DEVELOPING A COORDINATED STUDENT SERVICES STRATEGY FOR SHARED PERFORMANCE METRICS

Mt. San Antonio College

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Goals/Purpose:
How Do We Develop and Measure "Shared Performance Results"?

- Explore ways to present Student Services to the campus

- Develop ways to measure outcomes within Student Services

- Consolidate data requests and reports

- Establish ways to plan and address Student Services needs

- Develop methodologies to assess students' non-cognitive growth

Key Questions Being Asked of Student Services

- How many students are being served in special programs?

- What is the difference in success rates for students involved in special programs?

- Are students participating in the services being provided?

- What is the impact of the services being provided?

- How do we know that the services we are providing are the correct ones?

- How do we know whether our services are effective?

- What is common about what we are trying to measure?

- How do we measure the impact of our services and intervention efforts?

Article: "Track Shared Services Efficiency and Service Metrics During and Beyond Implementation"

Collectively tracking performance allows service leaders to both celebrate "wins" and address areas in need of improvement/enhancement.

# Student Services Strategy for Assessing Shared Performance Results

- *Develop common means of performance measurement to make reporting of outcomes easier and more consistent.*

- *Identify key sources of data that is available or need to be identified.*

- *Consolidate requests to IT/Research.*

- *Data: "at my fingertips": To be able to readily report on critical outcomes*
  - *Numbers of students currently active in the program*
  - *Number of students served and comparisons to other terms/years*
  - *Improvements/comparisons to prior years*
  - *Documentation of successes and areas of improvement*
  - *Clarification of needs*

Mt. SAC Student Services Organizational Models

- **APPPS:** How we organize the services we provide to students

- **Tracking Core Performance Metrics** based on the organizational structure of Student Services

The Organization of the Provision of Student Services for Students
A PPP S

Access

Persistence

Progress

Participation
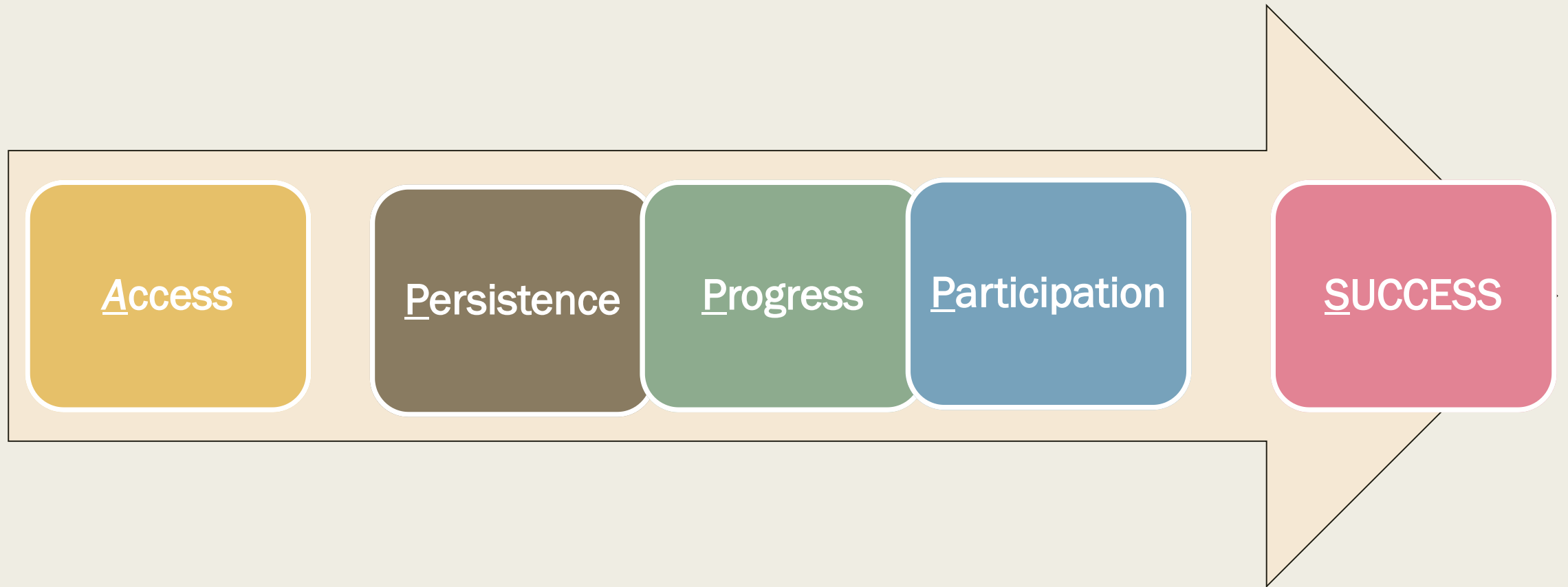
SUCCESS

Organizing and Presenting Services for Students:
[Access + (Persistence+Progress+Participation) = Success

