

Program Review - Service - First Year Support Center Latest Version

Overview

Program Review - Collaborators : Version by **Partida, Cynthia** on 11/19/2019 22:48

Collaborators
Cynthia Partida

Program Review Overview - Organizational Chart

Please insert the organizational chart for this program or service area.

No Value

Program Review Overview - Service Area Functions : Version by **Partida, Cynthia** on 11/19/2019 22:48

New Student Computer Assistance (SCC Online Application Support, Financial Aid Application, WebAdvisor Support)
Tutoring in multiple subjects
Food Pantry Area
Computer Lab
Student Success Workshops
First Year Support Mentors
Dreamer/Undocumented student resources
SCC Promise Scholarship

Function	Description
undefined	undefined

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Partida, Cynthia** on 11/19/2019 22:48

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

Assess our needs based on our vision of the program. We evaluate our data at the end of the year for our SLO's and we assess areas we need growth and development.

How is SCC's mission statement (<https://www.scccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

The First Year Support Center will provide quality services that are responsive to the needs of our diverse student population and help students foster a community on campus that values their personal growth. Our goals of reflect SCC Mission Statement by aligning with fostering student success and helping students communicate and increase accessibility.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Partida, Cynthia** on 11/19/2019 22:48

Annual Plan Goal
Increase student retention & successful completion through academic coaching and follow-up services.
Support student success and development of college skill sets, through comprehensive and expanded Student Success Workshops.
Hire 1 Part-Time On-Going Student Program Specialist to assist the Coordinator with daily student interactions and follow up services.

Data Analysis

Program Review Data Analysis - Service : Version by **Partida, Cynthia** on 11/19/2019 22:34

What was the most helpful part of this session? (open-ended question)

The FYSC Referral form

Coach explained and made me aware of the workshops and resources the First year has to offer.

Learning about all the different resources that are provided by academic coaches.

Hearing about the programs to help me in school.

On how she can help with on why I struggled on my first semester.

Getting help, getting familiar with services, and getting resources.

Informing me that there are always people here to help.

Being notified of scholarships

Learning more about the school

Being able to open up to the academic coach about handling stress/discussing studying methods and planning ahead. Having a coach that was very easy to talk to and feeling comfortable. Resources that helped me better my time here/gain experience, meeting with counselor to talk about anything.

Going over my time management

Rosy was very kind and sweet, open to what I said and she helped me as well with understanding opportunities this semester.

Learning about the Academic workshops

learning about resources & clubs fro me on campus

the most helpful part was learning about the different workshops and centers available to me on campus (I didn't know about many of them before and now I feel so much more aware about my school).

Extra help benefits that I got introduced to

The time management and workshops

Getting to understand more of what this provides. Seeing the helpful workshops available.

The information given about the workshops.

The friendly counselor.

Learning more about Mash

Helping to explain transfer success and time management.

Time management skills.

seeing all the workshops

Google Calendar

Planning out future workshops and goals.

time management

learning more about all the resources available to me

Time management, more aware of what kind workshops are available

Being able to talk about school.

Checking in and asking for helpful resources

organization talk

Study skills

Financial aid recommendation & letter of rec info

The most helpful part was the accomodation for my question.

Learning about the resources the First year student offers. It will be helpful to meet with a counselor when the counseling center isn't available.

Learning about the different things the 1st year center offered.

all of it learned a lot of stuff i didn't know

Learning how to balance my schedule.

The group dynamic/support.

Talking about self-care+goals

n/a

speaking of health care and stressing the impotence of it

n/a

Talking/tips

The session was very individualized.

Talking about different resources the school offers I didn't know about

Managing My Time more & knowing I can come talk someone.

He explained and helped me understand my schedule. He was friendly and answered all my questions.

Information provided at school that was given.

n/a

Going through and seeing how I can improve

n/a

The scholarship information

THE TIME MANAGEMENT ADVICE WAS GREAT HELP!

The weekly schedule + google planning

n/a

Talking about transferring

I liked learning more about the workshops for the student success certificate.

Information about MASH.

academic plan

Update on workshops =)

creating a comprehensive plan for education

The most helpful part of this session was about the workshops and the classes, and also time management.

The most helpful part was learning more about the different workshops available.

The career exploration

The help with the financial aid application.

Learning about the different resources the school offers, help with questions about financial aid

Handouts that had helpful tips on studying.

Getting the workshop worksheets

Probably the information about Biotech. Biotech seminars seem to only be available for those enrolled in a bio class. I feel all stem majors should know about biotech after it was described to me.

talking about college/ transferring

Informing me about the student success certificate. I had no idea about it.

