Non-Instructional Program Review- Annual Update Template

Service Area/Administrative Unit

Non-Instructional Program Name: Special Programs and Services

Academic Year: 2023-2024

Name(s) of Submitter(s): Samera Kabir, Nora Aguayo

Annual Update #1 ☐ #2 ☒

Note: An Annual Update must be submitted each year that a Program Review is not submitted.

I. Progress on Goals and Outcomes (SAOs/AUOs)

A) List the 2-3 goals and related outcomes for your unit:
(These should be carried forward from your full Program Review, or from your Annual Update #1 if revised since your full Program Review)

1. **GOAL #1**
   Over three years, increase access and retention to special programs

   Expected Service Area Outcome/Administrative Unit Outcome
   1. Students will utilize academic supports within their first semester.
   2. Students will take advantage of one social support opportunity per semester
   3. Students will take advantage of their priority registration tier

2. **GOAL #2**
   Support students in successfully completing transfer level Math and English 1A within their first year at BCC.

   Expected Service Area Outcome/Administrative Unit Outcome
   Students will complete transfer level Math and English within first year.

3. **GOAL #3**
   Decrease number of total units attempted to complete degree.

   Expected Service Area Outcome/Administrative Unit Outcome

No SAO/AUO linked to goal # 3 at the time of full review. SAO/AUO will be associated with all goals going forward.

B) Have any goals been completed or discontinued?
If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.
Yes ☒   No ☐

Decrease number of total units attempted to complete degree (discontinued).

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BCC reviewed and updated the curriculum to align with industry demands, academic standards, and best practices. Certain courses or requirements are replaced or modified in such cases, leading to changes in the total units required for the degree.

Due to the implementation of AB705, students are now placed in transfer-level Math and English courses during their first semester, whereas in the past, they were required to take lower-level English and Math courses. This change eliminates the additional units that students used to have to complete, making it more efficient for them to pursue their degrees.

C) Discuss the actions/strategies related to each goal and your progress on each of these. If you have not begun an(y) action/strategy please list why.

1. GOAL #1 Action/Strategies
1. Analyze the existing programs and identify barriers to access and retention. Analyze the reasons why participants are not participating or staying in the programs.
2. Offer personalized guidance and support to individuals throughout their journey in the special programs. Assign program staff to assist participants in setting goals and overcoming challenges

Discuss any progress on Action/Strategies.

We have streamlined our program requirements, making them less burdensome for our students. Previously, students were required to submit progress reports, but now, we have implemented an efficient grade view system through Argos. This allows our program staff to closely monitor students' academic progress, enabling us to take proactive measures. The majority of instructors for Online courses consistently update grades, which significantly assists the SPS team in monitoring students' progress. However, grades manually updated in a few in-person classes, prompting program staff to contact faculty for up to date grades.

Under the new system, students only need to complete three contacts: two counseling sessions and one meeting with a staff member to maintain good standing. Moreover, they now have the option to attend workshops offered by SPS counselors or other departments, which also provide additional incentives.

Additionally, students are expected to meet with program staff once a semester to review their grades and receive referrals to various campus resources as needed. This personalized approach helps students access the support they require to succeed.

Our staff members now work with specific cohorts, fostering a strong bond within each group. This approach allows us to provide more personalized assistance and support to our students throughout their academic journey.

By reporting to the Dean of Enrollment and collaborating with admission, financial aid, and the welcome center, SPS created a more integrated and comprehensive support system for students over the last year. This unified approach increased access to special programs and improved retention rates.

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Briefly explain how you have been measuring the goal and any notable indicators of forward progress.

Over the past three years, BCC's SPS program has witnessed a significant and noteworthy surge in headcount during the fall semesters. This increase is particularly remarkable as it brings the program's enrollment numbers possibly back to the levels seen before the onset of the COVID-19 pandemic. The rise in headcount can be attributed to several factors. Firstly, it may reflect the pent-up demand for educational opportunities disrupted by the pandemic. As students regained confidence in the safety and accessibility of in-person and remote learning options, they were more inclined to enroll in the EOPS program. Additionally, outreach and community engagement initiatives contributed to this growth, as BCC worked diligently to ensure that all eligible students were aware of and had access to the program's services and support. However, it is essential to acknowledge that alongside this impressive increase in headcount, there has been a concerning trend in the EOPS program's success and retention rates over the same period. The success and retention rates have declined despite the program's expanded reach. Several factors could be contributing to this decline in success and retention rates. The surge in enrollment may have stretched resources thin, making it more challenging to provide individualized support to each student. Additionally, the pandemic's lasting effects on students' academic preparedness and socio-emotional well-being may have affected their ability to succeed and persist in their studies. The significant increase in BCC's EOPS program headcount over the past three years is promising, potentially bringing enrollment levels back to pre-pandemic norms. However, this growth must be coupled with a renewed commitment to improving success and retention rates, as these outcomes are fundamental indicators of the program's overall impact on students' lives and academic journeys. Datamart charts for headcounts, success, and retention are tools used to measure and track the progress of this specific goal..