APPPS *How we organize and provide services to students*

➢ **Access** = entering, finding your way, reaching out

➢ **Persistence** = how students continue/maintain their enrollment

➢ **Progress** = how students understand their direction, make satisfactory progress toward goals

➢ **Participation** = how students get connected, become active, and engage on campus

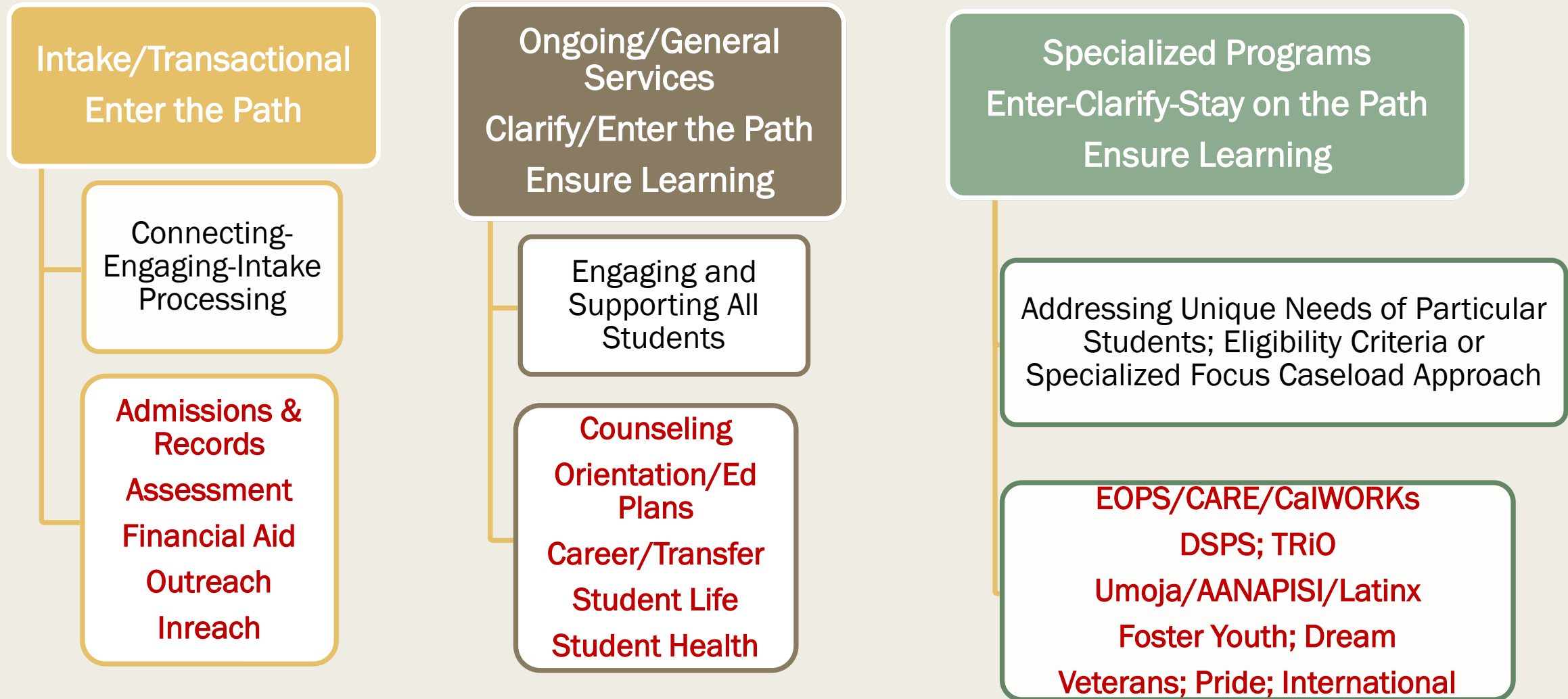➢ **Success** = how students complete, reach their goals, move on