Getting info on Financial Aid

Networking opportunities

talking about how I can improve

Student Success certificate

reviewing any questions that I might have had.

The most helpful part of this session was learning that there are a lot of resources available for me to help me succeed & finish homework & complete all of the workshops.

Knowing what my next steps should be

The setting up appointment for ed plan and looking back at last semester was the most helpful part of this session.

Learning how to try and manage my time better. Cristina Cortez gave me pointers on how to better study and different skills.

n/a

It was easy and straight forward. Cristina Cortez was friendly and made sure to answer all my questions.

How to study main points or prepare for exam

It was satisfying. I got what I needed from the session and got help with my comprehensive plan.

Cortez was really helpful & made the questioning nice & just talk out calmly my tasks to make me successful as a student

Finding the CSEP

Someone asking me how I was. Treating me like a person. Felt nice.

Everything

Advice with classes and management.

Talking about colleges and what I should do to be better prepared for future.

Explaining the resources available.

ED plan conversation, making sure my Ed plan was correct with my major.

Finding alternatives for workshop scheduling

Weekly schedule

Talking about all help out strategies to improve in skill for learning.

Being motivated and given the weekly planner.

The most helpful part of the session is my time planner

When my coach went over the campus resources

talking about time & stress management

The most helpful part of this session was being able to openly share where I'm at with a professional who cares.

Get to know resources and how to manage time

fixing my work/ school schedule

Going over what classes I could take over the summer was very helpful since I plan on taking 2 classes

The most helpful part of this session was looking up volunteer application for St. Joseph's and talking about campus resources.

He was able to clarify my questions

Getting referral to help decide major.

Discussing the various events going around on campus.

Advised to go to career counseling.

Going over to time management and the 5 step study plan.

Introduction of tutoring services at FYSC

I like the advice I received about time management. I also liked how easy and comfortable it was to talk and ask for help.

Talking about the different aspects of campus that can help different life skills/stress management.

Figuring out my learning style.

Cortez talking to me about my entire situation and giving me advice and help.

Being introduced to planner, going to star center for added help

Talking out a game plan.

The most helpful part was getting extra advice and getting help making an appointment for my ed plan.

Reviewing what things I still have to do while I'm still at SCC.

Reassured me of what I've been doing is going to work and pushed me to get more use of the tours offered to other campuses.

Learning about the tutoring options.

Recapping on how I balance work and school.

Being able to ask all my questions.

Being able to see my mentor as a friend.

Explaining and helping me understand my assignment.

Discussing when and where to transfer to SCUF

Yes

Going over my study habits and just things in general.

Going over my options for help and talking about college.

She was very nice and supportive and caused me to de-stress easily

The transfer information.

Information about summer classes.

The most helpful part of this session was Bill going step by step on each problem making sure I got it down.

Knowing what I have to do to get a better grade in math.

Explaining student success certificate

Made me realize the amount of time I work and how I should spend more time on school.

The most helpful part was being given tips & advice.

Talking about direction and certain concerns reflecting on classes.

Information that I lacked and were in dire need of were brought to light.

The most helpful part was talking over time management and receiving a weekly schedule paper.

Reviewing my plan and learning about new study methods.

Getting refereed to Dora to find out different careers I can do with psych.

Just being able to talk to someone was very helpful.

Showing where my class schedule can be located at on web adviser.

Cristina Cortez

Hearing that everything is ok and that I should not be worried. Reassurance.

Listing out ideas, learning about more resources.

Ms. Cortez gave helpful information of SCC resources & programs I did not know were available.

Actually gaining knowledge on the subject.

A lot of recommendation encouragement that was very helpful

I appreciated putting a light on my study skills, also to create a com edu plan.

N/A

The English and Accounting knowledge was great.

He has been helping me to pre-read and focus in my assignments. Introduction, body and conclusion.

Please provide comment on student survey results administered by the program, if any.

We provide pre and post surveys at the end of our Student Success Workshops. They are based on ASCA Mindsets & Behaviors. There are two type of surveys, one for our Academic workshops and another for our Life Skills Workshops.

Please provide comment on program exit exams or other assessments of graduating students, if any.

No Value

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

64 students that completed the Student Success Certificate (attended six Student Success Workshops and completed a CSEP) were given an exit survey.

Please provide data pertaining to the instruction or delivery of service, if any.

