Program Name: **Counseling Student Success Programs/OnTRAC Scholars**
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INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us to:

- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
    - efforts to achieve equity across student populations and modes of delivery;
    - results of assessment activities aimed at improving or researching student learning;
    - new challenges or changes to the program.
- Identify resources that we need to change and improve.
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1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
- CSM Mission and Values Statements
- CSM Statement of Solidarity
- CSM's Strategic Priorities
- SMCCCD's Strategic Goals
- CSM Forward 2028 - Education Master Plan
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served

The two programs covered in this Program Review overlap with each other and are run by one full-time Program Services Coordinator

- **Counseling Student Success Programs** provide support for all students at CSM.
    - Offers support for incoming students through matriculation and registration
    - Assists continuing students by connecting them to necessary resources and communities on campus
    - Provides growth opportunities to students by providing Student Assistant positions and mentoring
    - Facilitates, in collaboration with Student Life, a Welcome Day event each fall semester for all new and returning students

- **The OnTRAC Scholars Program** serves an average of 700 students who are on any level of academic probation or dismissal status each semester due to low GPA and/or low completion rate with the goal of helping them return to good academic standing.

- Per our Statement of Solidarity, the main tenet of the program(s) is to let students know they are welcomed and belong at CSM, and that Counseling Services is available to hear them, affirm them, and empower them to achieve their academic and personal goals. We are an anti-racist program so, we are committed to identifying and rooting out problematic institutionalized policies, procedures, and practices that could support any form or racism or other discrimination.
- OnTRAC Scholars have personalized check-ins by email, phone and Zoom to review their progress and connect them to programs and service that may be helpful in their academic and personal journeys. They are invited to participate in optional workshops to facilitate their success. Some examples are Test Preparation and Reducing Test Anxiety, Balancing Work, Life and School, Utilizing Academic Planning Tools – DegreeWorks and Assist.
- Students who are prohibited from registering for classes due to dismissal status are required to follow the Reinstatement Process, beginning with an informative workshop, which explains the requirements for good academic standing and introduces them to effective and efficient ways to move back to good academic standing. They receive assistance in being cleared to register, applying for Academic Renewal and petitioning for Return of Priority and CCPG.
  - Last year, we worked to modify the policy to have the OnTRAC Scholars PSC give the first approval for Return of Priority and CCPG, based on the student's participation in the program. The Registrar gives the final approval.
  - The focus of the Reinstatement process is to get students connected to Counseling Services and other resources and facilitate their movement towards their goals.
- We encourage students to develop their agency and learn to self-advocate by communicating with instructors in order to understand coursework and be cognizant of their progress. We provide connection to academic tutoring services available at CSM. We introduce and bridge students to other resources that may be helpful, e.g. Personal Counseling, Wellness Center, SparkPoint, Financial Aid (assistance with appeals), EOPS, Learning Center, Math Resource Center, Writing Center.

2. <u>Results of Previous Program Review (200-500 words)</u>

Previous Goals
1. Provide higher touch support through more personalized contact with students; More wrap around services
2. As we are a Hispanic Serving Institution, offer greater and earlier support to disproportionately impacted Latinx students.

Actions Taken/Changes Implemented
- All students out of good academic standing are notified by email which provides information on resources and next steps.
- Follow up by calling and emailing survey
- Survey given at Reinstatement Workshop
- Collaborated on workshops with Learning Center
  - Vision Board for Goal Setting (by LC staff)

- o Preparing for exams and reducing test anxiety (by OnTRAC Coordinator)
- o Utilize Student Assistants and Student leaders to bring the student voice to workshops
- PSC and Student Assistants called and emailed students based on survey data and offered assistance as requested by students in the survey
- Connected students to programs and services through collaboration with other coordinators
- Reinstatement Workshop provides information on academic standing and strategies for returning to good standing
  - o Approximately 20 workshop offerings per semester – average 10 attendees per workshop
- Handout of Resources with contact info
- Personal referrals to services as needed – DRC, EOPS, SparkPoint, Personal Counseling
- Email, phone and in-person meetings
- Referred students to Puente Learning Community and Club
- Warm handoffs to MCC/DC, as needed, to assist undocumented students and others who could benefit from their services
- Assisted students with attaining counseling with Spanish speaking counselors when student preferred that.
- Workshop in ESL Center
  - o Preparing for Exams and Reducing Test Anxiety

Results Achieved
- More students are aware of OnTRAC Scholars and are signing up on the webpage and/or accepting invitations
- Fall 2021 – 231 students reinstated and able to register
- Spring 2022 – 170 students reinstated and able to register
- Fall 2022 – 185 students reinstated and able to register
- Spring 2023 – 185 students reinstated and able to register