APPPS Organization of Services

Access	Persistence	Progress	Participation	Success
Outreach (HSO Connect 4)	**Summer Bridge**	New Student **Orientations**	New Student Welcome	**Transfer workshops; transfer fairs**
Inreach (Mountie Fast Track)	Learning Communities	**Educational Plans;** Degree Audits	**Associated Students Student Clubs**	Transfer field trips
Financial Aid Cash4College	**Equity Study Center**	Early Alert; Progress Reports	Student Life **LEAD Workshops**	Career and job fairs
Promise Program	Academic Tutoring	**Workshops** – undecided majors; transfer	Equity Speaker Series	**Resume writing; interview skills workshops**
Student Ambassadors	Academic Resources Fair	**Counseling Completion Center**	**Mountie Mentor Meetings**	**SSEED**
Info Booths/ Registration Assistance	Student Services Fair	Dashboard indicator; push notifications	Mobile Food Pantry	Summer Science Transfer Institute
Accommodations (ACCESS)	Late Night Study Jams	**Counseling Fair**	Cultural Programs; Field Trips	Momentum Point Recognitions; Ceremonies

Tracking Core Performance Based on the Administrative Structure of Student Services

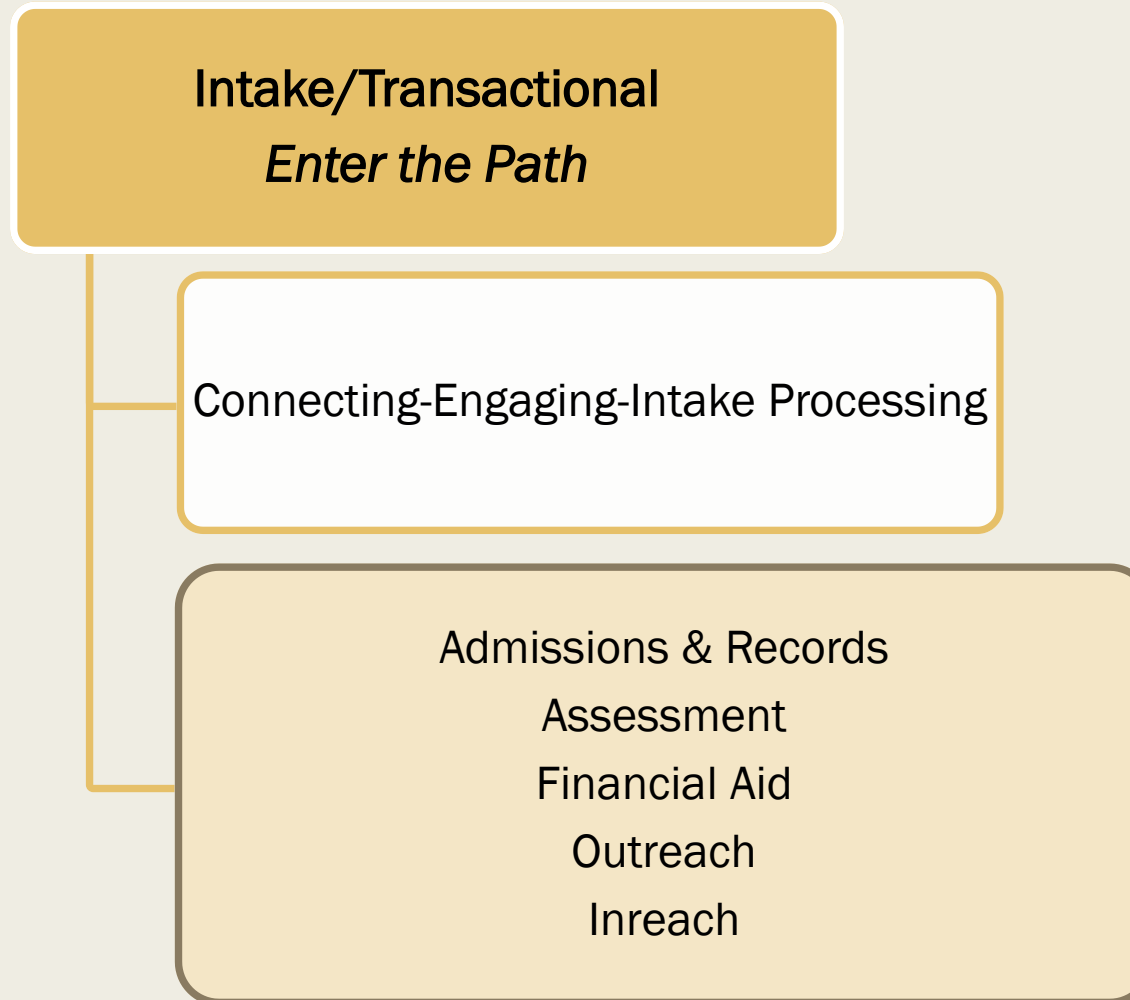| *Intake/Processing/ Transactional*	*General Services*	*Specialized Programs/ Caseload Management*
Introducing and welcoming students Determining students' status Processing applications Determining eligibility Meeting entrance requirements	Services provided to all students – not required Educational planning Safeguarding students' health and well being Supporting persistence Engaging students in life of the college	Services provided to specific groups of students based on: Need; Eligibility Criteria; Particular characteristics Necessity to track progress and outcomes based on funding and other regulations

