs and SSLC meetings.
  - b. Communication is good.
7. Describe the communication (dialogue) between staff and students. Areas for improvement?
  - a. Communication between staff and students is good except around the testing center accommodations.
    - i. Too many things to keep track of.
  - b. Need to be more prepared in advance for students who are taking a test. Can be a student and/or instructor error.
  - c. Testing accommodations can be stressful.
8. Do your students know the PLO? How could you make this known to them?
  - a. No. Students know what DSP&S does, not sure if they can articulate.
9. Describes the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
  - a. Be more conscientious every time something comes up.

- b. Trying to hop on students faster. Do a lot of internal testing on students.
- c. Being involved on campus, i.e., committees, workgroups and developing relationships.
- d. There is more awareness of what DSPS does.
- e. Helped to be built in the early alert process.
- f. Being a part of flex day.
- g. Staffing, administration and testing accommodations.

Reedley College  
Program Learning Outcomes Assessment

**EOPS**  
**Focus Study Group Report**  
May 12, 2014

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**Suggested areas for improvement based on staff responses:**

1. Invest in more frequent communication between staff.
2. Support growth of EOPS services at the Madera Center.
3. Support additional training for adjunct.

REEDLEY COLLEGE  
EOPS  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 12, 2014

Outcome: \_\_\_% of new students receiving EOPS/CARE program services will successfully complete their educational objectives within (6) semesters, as measured by number of certificate, degree and transfers.

1. Describe the EOPS/orientation process. Are there gaps in information or areas for improvement?
  - a. We give them a general overview of the program, academic skills, what to expect at a college level, how to set their goals, rules and regulations of the program, how to stay in satisfactory progress, benefits, technology and campus resources. Has student sign a mutual responsibility contract.
  - b. Improvements
    - i. Student mentors. This year's group was smaller, had more interaction.
    - ii. Need to improve services at Madera Center.
    - iii. Most students in our program are from the high schools and have been fully matriculated.
  - c. Have training workshops for students.
  - d. Students have access to computers.
  - e. Flex day activities has helped. Would like more training for adjunct.
2. What barriers do your students face while being in your program? How are these barriers addressed by staff?
  - a. RTG process changed.
  - b. Director wears many hats; however, he is available to answer questions.
  - c. Funding was cut.
3. Is the staff equipped to handle these barriers? What improvements may be made?
4. Describe the communication (dialogue) between staff. Areas for improvement?
5. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. Greatly improved due to accessibility of Director.
6. Describe the communication (dialogue) between staff and students. Areas for improvement?
  - a. Going well. Utilize SARS and e-mail. Students receive reminders of their appointments, which has improved attendance. Students also call in or check-in.
7. Do your students know the PLO? How could you make this known to them?
  - a. Students know what their outcomes are as it applies to them. They sign a contract and attend an orientation.
8. Describes the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?

- a. Gathering student data (Mario G. is working with Michelle J.). Knowing where the gaps are to improve the program.
- b. Due to staff changes feels that it has splintered our communications.
  - i. Staff are not located in same area.

Reedley College  
Program Learning Outcomes Assessment

**Financial Aid**  
**Focus Study Group Report**  
May 9, 2014

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| <ol style="list-style-type: none"><li>21. Result analysis and action plan: Identify and prioritize improvement plan</li><li>22. Timeline: Determine timeline to implement improvement plan and its assessment</li><li>23. Communicate: Share Improvement Plan and Timeline with program members</li><li>24. Re-assess: Analyze results to determine further actions</li><li>25. Documentation/evidence: Compose process and results for next program review report</li></ol> |
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**Suggested areas for improvement based on staff responses:**

1. Explore other modes of communication, such as texting, to inform students of missing data, deadlines, etc.
2. Explore ways to improve communication to students about financial aid services in general (website updates, checklists, overall process, etc.).
3. Support more face-to-face interactions with students to increase student success.
4. Utilize more frequent face-to-face staff meetings to ensure program success.

REEDLEY COLLEGE  
FINANCIAL AID  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 9, 2014

Outcome: \_\_% of eligible financial aid students will complete the Financial Aid process as measured by the total number of students receiving financial aid at RC.