We provided evaluations for students to fill-out after their one-on-one Academic Coaching meeting (moving forward as First Year Support Mentors)

Outcomes Assessment

Program Review Outcomes Assessment - SAOs : Version by **Partida, Cynthia** on **11/19/2019 22:48**

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
1	1	1

Program Review Outcomes Assessment - SAOs Table : Version by **Partida, Cynthia** on **11/19/2019 22:48**

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
The First Year Support Center will ensure access to comprehensive student services support, through Academic Coaching among disproportionately impacted student groups that received the SCC Promise Scholarship.	Yes	75% of students completed a comprehensive education plan with a counselor. We will move forward with making this a requirement to enhance completion.

Program Review Outcomes Assessment - SAOs Prompted Change : Version by **Partida, Cynthia** on **11/19/2019 22:48**

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.

We have implemented the CSEP as a requirement to receive the SCC Promise Scholarship. Students must complete a CSEP with a Counselor within the first semester at SCC, to ensure that they will receive scholarship.

Program Review Outcomes Assessment - SLOs : Version by **Partida, Cynthia** on **11/19/2019 22:48**

Total Number of SLOs	Total Number of SLOs Measured
2	2

Program Review Outcomes Assessment - SLOs Table : Version by **Partida, Cynthia** on **11/19/2019 22:48**

Student Learning Outcome	Outcome Met?	Explanation of Assessment Result
As a result of students participating in eight student success workshops, they will be able to demonstrate knowledge of academic skills. To the degree in which, 75% of students maintain good academic standing (above 2.0 GPA) within their second semester.	yes	<ul style="list-style-type: none">• Measure the student completion of the Student Success Certificate.• Evaluations of Pre & Post Surveys at the end of each workshop.• Collect data results for academic standing for students that completed the Student Success Certificate.
The First Year Support Center will ensure access to comprehensive student services support among disproportionately impacted student groups.	yes	<ul style="list-style-type: none">• Measure student's completion of a comprehensive education plan within the first academic year at SCC for those that received the Promise Scholarship.• Academic Coach Evaluations at the end of each session.

Program Review Outcomes Assessment - SLOs Prompted Change : Version by **Partida, Cynthia** on **11/19/2019 22:48**

What changes will the service area make based on its assessment of student learning outcomes? Give specific examples.

N/A

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Partida, Cynthia on 11/19/2019 22:48

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

The First Year Support Center is dedicated to supporting new students in their academic and social transition at Santiago Canyon College. To provide college skill sets and awareness of campus resources, and to be able to integrate students into the college campus and community. We provide one-on-one First Year Support Mentors to recipients of the SCC Promise Scholarship. The goal of the First Year Support Mentoring program at Santiago Canyon College is to increase student retention and success for mentees by engaging them early in their academic journey to identify challenges and connect to the appropriate resources that will facilitate their success. We also assist students one-on-one with computer technical assistance to ease the transition into college. We support students with completing the SCC Online Application, financial aid applications and support with class registration through WebAdvisor.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

We host Student Success Workshops throughout the semester at different times throughout the day built around SCC course offerings. We offer workshops in four categories: Academic Skills, Life Skills, Involvement and Cultural Enrichment. These workshops are in collaboration with other offices on campus to build awareness of services available.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

We host Student Success Workshops throughout the semester at different times throughout the day built around SCC course offerings. We offer workshops in four categories: Academic Skills, Life Skills, Involvement and Cultural Enrichment. These workshops are in collaboration with other offices on campus to build awareness of services available.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

At the end of the semester, we review our pre and post survey data for each workshop. If there are workshops that are showing minimal learning, then we don't implement that workshop for the following year. We also provide exit surveys for those that complete the Student Success Certificate and ask them about their feedback on workshop topics, timing and experience. We also consider student input from our daily interactions.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

The Student Success Workshops that are offered are co-hosted with different programs and services on campus. We collaborate with Counseling, Career Services, Transfer Success Center, Equity Office, EOP&S and DSPS. We reach out to them during the summer to see if they can present on certain topics that are their program expertise, so that students can learn about different services offered at SCC. We host a retreat during the summer where we invite different SCC programs and services to train our staff on services offered.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

We need permanent staffing to support the growth of the center. We need a department budget in order to provide our wrap-around services. We currently don't have a budget and rely on grant opportunities provided by Helpful Hawks and Equity Office.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Partida, Cynthia on 11/19/2019 22:48

Classrooms	Labs	Offices	Storerooms	Conference Rooms
1	1	1	1	0

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by Partida, Cynthia on 11/19/2019 22:48