Measuring Shared Performance Results/Outcomes Within Student Services: Administrative Structure of Services

Intake/Transactional
Enter the Path

Connecting-Engaging-Intake Processing

Admissions & Records

Assessment

Financial Aid

Outreach

Inreach

Ongoing/General Services
Clarify/Enter the Path
Ensure Learning

Engaging and Supporting All Students

Counseling

Orientation/Ed Plans

Career/Transfer

Student Life

Student Health

Specialized Programs
Enter-Clarify-Stay on the Path
Ensure Learning

Addressing Unique Needs of Particular Students; Eligibility Criteria or Specialized Focus Caseload Approach

EOPS/CARE/CalWORKs

DSPS; TRiO

Umoja/AANAPISI/Latinx

Foster Youth; Dream

Veterans; Pride; International

Collectively Reporting and Tracking Progress; Outcomes

- Joining forces instead of each program/department attempting to organize data collection and analyses individually (making separate requests to IT; Research)

- Assist programs/departments who don't have the time; don't understand how to approach measuring outcomes

- Developing common definitions

- Identifying existing data sources

- Coordinating methods of collecting additional data that is beneficial to more than one program/department

Shared Performance Metrics – Intake/ Transactional

Intake/Transactional
Enter the Path

Connecting-Engaging-Intake Processing

Admissions & Records
Assessment
Financial Aid
Outreach
Inreach

Organizing Outcomes Measurement: Intake/Processing/Transactional

- Numbers of students served

- Definitions of contacts; numbers of contacts

- Numbers applying; numbers eligible; numbers completing process

- Numbers/profiles of students attending activities/events

- Survey data – satisfaction with services; process

- Wait times for services; receipt of assistance

- Impact of technology on efficiency; manners of providing services
  [ProVerify; etranscripts; tracking/follow up of "recruits"]

Examples of Metric Measurements

■ **Admissions – general demographics**

– Total number of first-time applicants

– Numbers of first-time student applicants by high school; ethnicity; age; gender

– Numbers of transfer students admitted and numbers of prior college units completed; ethnicity; age; gender

■ **Admissions – enrollment management data**

– % of applicants who enroll based on application status

– Number of new recent high school students enrolling in district/out of district

– % of high school graduates enrolling by high school graduation class [HSO]

– % of applicants who complete financial aid application process [Financial Aid]