With increased enrollment, more general students are needing in-person and email assistance allowing less time for outreach to those who have not been yet been reinstated. This is a focus for the current year and forward.
Also:
- o From Spring 2021 to Fall 2022, **90 students moved from some level of academic probation or dismissal to Good Academic Standing**. (there are others who reached Good Academic Standing in Summer 2022 that are not included in this number)
- o In Fall 2023, **130 students have moved from some level of academic probation or dismissal to Good Academic Standing**. (there are others who reached Good Academic Standing in Summer 2023 that are not included in this number)

Plans still in progress
- Noted that some outcomes are not quantifiable as data must be collected manually at each interaction. This has not been optimal due to the fact that since moving to SalesForce, we do not have a system such as Accudemia or SARS to check students in and keep notes for follow up. We need a tracking system that is very quick and simple to use, as our time needs to be spent focusing on the student interaction.

- PSC is working on a Smartsheet for tracking individual student interactions. This can be used to get demographic data and make sure we are serving our disproportionately impacted students.
- **Notable results and outcomes:**
  - o Extreme emphasis has been placed on letting students know they are valued and welcomed at CSM.
  - o It is necessary to send a timely notification of academic standing below good, and this is difficult for students to receive. PSC has worked over the years to refine the letter each semester based on student response. Last year, PSC took a course through Stanford University on writing psychologically attuned Academic Standing letter and has applied additional principles from the course to improving the notice.
  - o There has been a trend of less anxiety and negative comments regarding the notification from the students who received the email.

  a) **Explain any curriculum or programmatic changes since last program review**
  - The OnTRAC Reinstatement Workshop has been streamlined and has been offered through Zoom since the pandemic. The workshop is about 45 minutes, and provides information on academic standing requirements, strategies for getting back into good standing, academic and student support resources on campus.
  - A survey was conducted during the workshop receiving nearly 100% response. The survey asked how student was doing, academically and personally, and asked what resources would be helpful.
  - Survey results were used to follow up with students by email or phone call to offer support in the requested areas.
  - This year, the survey was offered in the follow-up email (to save time during the workshop) and response averaged below 20%, so I will go back to doing the survey during the workshop.

  b) Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

  - SLO/SAO
    - o What did the assessment focus on?
    - o Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
    - o Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
  - Assessment results
    - o What was the activity or intervention?
    - o What were the outcomes?
  - Program improvements implemented
    - o What did you learn from it?
  - What changed?

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

Students out of Good Academic Standing	Ethnicity	First Gen	Age	Gender	Total
2021-2022	Latinx 44.7% White 21.1% Asian 10.8% Filipino 6.2% Multi Races 5.1% Black Non-Hisp 5.1% Pacific Islander 3.0% Unknown 3.8% Native American .3%	59.9%	68% Under 24 yrs. 23% Ages 25-34 9% over 35 yrs. (Fall term)	48.2% Male 48.8% Female 3.0% Unreported	369 students
	Ethnicity	**First Gen**	**Age**	**Gender**	**Total**
2022-2023	Latinx 48.5% White 18.2% Asian 11% Filipino 8.2% Multi Races 6.8% Black Non-Hisp 3.4% Pacific Islander 2.4% Unknown 1.4% Native American .2%	56.3%	78.2% Under 24 yrs. 14.3% Ages 25-34 16.5% over 35 yrs. (Fall term)	55.1% Male 42.3% Female 2.7% Unknown	501 students

a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
    - interventions implemented
    - any successes in closing gaps
    - ongoing challenges

The College of San Mateo works to support all students in achieving their academic goals. As we can glean from the data, though the overall population of first-generation students is 45%, in 2021-22, 59.9% of first-generation students were out of good academic standing. This could be due in part to the lingering disproportionate impact of the pandemic, but prior to the pandemic in 2018-19 and 2019-20, the percentages were 55% and 57% out of good standing, still higher than the college population as a whole.

The same goes for Latinx students. As a Hispanic Serving Institution, we have 32% Latinx students. In 2021-22, 44.7% were out of good academic standing. In 2022-23, 48.5% were out of good academic standing.

Many are also first-generation. We need to close this opportunity gap. To a lesser degree, our African American and Pacific Islander populations also suffer opportunity gaps in this area, so we will continue working on those as well.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. Opportunity gaps exist for students in disproportionately impacted populations We will continue to evaluate and work to close these gaps in coming years	When looking at the population of students on some level of academic probation or dismissal, the disproportionately impacted populations are represented at a higher percentage of the probation dismissal group than they are represented in the overall college population. The groups focused on here are First Generation and also Latinx, African American and Pacific Islander. There is intersectionality of First Gen and these ethnoracial groups. We know that many first-generation students have less familiarity with the college environment, though they bring with them valuable life experiences strengths and competencies.	none	Continue increasing outreach specifically to these populations using matriculation and academic standing data.