1. What process does your office have for making sure students receive timely financial aid?
  - a. Students fill out FAFSA online.
  - b. Receiving timely financial aid information depends on the student; how long does it take them to bring information requested. Financial aid consistently sends out e-mails every 2-3 weeks to students regarding missing information. Students do not check their e-mails.
2. How effective is the service?
  - a. Getting students to actually do it. Most is online, but it is up to the student to bring in missing information.
  - b. Students have issues accessing e-mail for various reasons...password not working, e-mail not working, etc...
    - i. If password needs to be reset, refers student to Help Desk.
    - ii. If missing information, can tell the student what is needed.
  - c. Improve system to run faster.
  - d. Website is not user friendly.
  - e. One account with 1 log-in/password to access Blackboard, WebAdvisor and e-mail. Student being able to change own password.
3. What challenges does your office have in completing this outcome?
4. What areas could be improved?
5. Describe the communication (dialogue) between staff. Areas for improvement?
  - a. Staff meetings, communicate through e-mail.
  - b. Would like more opportunity to sit and meet; however, we are too short-staffed. Rely heavily on e-mail.
  - c. Weekly staff meetings would be beneficial if we had coverage.
  - d. Would like the option to shut down the office to hold meetings.
6. Describe the communication (dialogue) between staff and administration. Areas for improvement?
7. Describe the communication (dialogue) between staff and students. Areas for improvement?
  - a. We effectively communicate with our students. It is how well the student receives the information. Because Financial Aid is so complex and is constantly changing, students do not understand how the whole process works.
  - b. Areas for improvement:
    - i. Develop flyers.
    - ii. Any changes being made to the website.

- iii. Come up with a checklist for students to follow.
  - c. All applications on line; does not give opportunity to meet with students one on one. Need to simplify steps to make it easier to read.
  - d. Texting students is effective to get the word out, but not for the details they need to know.
  - e. Make website more clear – needs to be updated.
  - f. Some links on website do not work.
8. Do your students know the PLO? How could you make this known to them?
- a. Students know they will receive money.
9. Describes the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
- a. Increase number of applicants – based on numbers
  - b. New student orientation – target freshmen.
  - c. During semester moved to online
  - d. More effective to meet students in person than online.



Reedley College  
Program Learning Outcomes Assessment

**Health Services**  
**Focus Study Group Report**  
May 12, 2014

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26. Result analysis and action plan: Identify and prioritize improvement plan
27. Timeline: Determine timeline to implement improvement plan and its assessment
28. Communicate: Share Improvement Plan and Timeline with program members
29. Re-assess: Analyze results to determine further actions
30. Documentation/evidence: Compose process and results for next program review report

**Suggested areas for improvement based on staff responses:**

1. Create student response survey at the conclusion of health services workshops.
2. Invest in more psych interns to meet student need.

REEDLEY COLLEGE  
HEALTH SERVICES  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 12, 2014

Outcome:

*Upon completion of the Reedley College Health Services intervention a student will be able to:*

- *Identify and articulate presenting symptoms of physical/emotional distress.*
- *Identify internal and/or external resources student may have to meet the identified need.*
- *Identify risk behaviors and recognize opportunity to make lifestyle changes.*
- *Make judgment regarding health risk of behaviors as measured by health screening surveys.*

1. Describe the process in which students use your services? Is this process effective? What improvements may be made?
  - a. A lot of students come in for TB testing for employment.
  - b. The process is effective.
  - c. No improvement needed. System is going well.
2. Explain the internal/external resources students have to meet to identify need. Is this effective? What improvements may be made?
  - a. Receives training from Health Services Coordinator.
  - b. Maintain a binder on procedures.
  - c. Students have transportation issues, are low income and have no insurance.
  - d. Informing students that if they have no insurance, they have to apply.
    - i. Feel we are informing students the best we can.
3. What is done to help students identify risky behavior and recognize healthy choices? How is this monitored? Explain the development of workshops. How is data collected? Areas for improvement?
  - a. We do the Student Satisfaction Survey every two years and the Coordinator does another survey every year. Is an ongoing process.
  - b. For the workshops, only track the number of student who show up.
  - c. Insurance is a problem. Students either have insurance through their parents, have their own or have no insurance at all.
4. Describe the communication (dialogue) between staff. Areas for improvement?
5. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. Good.
6. Describe the communication (dialogue) between staff and students. Areas for improvement?
  - a. Going well.