- **Financial Aid – numbers**
  - Number of financial aid applications processed (FAFSA, CCPG, Dream)
  - % of total credit students applying for financial aid; receiving aid by source (Pell, CCPG, etc.)
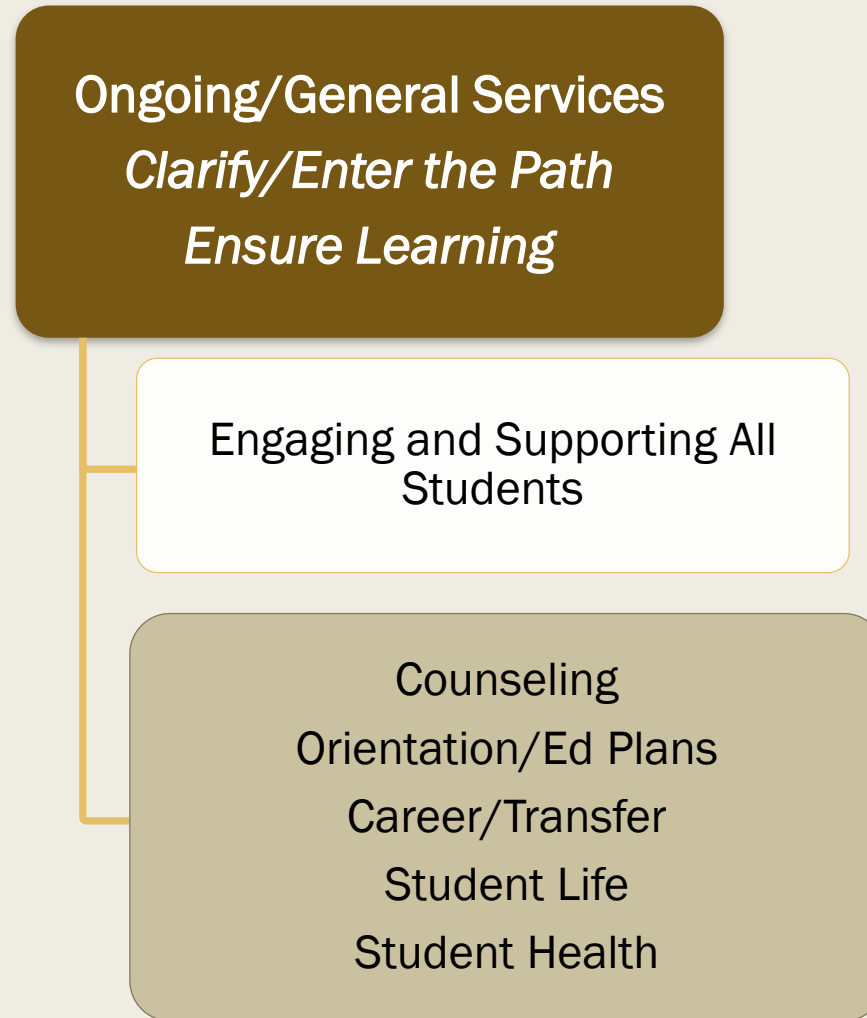
- **Financial Aid – efficiency**
  - Average time to process and award financial aid
  - Comparison of receipt of funds per student/per time block (week #, etc.)

- **Financial Aid – effectiveness**
  - Average amount of need-based award per student
  - Amount of aid disbursed per student – semester to semester comparison
  - Numbers of scholarships awarded; numbers of scholarship recipients; average amount of scholarship award per recipient
  - Default loan rate

Shared Performance Metrics – General Services

Ongoing/General Services
Clarify/Enter the Path

Ensure Learning

Engaging and Supporting All Students

Counseling

Orientation/Ed Plans

Career/Transfer

Student Life

Student Health

Organizing Outcomes Measurement:
General Services

- Definition of types of services provided

- Tracking of numbers of students served – unduplicated

- Frequency in use of services – numbers of students served duplicated

- Satisfaction surveys of services rendered/received

- Impact of services provided: completion of certain tasks/goals; changes in behavior [completion of abbreviated/comprehensive ed plans; increased health leads to higher performance; activity engagement and leadership development]