Offer the OnTRAC Scholars program more proactively to disproportionately impacted students, and check in with them at least twice a semester.

Clarify navigation to appropriate supports and resources. Some examples are Counseling Services, Financial Aid, Tutoring, Wellness Center and Personal Counseling, SparkPoint.

Connect students to support programs such as EOPS (must be able to take 9 to 12 units, so this will not be available to all)

Connect students with Learning Communities and/or their associated clubs. These include Puente and the Puente Club, Umoja and the Umoja Club, and Mana. Young men of color may be connected to Brothers Empowering Brothers.

There is only one PSC dedicated to this work, in addition to the PSC's other responsibilities. |

We also have data on persistence of OnTRAC Scholars from term to term. This means that the student persisted, i.e. did not leave the District, but *it does not tell us anything about academic standing or completion of courses*.

- From Fall 2021 to Spring 2022 (semester), 72% of OnTRAC Scholars (at large) persisted
- From Fall 2021 to Fall 2021 (full academic year), 57% of OnTRAC Scholars (at large) persisted
- From Fall 2021 to Spring 2022, The highest rate of persistence was among Pacific Islander (80% - 8 students), and this dropped to 60% for the Fall 2021 to Fall 2022 year.
- From Fall 2021 to Spring 2022, LatinX persistance was 71% - 93 students, and this dropped to 57.3% for the Fall 2021 to Fall 2022 year.
- From Fall 2021 to Spring 2022, LatinX persistance was 60% - 9 students, and this dropped to 53.3% for the Fall 2021 to Fall 2022 year.
- Fall 2022 to Spring 2023 persistance inclreased for LatinX, Pacific Islander and Black students with 92%, 73%, and 70%, respectively.

The OnTRAC Scholars PSC is working on gathering more data regarding successful completion, which is more useful to determining program and student success.

b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.
- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
    - interventions implemented
    - any successes in closing gaps
    - ongoing challenges

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps – Already in place		
TRAC Reinstatement rkshops have been ered only by Zoom ce the beginning of e pandemic. (no real ange). Beginning this , I will offer in-person TRAC Reinstatement rkshops in addition to om workshops to give dents a choice.	This seems to work for most students, but if the student is a non-native speaker of English, attending a Zoom may be difficult, depending on the student's level of English listening comprehension and communicative competence. Also, some students are anxious over their academic standing and meeting in person can assuage their concerns and offer more support.	For students who are at a lower level of English competency, I meet with them individually to address their specific needs. Offering additional in-person workshops addresses the preference of each student.		

ounseling pointments are uired for nstatement and are ered both by Zoom d in-person	Some students prefer and understand better when meeting a counselor in person. A student's native language may influence this. Some students need the convenience of Zoom appointments in order to fit them into their schedule.	Continuing personal challenges for students; mental health challenges	Some students struggle with a myriad of challenges, which are ongoing:
			
			• Mental health
			• Food and housing insecurity
			• Need to contribute to the family income
			• Family and relationship problems can be amplified for first gen students who may not receive family understanding
				• Meetings to discuss concerns
				• Referral to counselor (for academic and/or personal counseling)
				• Referral to resources and student support programs
				• Referral to Learning Communities
				• Workshops
				    Reducing Test Anxiety
				    Balancing Work/Life/School
				    Setting Intentions

			regarding going to college as opposed to working full-time The populations noted were disproportionately impacted by the pandemic and are still suffering consequences personally and academically, but students are resilient and persistent.	

(c) **Challenges and Opportunities:**
General challenges are ongoing for students, and the Student Success Program/OnTRAC Scholars PSC works to assist students as well as possible given time/staff constraints.
Student Survey Feedback provides qualitative insight into how students are doing:
- *"this semester hasn't been the greatest. I took less classes this semester to see if that would help guarantee a passing GPA, but I'm finding myself back at square one. I love learning, and the classes i take always excite me. but I feel like I can't manage it alone. I'm not one to ask for help. But here I am genuinely asking for help."*
- *"I'm terrified of my Math 200 class but I'm determined to do my best and see if I am competent."*
- *"I have been having some personal issues, and it has been harming my goals. I have turned some stones, some still unturned but it will be okay. I want to get back in college."*
- *"This semester has been very challenging due to managing my time with school, work..."*