7. Do your students know the PLO? How could you make this known to them?
  - a. No.
  - b. Let students know by distributing brochures, post in Health Services or post on the website.
8. Describe the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
  - a. With the new Medicaat program it enables us to Streamline the process.
  - b. Psychological Services
    - i. Currently have interns scheduled on Tuesday, Wednesday, Thursday (1/2 day only), and Friday. Need more interns because of the high demand from student requesting this services.
    - ii. Budget has been cut for this program.

Reedley College  
Program Learning Outcomes Assessment

**Outreach and Matriculation**  
**Focus Study Group Report**  
May 8, 2014

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**Suggested areas for improvement based on staff responses:**

1. Restructure communication process for staff to receive information in a timely manner.
2. Improve communication with high school teachers on the matriculation process.
3. Provide training (on new application process, etc.) to staff to ensure program success.
4. Invest in purchases (Chrome Books, additional compatible licensing for WebAdvisor) to conduct services successfully.
5. Explore other modes of communicating with students such as texting or social media.

REEDLEY COLLEGE  
OUTREACH AND MATRICULATION  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 8, 2014

Outcome: \_\_\_% of all students will participate in the matriculation process; as defined by RTG, applications, assessment, orientation and registration, at RC as measured by sequel data.

1. Describe the matriculation/outreach process with students. Are there gaps in information or areas for improvement?
  - a. Process
    - i. Students do the online application, online orientation, placement tests for English and Math, get advising, register for classes, attend a Financial Aid workshop if student receives financial aid.
    - ii. We do senior visits at the high schools once a week. We help the student with WebAdvisor and answering Financial Aid questions.
      1. A lot of follow up takes place during these visits.
  - b. How efficient is the process? Areas for improvement?
    - i. The expectation is that the student has to be made more responsible. Students have to be motivated to follow the matriculation steps.
    - ii. Students we deal with procrastinate; they don't understand the process.
    - iii. Teachers at the high school are not releasing the students when we need to see them.
    - iv. Need to improve communication with the high schools. Michael W. and Michelle S. met with Superintendents and Principals; but there is a disconnect because they do not know the new process and the information is not getting communicated to the teachers.
    - v. We rely heavily on e-mail; however, students are not checking their e-mails.
      1. Suggest texting or use social media.
    - vi. WebAdvisor does not support Google Chrome, which is what most high schools are using.
2. What barriers do your students face while being in your program? How are these barriers addressed by staff?
  - a. Cannot do individual visits because of the new process. The process is rushed. We cannot establish a rapport with the student.
  - b. We recruit for the whole District; FCC and Willow does not come out to our schools.
  - c. We have been given more duties so feel like we cannot do our job.
  - d. We rely heavily on reports to see what information student is missing.
  - e. Students do not connect the process of matriculation.
  - f. We feel undertrained not understaffed.
    - i. We now do the testing. FCC does not. They only do college relations.
3. Training

- a. We had to teach ourselves on how to do the online application. We are now are going to a new application which is being used state-wide. Supposed to start soon, but have not had any training.
    - i. No communication
  - b. Rely on webinars
4. Is the staff equipped to handle these barriers? What improvements may be made?
5. Are you aware of the new mandated legislation that propels recent changes in the new matriculation process?
  - a. Yes
    - i. Will have to track all events and input on E-SARS. Told we are going to be trained, but have not heard anything.
6. Are you informed of the legislative SSSP guidelines that will help our institution serve students more effectively?
  - a. Yes
7. Do your students know the PLO? How could you make this known to them?
  - a. Definitely not. When we meet with the student we do not call it a matriculation process.
8. Describe the communication (dialogue) between staff. Areas for improvement?
  - a. See no improvements.
9. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. "Lack of." Information gets lost in translation. Information is communicated from manager to coordinator; however, coordinator decides if information needs to be shared with the staff.
    - i. For instance, our phone number is going to be listed on postcards going out to several thousand students – how do we prepare for that?
10. Describe the communication (dialogue) between staff and students. Areas for improvement?
  - a. If a student reaches out for help, we are able to communicate with them.
    - i. Students who sign in can write their questions down.
    - ii. We are so busy helping a student with their application and getting missing information that if a student has a program question, we miss helping them with that.
11. Describe the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
  - a. Not receiving information in a timely manner.
  - b. Being pulled away from regular duties during summer.
  - c. Provide required resources, for example Chrome Books, to do our job.
  - d. Purchase additional license for WebAdvisor, the web-version. Google Chrome is not compatible.