Examples of Metric Measurements

- **Size and scale of operations**
  - Numbers of students served per major term broken down by student type (new first time, continuing, returning, transfer)
  - Numbers of individual appointments, group/workshop attendance
  - Numbers and types of services provided and participation numbers
  - Breakdown of demographics of students participating in appointments, group sessions
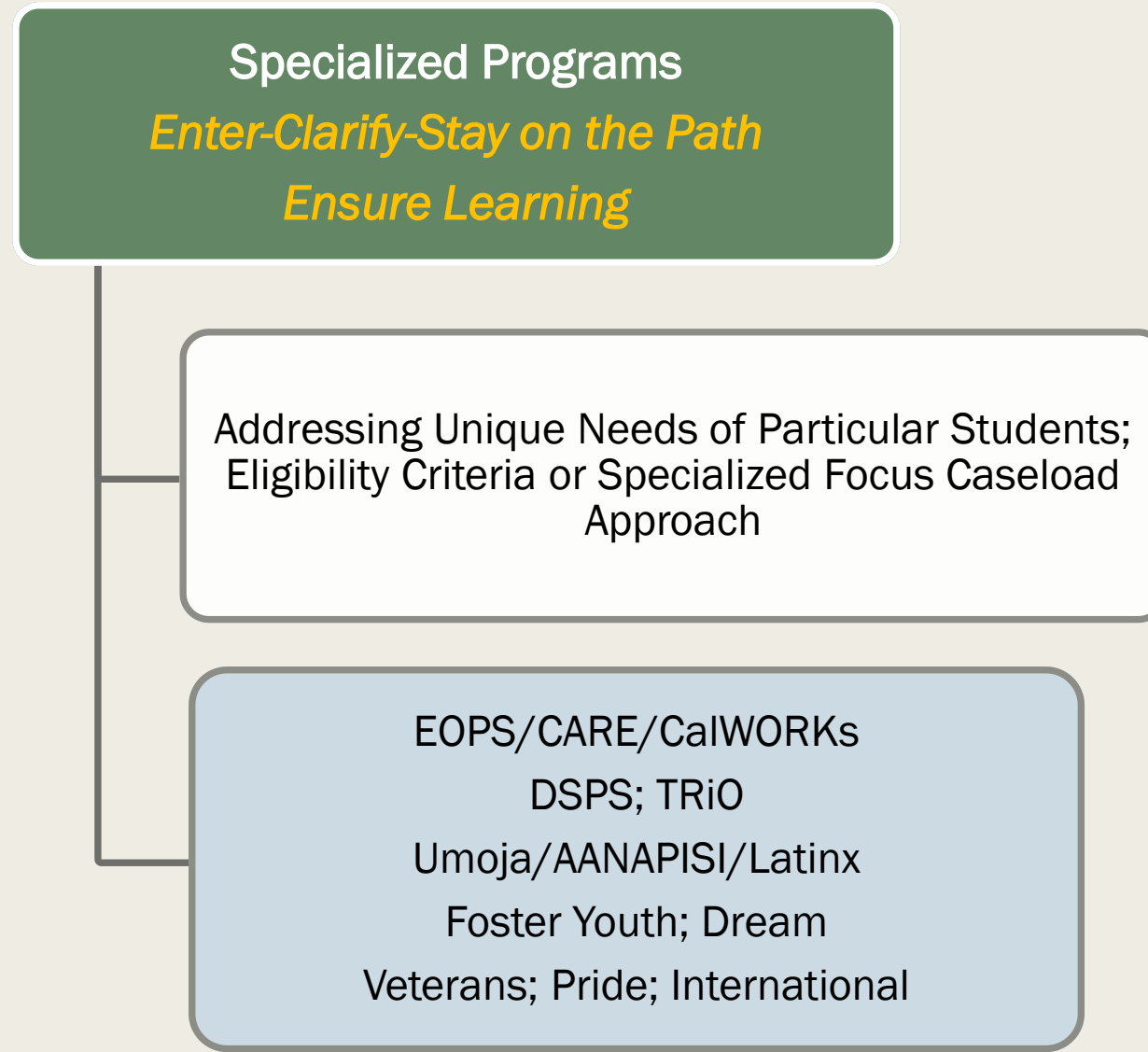- **Efficiency**
  - Ratio of staff to students
  - Changes in numbers served (comparing months; terms)
- **Effectiveness**
  - Numbers of students completing … (ed plans, workshops, pre-scheduled appointments, drop-ins)
  - Students satisfaction ratings regarding services received
  - Measurement of student success based on level of service participation
    - Term retention
    - Term to term persistence
    - Number of units completed
    - Term end GPA

Shared Performance Metrics – Specialized Programs/Caseload Management

Specialized Programs
Enter-Clarify-Stay on the Path

Ensure Learning

Addressing Unique Needs of Particular Students; Eligibility Criteria or Specialized Focus Caseload Approach

EOPS/CARE/CalWORKs

DSPS; TRiO

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Foster Youth; Dream

Veterans; Pride; International

Organizing Outcomes Measurement:
Specialized Programs

- Need for common data elements – available on existing systems and retrievable from program applications

  - *Developing a common application for specialized programs*

- Program Eligibility Criteria – confirmation and tracking

- Tracking of Numbers Served + Service Utilization – frequency and type of services utilized (counseling, tutoring, computer labs, workshops, special events)

- Standard Outcomes (retention, persistence, grades)

- Completion Outcomes (certificates, degrees, transfer)

- Statewide/federal reporting requirements

Data Sources – "electronic"

- CCC Apply
- Banner
- APEX
- SARS
- DegreeWorks
- External sources (federal financial aid)
- MediCat
- Maxient
- SEVIS
- Argos Reports