Classrooms	Labs	Offices	Storerooms	Conference Rooms
1	undefined	undefined	undefined	undefined

Program Review Resources - Specialized Equipment and Resources : Version by Partida, Cynthia on 11/19/2019 22:48

Equipment/Resource	Description
Student Computers	10 student computers
Staff Computers	5 staff computers
iPads	15 ipads
Laptops	4 surface pro tablets
Projector	
AV System	

Program Review Resources - Funding Sources : Version by Partida, Cynthia on 11/19/2019 22:48

Funding Source	Description
Helpful Hawk Grant	\$1500 for 2018-19 academic year
SEAP	Office Supplies
SCC Promise (AB19)	Provide student assistants and support for workshops

Program Review Resources : Version by Partida, Cynthia on 11/19/2019 22:48

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

We recently acquired a new space in E-303 to meet the needs of the students visiting the center. We need a private area for a Counselor to provide services in a quiet area.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Our area is sufficient with equipment and supplies. We are not given an exact budget for materials or supplies. We ask our Dean for support when needed at the beginning of the semester and we are provided funds if available.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

They meet the needs of the center. Some of our staff computers are outdated and we could use updated equipment.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

We have not received any formal training on systems such as SARS, Datatel or Colleague. We have learned how to use the systems based on our own trial & error.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

We currently have one FT Coordinator and one PT Learning Assistant that are permanent employees. We have two to three short-term employees, but they are not on-going. There is a need for permanent staffing to meet the student's needs and operational needs of the First Year Support Center (FYSC). We served the following students, since opening of the FYSC:

2017-18

- 1,407 Unduplicated Students
- 7,177 Total Duplicated Visits

2018-19

- 1,968 Unduplicated Students
- 14,905 Total Duplicated Visits

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

We receive SEAP funding for our FT Coordinator and Short-term employees. We receive General Funding for our PT Learning Assistant. We receive grant funding through Helpful Hawks, Foundation Office and Equity Office for our programming efforts. This has had a negative impact since our programming needs such as Student Success Workshops, Student Success Certificate Ceremony and other events are supported through requested grants only. As we plan for our upcoming year, we do not have any stability in knowing that we will be funded. We usually learn about receiving the funds at the beginning of the Fall semester or during the Fall semester. If we could have a set allocated amount of \$2000 for Student Success Workshops and \$2000 for the Student Success Certificate Ceremony, it would ease the concern of year-to-year requests for funds.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Allocated funds for Student Success Workshops and Student Success Certificate programming efforts. Funds to support first-year campus wide events to increase efforts with Guided Pathways and student support.

Human Resources

Program Review Human Resources - Support Staff : Version by Partida, Cynthia on 11/19/2019 22:48

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Student Assistant	1	PT	10	SEAP
Student Services Coordinator	1	FT	12	SEAP
Learning Assistant	1	PT	11	General Fund
Student Service Specialist	2	PT	12	SEAP/Promise (AB19)

Program Review Human Resources : Version by **Partida, Cynthia** on **11/19/2019 22:48**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

The Coordinator is an active member of NASPA and has attended a Latinx Higher Ed Professionals conference in October 2018.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

The Coordinator participates in Guided Pathways Student Services Cluster, Dreamer Advisory Taskforce, AB19 SCC Promise Workgroup and the club advisor for United Students for Equal Education (USEE). The Coordinator also actively attends Region 8 meetings for supporting undocumented students.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

No

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

We need more mentorship opportunities available to assist with First Year best practices.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

At the beginning of the year, the FYSC Coordinator hosts a staff training to review office procedures and center vision/goals. The FYSC Coordinator hosts monthly meetings with support staff to increase communication and center updates. Although, this is only implemented within our area. There are no efforts to build communication within the division to build an understanding of other program/service area activities.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Bi-Monthly meetings within the division staff will increase communication and awareness of program activities.

Internal and External Communication

Program Review Internal & External Communication : Version by **Partida, Cynthia** on **11/19/2019 22:48**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

Every academic year, last revision Fall 2018

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

2018

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

Yes, our website is up to date with contact information, staff bios, workshop schedules and RSVP forms.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

We share our upcoming workshops via email to program leaders and faculty.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

We have developed a bridge with faculty to host Student Success Workshops within our area. We work closely with Equity Faculty to coordinate cultural enrichment activities within the First Year Support Center.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

n/a

Planning Agenda

Program Review Planning Agenda : Version by **Partida, Cynthia** on **11/19/2019 22:54**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Develop an annual budget to serve student needs through center visits and students success workshops.	2018-19 Academic Year the FYSC served 1932 unique students with 15,000 total visits. Students that visit our center have a 72% course success rate, compared to institution standard of 63%.	Workshop supplies	\$3000

Summary Report

Program Review Summary Report - What is and is not working : Version by **Partida, Cynthia** on **11/19/2019 22:48**

Briefly describe and explain what is working well in your program/service area.