Successes:
- PRIE provided a report of students moving from Poor to Good Standing;
  - From Spring 2021 to Fall 2022, 90 students moved from some level of academic probation or dismissal to Good Academic Standing. (there are others who reached Good Academic Standing in Summer 2022 that are not included in this number)
  - In Fall 2023, 130 students have moved from some level of academic probation or dismissal to Good Academic Standing. (there are others who reached Good Academic Standing in Summer 2023 that are not included in this number)

Student comments:
"I can't believe you reached out to me. I am so touched. I went to XXX (a public university) and I was struggling and nobody talked to me."
Feedback from Student Survey:

- *"I am actually doing very well in my classes so far. I have an A in all of my classes. I'm kind of concerned with my Microeconomics class, but overall everything is good. Yes this semester is much better since I now have my own place-No longer homeless."*
- *"It's going well I'm trying to catch up with everything I've fallen behind on."*
- *"I definitely feel like it is manageable and consistency, discipline, as well as good time management is key to being on track and not failing classes. So far I am doing well in terms of staying on track..."*
- *"A month in and I have over 95% in both classes, I felt confident enough to add a late start LATAM history class."*

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

- SLO/SAO
    - What will your assessment focus on?
    - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
    - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
    - What is the planned activity or intervention?
    - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
    - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SAOs	Assessment Plan	Resources for SLO/SAO assessment
To continue learning more about our students and determine what services and resources each individual needs in order to reach their personal goals. For all students – especially OnTRAC Scholars	Use survey to gather information from students as to what resources they need to be successful in achieving their goals. Survey will be given to students during OnTRAC reinstatement workshop. Data regarding student demographics will be analyzed to be sure we are addressing opportunity gaps	Workshop time and space Time to modify survey each semester Time to analyze responses Time and staff to follow up with students and assist with what they need
SAOs	Assessment Plan	Resources for SLO/SAO assessment

To assist students in developing skills for self-advocacy and self-efficacy. This is for the Student Success Program – for all students	Student Focus Groups including disproportionately impacted students	Staff to collaborate with on providing workshops and conducting focus groups Professional Development
	Surveys	Time to analyze responses Time and staff to follow up with students and assist with what they need
	Data regarding student demographics will be analyzed to be sure we are addressing opportunity gaps	

Both of the above SAOs can apply to all students being served by Counseling Student Success Programs. They will be directed particularly at disproportionately impacted students and OnTRAC Scholars.

b) **Program goals**

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
    - Professional development activities
    - Institutional support
    - Collaborations
    - Training
    - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Develop and "strengthen … interventions and support programs that increase student access and success." (District Strategic Priority #1) Provide higher touch support through more personalized contact with students; More wrap around services	Emailing Calling Texting Zoom drop in hours On campus events/workshops Provide connection to programs, services and resources	Number of Increased individual contacts with students Student participation in program or resource – data gathered by contact with program.	Spring 2024 and forward	PSC	Retention Specialist
Goal	**Actions**	**Measurable Outcomes**	**Timeline**	**Responsible Party**	**Support Needed**
2. As we are a Hispanic Serving Institution, close equity gaps by offering greater and earlier support to disproportionately impacted Latinx students. 3. Prioritize **student-focused support**, especially relating to **antiracism/ equity** work that supports access and success for students most in need. (CSM Institutional Priority #1)	Increase outreach specifically to these populations using matriculation and academic standing data. Offer the OnTRAC Scholars program to disproportionately impacted students early in their academic journey Provide a Welcome Day experience to connect students to our campus and community For first year students, clarify navigation to appropriate	Program data Academic standing data	Fall 2024	PSC	Retention Specialist

	supports and resources. Some examples are Counseling Services, Financial Aid, Tutoring, Wellness Center and Personal Counseling, SparkPoint. Connect students to support programs such as EOPS (must be able to take 9 to 12 units, so this will not be available to all) Connect students with Learning Communities and/or their associated clubs. These include Puente and the Puente Club, and Brothers Empowering Brothers Empower students to understand and utilize their education as a means to liberation and to achieve excellence (CSM Values statement)				

- The OnTRAC Scholars Program will continue to improve assistance to all students and especially disproportionately impacted students, by collaborating with other service and resource areas within the college to ensure that students receive help they need to meet their goals. While doing this we will always make sure that students are welcomed, affirmed and empowered.

- Through our Student Success Program Welcome Day, we will show students a bit about our campus and community with intent to get them connected at CSM. They will be encouraged to connect with student support programs and resources on campus and to be connected with their ACC and/or Career Services and Counseling Services to help with exploring their goals.
- Through collaboration with our Learning Center, other Learning Support Centers, Student Leaders, we work to empower students to take charge of their learning and to self-advocate.