Data Sources – program specific

- Program application

- Progress reports

- Database/Excel reports

- Surveys/focus groups/recorded comments

- Sign-in sheets

- Student files

- Event evaluations

Student Profile Demographics

Ethnicity	HS graduation status
Age	Zip Code
Gender	Units enrolled-- F/T, ¾ time, ½ time, < ½ time
Marital status	Veteran
Family status	Foster Youth
Pell/CCPG/Dream Eligibility and Application status	Disability status
Pell/CCPG/Dream Receipt	Sexual identity
First generation	Applied FAFSA
Housing status/homeless	Received Pell; didn't receive Pell
Residency status – resident/out-of-state	Received CCPG; didn't receive CCPG
Residency status – F-1 visa/undocumented	Received Dream Act
Dependency status	Enrollment status – new/first time; transfer; continuing
Parental educational background	High school of enrollment

Intake/Transactional

Reference	Common Measurements
Admissions and Records	# Applications received/approved/denied
	# students who claim accounts/access portal per term
	# of students who applied, received a registration appointment and enrolled per term
	# of students who enroll on assigned date and drill down to determine profile
	Retention metrics based on ethnicity, age, residency code, gender, zip code
	Student course level enrollment based on placement recommendations [research study]
	Profile of students and course repetition: which courses, profile of which students repeat; reach max
	Students registering in classes not on their ed plans [research study]
	# of petitions received, reasons, rates of denials/approvals
	Graduation and certificate petitions: #s received, approved, denied – year to year comparison

Reference	Common Measurements
Admissions & Records	# office contacts: phone calls; counter contacts
	Documentation of documentation: types of documents received and processed via OnBase
Financial Aid	#FAFSA/# Dream Act applications received; # and profile of who complete files; # and profile of which students don't complete; who enrolled/didn't enroll
	Efficiency: turnaround time to disbursement
	Profile of students selected for verification
	Profile of Financial Aid students; ethnicity, gender, marital status, children, Veteran, legally independent or dependenty, foster youth, first generation, Cal Grant eligibility, residency status, disability status, homeless, enrollment status full or part time [< ½ time; ½ time; ¾ time; full time]
	SAP (satisfactory academic progress): # identified; # approved; # not approved; profile of students
	CCPG – student profile of those qualifying; # first time, first generation, full time

General Services

Reference	Common Measurements
Counseling Student Health	Types of services provided (reason codes from SARS; Medicat)
	# of students served—unduplicated: student demographics
	Wait times; no show rates based on numbers, types of service provided
	Student outcomes: grades, persistence tied to #s of contacts
	Special event participation tracking
Counseling	# /% of students completing online orientation and enrolling
	#/% of students completing online orientation AND MAP workshops and enrolling
	#/% of students completing abbreviated and comprehensive ed plans annually
	# of updates to existing educational plans annually
	Students completing courses on ed plan [research study?]
	Probation status: profile of students on types of probation

General Services

Reference	Common Measurements
Counseling Student Health	Probation: correlation between types of intervention and removal from probation [research study]
	Student profiles who receive specific activities
	Student profiles who return for follow-up services (greater than 2-3 contacts/year)
	Measurement of wait time to receive service
	Ratio of counselors: students
Student Life	# and profile of students attending events based on types of events
	# and profile of students applying for/accepted to leadership positions in A.S. and student clubs
	# of students and profile of students completing leadership certificates
	Correlation of students' # of service hours with success (completion; grades; units) [research study]
	Measurement of discipline/conduct/grievance cases

Specialized Populations

Data Elements
Defining ongoing services offered and tracking service utilization: counseling, academic advising, tutoring individual, tutoring and group study, access to computers
Defining program activities offered and tracking service utilization: academic workshops, identity/introspective workshops, academic field trips, cultural field trips, motivational guest speakers, cultural events hosted on campus
Student profile data through common program applications: (e.g., income, first generation, housing, educational background, family status, residency)
Completion of educational plan – abbreviated; comprehensive
students served year to year comparison
Students not completing courses – follow-up survey [research study]
Student surveys—qualitative questions
Students' success in courses based on profile data [request a DHH research study]
Student surveys of services; impact of services [research study]

Specialized Populations

Data Elements
Numbers of student applicants; number completing program acceptance/meeting eligibility criteria by program
Numbers of students currently active; served over time
Term end success metrics by program: within term retention; term to term persistence; spring to fall persistence; semester GPA
Current college success metrics by program: cumulative GPA; total units attempted/completed; breakdown of units completed--degree applicable; transferable); completion of transfer level English and transfer level math; goal completion: # completing certificates and degrees annually; goal completion: transfer ready criteria; actual transfer
Probation status by student profile; by program -- #/%/level of probation
Outcome measurements based on students' level of service utilization (attendance at events; participation in counseling, tutoring) and completion of program components (program orientation; educational plan)
Correlation between level of program participation and grades, retention, persistence, goal completion [research study]