As a new center on campus, we are entering our third academic year and we have grown exponentially. We do not have a set cohort of program participants, although our student engagement and visits have increased significantly with student usage of center services. 2018-19 Academic Year the FYSC served 1932 unique students with 15,000 total visits. Students that visit our center have a 72% course success rate, compared to institution standard of 63%.

In order to build student engagement and assist students with the transition into college we have developed Student Success Workshops. The workshops and collaboration with other departments allows students to gain exposure to different campus resources within the first year of college and develop skills in the following areas (Academics, Life Skills, Involvement and Cultural Enrichment). Students that complete the Student Success Certificate in 2018-19 (attend 6 Student Success Workshops) have an 85% course success rate compared to the institution standard of 63%.

We also provide intake services and wrap-around services for the SCC Promise Scholarship (AB19). Fall 2019 the FYSC performed intake, recruitment, communication and ensuring students complete scholarship requirements (First Year Support Mentors and Counseling Appointments) for 790 SCC Promise Scholarship recipients. In Fall 2018, we served 480 SCC Promise Scholarship recipients in the same capacity; students had an 80.6% course success rate.

Student Groups Served through First Year Support Center	Unique headcount	Average GPA	Average Cumulative Units Completed	Average SCC Units Completed	Average SCC Course Success Rate
2016-17 cohort of FYSC Visits	274	2.59	46.6	41.8	70.5%
2017-18 cohort of FYSC Visits	1397	2.53	39.1	37.6	73.3%
2018-19 cohort of FYSC Visits	1953	2.48	26.9	26.9	72.6%
All FYSC students	3287	2.51	33.2	32.3	72.7%
2017-18 Student Success Certificate	34	3.16	57.0	57.2	84.4%
2018-19 Completion Student Success Certificate	64	3.14	29.9	30.8	84.8%
All Completion	97	3.15	39.3	39.8	84.6%
SCC Promise 2018-19	432	2.84	25.5	25.3	80.6%
<i>Note: Cumulative units and SCC units completed as of end of spring 2019</i>					
Compared to the institution-set standard for successful course completion of 63%					

Briefly describe and explain what is not working well or needs attention in your program/service area.

We need to increase awareness of Student Success Certificate through classroom presentations, additional publicity and collaboration with faculty.

We currently offer student success workshops and are limited in funding. We need permanent funding for workshops/events to target our student population. In advance, the Student Services Coordinator plans our calendar of events and student success workshops, but our funding is conditional on being approved for campus grants (Foundation Office, Equity, ASG Helpful Hawks). We need permanent funding for materials and supplies to serve our students effectively.

Program Review Summary Report - Resources : Version by Partida, Cynthia on 11/19/2019 22:48

Facilities	Technology	Equipment	Personnel
We need a larger space to accommodate student needs. We have 160-180 students visiting daily.		We need student computers for the student lab area to be updated every 3-5 years.	1 PT Office Clerk to assist with check-in of students, answering phone calls and booking student appointments for SCC Promise Scholarship requirements.

Program Review Summary Report - Initiatives and Other Findings : Version by Partida, Cynthia on 11/19/2019 22:48

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

- Student Success Certificate
- Lead for Dreamer/Undocumented Student programming efforts
- Hosted SCC Dreamer Conference in Fall 2019 and 180 participants attended.
- Guided Pathways
- SCC Promise Scholarship (AB19)
- Continuing Education STARS Program
- Student Equity through collaborative efforts with Office of Student Equity and Success to increase cultural enrichment activities
- Student Success End of Year Celebration with Transfer Success Center
- SCC Family Night
- Student Services Spotlight Presentations

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

2018-19 Academic Year the FYSC served 1932 unique students with 15,000 total visits. Students that visit our center have a 72% course success rate, compared to institution standard of 63%.

Fall 2019 performed intake, recruitment, communication and ensuring students complete scholarship requirements (First Year Support Mentors and Counseling Appointments) for 790 SCC Promise Scholarship recipients.

The FYSC is in great need of an annual budget for programming efforts to reach students through activities and student success workshops.