Reedley College  
Program Learning Outcomes Assessment

**Residence Hall**  
**Focus Study Group Report**  
May 12, 2014

Thank you for participating in this focus study group for student services programs. The suggestions below are synthesized from responses by classified and student staff in your program. Consider these points for improvement as you conduct additional program assessments, complete your program review reports, and establish program goals and subsequent action plans. Take the following steps below for your program's continuous quality improvement.

- |  |
|--|
| <ul style="list-style-type: none"><li>36. Result analysis and action plan: Identify and prioritize improvement plan</li><li>37. Timeline: Determine timeline to implement improvement plan and its assessment</li><li>38. Communicate: Share Improvement Plan and Timeline with program members</li><li>39. Re-assess: Analyze results to determine further actions</li><li>40. Documentation/evidence: Compose process and results for next program review report</li></ul> |
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**Suggested areas for improvement based on staff responses:**

1. Provide appropriate training for staff so they may educate and assist students with health insurance requirements.
2. Focus on academic improvement for residence hall students by promoting available services.

REEDLEY COLLEGE  
RESIDENCE HALL  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 12, 2104

Outcome: Residence Hall will provide a supportive living environment that promotes healthy living habits that encourages students to complete their educational goal as measured by the \_\_\_% of students remaining and completing their current semester with a 2.00 GPA or higher.

1. Explain the ways in which the Residence Hall provides a supportive environment.
  - a. Group study sessions, acknowledge residents' birthdays, provide emotional support and encouragement, etc.
2. Are staff well-equipped to provide this environment? Areas for improvement?
  - a. Ms. Lisa helps us a lot. She gives advice on how to handle difference circumstances.
  - b. Barriers:
    - i. Breaking the wall to stir up conversation. Bonding makes a big difference on the environment. Communication and interaction makes the environment healthier.
    - ii. Students living under one roof and lifestyles.
  - c. Takes a lot of patience and understanding. Receive instruction from Ms. Lisa.
3. Explain the ways in which the Residence Hall provides healthy living habits for students.
  - a. Provide a lot of activities, such as opening the gym and weight room.
    - i. Stress reliever
  - b. Do provide services such as tutoring.
4. Are staff well-equipped to provide these living habits? Areas for improvement?
  - a. Students who have insurance or don't have insurance is an issue.
  - b. Trying to get the information out to students regarding health insurance.
    - i. Need to get students to sign up for insurance.
    - ii. This is a requirement for residence hall.
  - c. Would help to have training to be able to assist the student to apply for insurance.
    - i. Need to walk the student through the process.
  - d. Any program you have needs improvement. We have people who are willing to help the student.
5. Do your students know the PLO? How could you make this known to them?
  - a. A framed poster in front lobby.
  - b. Promote services.
6. Describe the communication (dialogue) between staff. Areas for improvement?
  - a. Communication is good. If there is anything we need, we can text or call each other.
7. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. Works well. Ms. Lisa meets with Michael White. She communicates with us after meeting with Michael White.



8. Describe the communication (dialogue) between staff and students. Areas for improvement?
9. Describe the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
  - a. Based on RA's meeting if it is an event. Always ask what we can do to improve.
  - b. Talk to each other, weekly meetings, e-mail.
  - c. Academic Improvement (English/Math). Hard to make student to "buy into it."
  - d. Build on to the early alert system.
  - e. Who is coming and going into our Residence Hall. Use swipe card system.

Reedley College  
Program Learning Outcomes Assessment

**Student Support Services  
Focus Study Group Report**  
May 6, 2014

Thank you for participating in this focus study group for student services programs. The suggestions below are synthesized from responses by classified and student staff in your program. Consider these points for improvement as you conduct additional program assessments, complete your program review reports, and establish program goals and subsequent action plans. Take the following steps below for your program's continuous quality improvement.

41. Result analysis and action plan: Identify and prioritize improvement plan
42. Timeline: Determine timeline to implement improvement plan and its assessment
43. Communicate: Share Improvement Plan and Timeline with program members
44. Re-assess: Analyze results to determine further actions
45. Documentation/evidence: Compose process and results for next program review report

**Suggested areas for improvement based on staff responses:**

1. Invest in additional staff to track students, collaborate with other programs on campus and support additional outreach practices.
2. Support a timely workshop schedule to ensure student participation and success.
3. Explore other modes of outreach to students including texting and social media.
4. Improve communication with more frequent and informative meetings.

REEDLEY COLLEGE  
STUDENT SUPPORT SERVICES  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 6, 2014

Outcome: 25% of new SSS participants served each year will graduate, as measured by the certificate, degree or transfer within four years.