Additional Recommendations

- Develop a supplemental application form

- Look for common sign-in process

- How to track participation in events

- Develop satisfaction/evaluative surveys/questionnaires

- Develop qualitative questions to be asked routinely and tracked

- Profile of successful students – common denominators

- Measurement of incremental growth based on critical socio-psychological factors and various program data

Critical and Unique Outcomes Measurement:
Beyond Traditional Approaches

- The need to develop more robust measurements of factors that both support and detract from students' success rates
  - *Utilizing surveys, focus groups, interviews, self-assessments*
- Assess "distraction points" – the impact of life issues
- Develop a "Growth Assessment Model" to measure incremental, summative improvement
  - *Establish a type of baseline for students from which growth is measured*
  - *Growth is not measured by the aggregate accomplishment levels but by individuals' incremental growth and non-traditional success factors*

- ■ Assess students' developmental milestones and the impact of specialized activities/programs on students
  - *Feeling of acceptance; feeling safe*
  - *Self confidence; self esteem; identity development*
  - *Comfort level in college; college knowledge*
  - *Self efficacy; locus of control*
- ■ Students' measurement of personal growth/self-efficacy
  - *Goal development; determination; development of a support system*

The Educational and Facilities Master Plan

- A planning document that addresses educational needs currently and into the future

- A process that incorporates facilities planning with educational planning

- A document that helps to explain the needs of Student Services in both a narrative framework as well as a specific, data-driven assessment based on physical needs/space

Ways to Plan and Address Student Services Needs: Strategic Planning

- Development of key themes that describe our challenges, our commitment, our work, our direction

- Themes provide the over-arching framework for the development of specific goals and activities

- Specific themes help to communicate the needs and direction of Student Services in the planning process – what needs to happen to support Student Services into the future – based on the articulation of students' needs

- Secondary effect: assists campus community in better understanding the nexus between support services and the needs of students

Mt. SAC's Student Services Themes

- 1) Create a *welcoming and inclusive* environment that promotes student engagement and academic success

- 2) Respond to *emergent issues/concerns* through intentional collaboration, drawing from the campus community's collective wisdom

- 3) Provide *equity-focused support services* that empower students from diverse backgrounds and experiences to achieve their educational, personal, and career aspirations

- 4) Maximize *equitable access* and use of *technology* to enhance student success by integrating functional usage to improve communication and engagement campus-wide and keep students informed of critical information

- 5) Achieve a balance of course offerings and *integrated student services* across the campus

- 6) Build and expand *facilities* that establish environments that are *welcoming and safe*, value open access, are innovative, and promote active *student engagement*

Mt. SAC Student Services Goals

- **SERVICES:** Develop, maintain and improve student support services that are integrated and coordinated to promote student engagement, retention and success.

- **STUDENT LEARNING:** Provide the most relevant curriculum for workshops, orientations, information sessions and courses to improve student learning and success.

- **RESEARCH:** To improve student success and equity, develop and/or enhance data collection, tracking, planning and reporting of data to enhance outcomes, measurement, and informed decision-making processes.

- **TECHNOLOGY:** Use technology more effectively to streamline processes, including monitoring and reporting, and maximize efficiency of administrative and programmatic functions.

- **TRAINING:** Utilize and promote available training and create additional opportunities for all employees to dvelop new knowledge and improve existing skill sets.

- **POLICIES:** Review, update and/or create college board policies, administrative procedures, and departmental protocols to ensure currency, equity, and compliance with state and federal mandates.

- **COLLABORATION:** Establish intentional collaboration with internal and external partners and educate the campus community regarding key student issues and concerns, procedures, policies and regulations.

- **FACILITIES/SPACE:** Develop space to account for program/department growth, technological rends, and future needs for students and staff.

- **FISCAL RESOURCES:** Expand and secure funding for services and staffing to meet the needs of a diverse student population.

- **COMMUNICATION:** Develop and improve communication to increase students' college knowledge of, access to, and engagement with available campus resources and services.

Key Accreditation Standards Met

- II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services support student learning, and enhance accomplishment of the mission of the institution.

- II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students.

- I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

- I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

- I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning.

Putting It All Together