1. Describe the SSS services. Are there gaps in information or areas for improvement?
  - a. We provide support and retention program with two grants to assist students to transfer. They are either low income, disabled or first generation. Focus on certificate or degree before they transfer.
  - b. Do not have enough staff on board and no dedicated office assistant. Cannot track students who are in a cohort, causes problems in outreach planning. Do not have enough staffing to collaborate with the other programs (ie, Title V).
    - i. Students are required to attend workshops; however, the schedule comes out too late.
  - c. Collaboration is good in providing transfer workshops and this is encouraging students to visit universities. Getting students to commit early on goes back to the planning. Needs to be improved. Hard to get the students to “buy in” early.
  - d. Reaching out across campus is hard and difficult.
2. What barriers do your students face while being in your program? How are these barriers addressed by staff?
  - a. Students do not know distinction between SSS and Title V. They get confused on both programs.
  - b. Not enough staff on board to do services.
  - c. No dedicated Office Assistant.
  - d. Trouble tracking students. Is a problem with outreach.
  - e. Planning efforts
    - i. Collaborate with Title V and other programs.
    - ii. Schedule for work issues go out late for planning purposes.
    - iii. Collaboration is great. Provide transfer workshop issues – need to get students to commit early on.
    - iv. Reaching out across campus is a challenge.
    - v. Use texting to reach out to students.
3. Is the staff equipped to handle these barriers? What improvements may be made?
4. Do your students know the PLO? How could you make this known to them?
  - a. Don't think so.
5. Describe the communication (dialogue) between staff. Areas for improvement?
  - a. Challenging because of schedules. Having a staff meeting 1 time per week is not enough.

6. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. Administrator is shared; has other duties. Not always accessible.
7. Describe the communication (dialogue) between staff and students. Areas for improvement?
  - a. Club is helping with communication.
8. Describe the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
  - a. Professional development has helped.
  - b. WE collaborate with the writing center.
  - c. Have relationships with students.
  - d. Bring more training to the campus.
  - e. Rely too much on Letty. Need datatel rights to certain screens.

Reedley College  
Program Learning Outcomes Assessment

**Student Activities Office**  
**Focus Study Group Report**  
May 9, 2014

Thank you for participating in this focus study group for student services programs. The suggestions below are synthesized from responses by classified and student staff in your program. Consider these points for improvement as you conduct additional program assessments, complete your program review reports, and establish program goals and subsequent action plans. Take the following steps below for your program's continuous quality improvement.

- 46. Result analysis and action plan: Identify and prioritize improvement plan
- 47. Timeline: Determine timeline to implement improvement plan and its assessment
- 48. Communicate: Share Improvement Plan and Timeline with program members
- 49. Re-assess: Analyze results to determine further actions
- 50. Documentation/evidence: Compose process and results for next program review report

**Suggested areas for improvement based on staff responses:**

- 1. Create a stronger learning environment for students by investing in printers and educational television programming.
- 2. Invest in facility upgrade, including additional security cameras.
- 3. Restructure the usage of space for improved monitoring and communication of student activities.
- 4. Secure the facility for student activity programs and events.

REEDLEY COLLEGE  
STUDENT ACTIVITIES OFFICE  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 9, 2104

*Outcome: Students will have access to events, activities, leadership and service opportunities that will enhance the student's educational experience at Reedley College.*

1. Describe the activities students participate in. Are there gaps in opportunities? What improvements may be made?
  - a. In the Student Center, students participate in individual activities, group activities, on-your-own activities and organized activities.
    - i. Unorganized:
      1. Game Room – play pool and video games
      2. Students use the room for gaming, studying, and watching movies.
      3. In the main room there are board/card games that we provide or students bring in their own. We provide a space. Watch television, listen to music and use the computers.
    - ii. Organized:
      1. Help with clubs, organized games, pool tournaments, card game tournaments.
    - iii. Express counseling, guest speakers
  - b. Gaps:
    - i. Printer - Would like a printer hooked up to computers. Something similar to what the Library has where students swipe their cards.
    - ii. More than one channel on TV.
    - iii. Student Center gets closed for non-student events. Campus needs an event center or additional conference rooms.
  - c. Improvement:
    - i. New furniture
    - ii. Additional security cameras
    - iii. Décor (more art work)
2. How do you assess the quality of these activities/opportunities? Are there areas where improvements may be made?
  - a. Through surveys and anecdotally.
3. What barriers do students face in participating in these opportunities? How is this addressed?
  - a. No printer.
  - b. Need same programs as other computers on campus. Students need to be able to do their homework;
4. How do you measure the success of your program? Are there gaps in this assessment? What may be done to remedy this?
  - a. Measure success through student surveys and students' suggestions.

- b. Gaps: Need to capture the anecdotal on paper or on a form. Having students being able to swipe student cards when coming to an event.
5. Do your students know the PLO? How could you make this known to them?
  - a. No.
  - b. Make it know to the student by posting it or talk about it at events.
6. Describe the communication (dialogue) between staff. Areas for improvement?
  - a. Good. Have informal staff meetings.
7. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. Goes through chain of command (Dan K.)
  - b. Can schedule an appointment with Michael W. if necessary.
8. Describe the communication (dialogue) between staff and students. Areas for improvement?
  - a. Fantastic rapport with students.
9. Describe the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
  - a. When Jim came on into the new position, atmosphere had changed. More fresh ideas. For example, ask students what music they want to listen to.
  - b. Often asking students how things can be better. We are open to change.
  - c. Purchased a laminator/printer that can print on large paper – improvements.
  - d. Based on room desk, feel like we are the receptionist. Too much noise coming into office.
  - e. Not set up to monitor activities in Student Center.
  - f. Office is not “welcoming” for students.
  - g. Outreach needs their own space.

Reedley College  
Program Learning Outcomes Assessment

**Title V**  
**Focus Study Group Report**  
May 6, 2014

Thank you for participating in this focus study group for student services programs. The suggestions below are synthesized from responses by classified and student staff in your program. Consider these points for improvement as you conduct additional program assessments, complete your program review reports, and establish program goals and subsequent action plans. Take the following steps below for your program's continuous quality improvement.

51. Result analysis and action plan: Identify and prioritize improvement plan
52. Timeline: Determine timeline to implement improvement plan and its assessment
53. Communicate: Share Improvement Plan and Timeline with program members
54. Re-assess: Analyze results to determine further actions
55. Documentation/evidence: Compose process and results for next program review report

**Suggested areas for improvement based on staff responses:**

1. Create stronger outreach processes.
2. Explore using alternative forms of communication with students such as texting or social media to inform students of services.
3. Invest in front desk personnel who would perform tasks including student tracking, web site development and updating, and other general outreach duties.



REEDLEY COLLEGE  
TITLE V  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 6, 2014

Outcome: By June 2015, Hispanic students completion rates, will increase over Spring 2009 baselines as measured by a 20% increase in the number of Associates of Arts and Associate of Science degrees and the number of students reaching Transfer Readiness'.\*\* (Transfer Ready Defined as: Student has successfully completed a transfer-level and English course and has successfully completed 60 UC/CSU transferable units with a GPA of 2.00 or higher in transferable courses).

1. Describe the Title V program. Are there gaps in information or areas for improvement?
  - a. Have 3 different programs:
    - i. Freshman Program: Offer an opportunity for freshmen to explore what the campus offers.
    - ii. Career Center: Job Search, Interview skills, workshops.
    - iii. Transfer Services: Has a specific Transfer counselor, who follow up on SEP's. Offer students field trips to different campuses and encourage students to explore their options.
  - b. Improvements:
    - i. Freshman Program: Students do not know there is a specific counselor for them.
    - ii. Career Center: Going Well. Student evaluations are given out to all students after workshops.
    - iii. Outreach to students
      1. Let students know of upcoming workshops via white board.
      2. Use the televisions as a form of advertisement.
      3. Talking to students in the classrooms.
        - a. Challenging because it is only one person from the Career Center going out to the classrooms.
    - iv. Students not checking e-mails or their log ins/passwords are not working. It is a challenge.
    - v. Feels students use texting more.
2. What barriers do your students face while being in your program? How are these barriers addressed by staff?
  - a. Students not knowing about our programs. Outreach.
  - b. No parent support.
3. Is the staff equipped to handle these barriers? What improvements may be made?
  - a. No administrative rights to update Career site and no time to update.
    - i. Needs training or having someone update the website.
  - b. Not knowing what to major in – refer a lot to career center

- c. Website is "rough."
- 4. How has remodeled facilities improved the services provided to students? Are there any further improvements still needed?
  - a. Facilities look nice and are adequate. Nice to have office space.
  - b. Need a professional person to oversee front desk. Not fair to expect students to fulfill the obligations that an Office Assistant would do. It is a lot of pressure on a student.
- 5. Do your students know the PLO? How could you make this known to them?
  - a. Meet with students intending to transfer. Has personal interaction with students. Informs the students what the purpose and goal of the program is.
  - b. Use Logo or develop a motto.
- 6. Describe the communication (dialogue) between staff. Areas for improvement?
  - a. Going well.
  - b. Student workers use binders/e-mail to communicate.
  - c. Students' schedules overlap, are able to update the person who is coming in.
- 7. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. Meets individually and have staff meetings (twice a semester).
  - b. Would like to meet at least once every 2 months.
- 8. Describe the communication (dialogue) between staff and students. Areas for improvement?
- 9. Describe the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
  - a. Collaboration has been helpful between the programs and evaluations have helped the program.
  - b. Need a full-time counselor.
  - c. Need more time to track students.

Reedley College  
Program Learning Outcomes Assessment

**Upward Bound**  
**Focus Study Group Report**  
May 8, 2014

Thank you for participating in this focus study group for student services programs. The suggestions below are synthesized from responses by classified and student staff in your program. Consider these points for improvement as you conduct additional program assessments, complete your program review reports, and establish program goals and subsequent action plans. Take the following steps below for your program's continuous quality improvement.

- 56. Result analysis and action plan: Identify and prioritize improvement plan
- 57. Timeline: Determine timeline to implement improvement plan and its assessment
- 58. Communicate: Share Improvement Plan and Timeline with program members
- 59. Re-assess: Analyze results to determine further actions
- 60. Documentation/evidence: Compose process and results for next program review report

**Suggested areas for improvement based on staff responses:**

- 1. Inform staff in an appropriate amount of duty changes.
- 2. Instill better communication between administration and staff.
- 3. Explore other modes of communicating to high school students such as texting or social media.

REEDLEY COLLEGE  
UPWARD BOUND  
PROGRAM LEARNING OUTCOMES RESPONSES  
May 8, 2014

Outcome: 80% of all UB participants who at the time of entrance into the project had an expected graduation date during the program school year will enroll in a program of postsecondary enrollment by the fall term immediately following the expected graduation date from high school.

1. Describe the process in which students enroll in your program.
  - a. Target population is 1<sup>st</sup> generation college-bound students and low income. The first step is to apply. Have to look at their income tax to determine eligibility.
  - b. Once applied have counselors available and college tutors help them with their homework.
  - c. One time per month, students take college courses.
  - d. We focus on the 6-week summer session. Two of the six weeks students stay in the residence hall. Take classes for high school credit. Many of them take the 15% enrichment so they get college credit.
  - e. Have a counselor who reviews their SEP's.
  - f. Field trips to different universities
2. Describe the efficiency of this process. Areas for improvement?
  - a. Efficiency is good. We are the ones who handle the paperwork and work with the student on a constant basis.
  - b. Students have access to Upward Bound's phone number, which helps with communication. Anything that needs to be done on paperwork, we are on top of it.
  - c. Our advantage is we know our students because they started the program as freshmen in high school.
3. Describe staff trainings. Areas for improvement?
  - a. We do have staff development.
  - b. We meet on a regular basis on upcoming events.
  - c. There is no major need for improvement.
4. What are the barriers your students encounter within your program? How do you address these?
  - a. Getting confidential information from parents, such as social security numbers, tax forms, etc.
5. Do your students know the PLO? How could you make this known to them?
  - a. No.
  - b. If we are doing what we are supposed be doing on the learning outcomes, the students are getting the services and know the requirements of the program.
6. Describe the communication (dialogue) between staff. Areas for improvement?
  - a. Even though we have individual programs, we still work together to provide quality services.

7. Describe the communication (dialogue) between staff and administration. Areas for improvement?
  - a. Many times, at the last minute, we are volunteered to do something. We need advanced notice.
8. Describe the communication (dialogue) between staff and students. Areas for improvement?
  - a. Communication is good. We know who we are serving. We utilize instagram, facebook, etc.
9. Describe the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
  - a. Pulled away to do other duties. Would like advanced notice. Takes away from our priorities and duties.
  - b. Staying updated. Information not being communicated either by the VP or Supervisor.
  - c. Student cannot access their e-mail at the high school.