Headcounts for Special Programs 2020-2023

Program	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
CalWORKs - California Work Opportunity & Responsibility to Kids	24	30	27	12	27	34	33	88	79
CARE - Cooperative Agencies Resources for Education		21	21	3	26	28	24	46	51
DSPS - Disabled Students Programs & Services	21	62	60	20	77	101	68	133	111
EOPS - Extended Opportunity Programs & Services	138	241	190	106	282	234	150	271	263
Foster Youth	76	104	102	46	115	116	83	140	139

Retention Rates for Special Programs 2020-2023

Program	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
CalWORKs - California Work Opportunity & Responsibility to Kids	100.00%	96.04%	95.00%	100.00%	81.61%	96.46%	91.55%	85.22%	91.07%
CARE - Cooperative Agencies Resources for Education		91.78%	84.85%	100.00%	91.01%	91.58%	86.00%	87.21%	92.47%
DSPS - Disabled Students Programs & Services	81.82%	91.84%	91.72%	85.71%	88.69%	90.48%	96.46%	88.86%	94.94%
EOPS - Extended Opportunity Programs & Services	91.50%	91.80%	92.73%	91.55%	89.94%	92.76%	95.15%	91.76%	94.88%
Foster Youth	83.54%	90.20%	84.87%	78.13%	85.42%	87.46%	83.73%	84.03%	92.76%

Success Rates for Special Programs 2020-2023

Program	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
CalWORKs - California Work Opportunity & Responsibility to Kids	80.43%	81.19%	85.00%	96.00%	56.32%	79.65%	77.46%	61.95%	70.36%
CARE - Cooperative Agencies Resources for Education		72.60%	68.18%	100.00%	62.92%	71.58%	70.00%	70.35%	70.43%
DSPS - Disabled Students Programs & Services	60.61%	76.02%	81.66%	62.86%	73.30%	71.43%	73.45%	72.01%	70.54%
EOPS - Extended Opportunity Programs & Services	80.07%	74.94%	79.51%	75.59%	71.84%	77.91%	73.03%	73.82%	77.58%
Foster Youth	55.49%	67.97%	61.18%	61.46%	61.36%	66.77%	61.45%	59.95%	64.90%

2. **GOAL #2 Action/Strategies**
   1. Provide personalized academic counseling to help students understand their degree requirements, select appropriate courses, and create a feasible academic plan.

   2. Keep track of student's progress through regular assessments and evaluations. Identify struggling students early to provide timely interventions.

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3. Implement incentive programs encouraging motivation and a sense of achievement.

Discuss any progress on Action/Strategies

Students must schedule two meetings with the SPS counselors every semester, one during the first nine weeks and the other during the second nine weeks, to ensure they are making progress. The counselors may intervene early if necessary.

In fulfilling this requirement, students are expected to meet with program staff, discuss their grades, reach out to faculty, and utilize other campus resources as needed.

By checking in regularly, we can ensure students are on track to complete the transfer-level Math and English within their first semester.

Students who meet these expectations and maintain good standing receive two benefit cards. These cards can be redeemed for groceries or gas. However, failure to complete even one of the required contacts will result in dismissal from the program. Additionally, students who fail to complete 12 units or have a GPA below 2.0 will be placed on probation and receive only one benefit card for fulfilling the necessary contacts. This process ensures that students adhere to the program guidelines and remain in good standing. In the Spring of 2023, we introduced this policy. At the end of the term, we observed the following outcomes: 45 students were placed on probation level I, 28 were placed on probation level II for failing to complete the semester with a minimum of 12 units and a GPA of 2.0, and 31 students dismissed for not meeting at least one program requirement, which entails two counseling contacts and one staff contact. Dismissed students can reapply after abstaining for one main semester and must satisfy the program's minimum enrollment qualifications.

By reporting to the Dean of Enrollment and collaborating with admission, financial aid, and the welcome center, SPS created a more integrated and comprehensive support system for students over the last year.

Briefly explain how you have been measuring the goal and any notable indicators of forward progress.

According to the information obtained from Institutional Research (IR), it has been observed that the success rates of First Time College Students in Transfer Level Math and English courses are comparatively lower within some SPS programs. Tutoring services and incentives will be reinstated as part of our strategy to address this issue. With these measures, we aim to improve success rates and program performance in the upcoming academic year.

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Program	2020-21	2021-22	2022-23
BCC	15%	12%	
CalWorks	80%	36%	11%
CARE	25%	18%	7%
DSPS	44%	21%	5%
EOPS	53%	23%	23%
Foster Yout	46%	10%	20%

3. **GOAL #3 Action/Strategies**
Click or tap here to enter text.

   Discuss any progress on Action/Strategies
Click or tap here to enter text.

   Briefly explain how you have been measuring the goal and any notable indicators of forward progress.
Click or tap here to enter text.

D) **List any resources you are requesting for each goal.**

1. Goal 1 ☒   Goal 2 ☒   Goal 3 ☐

   Please list the resource and how it relates to the goal.
Realign Special Programs and Services under the Dean of Enrollment Services

The realignment of Special Programs and Services under the Dean of Enrollment Services is expected to yield the following positive outcomes:

1. Enhanced Coordination and Collaboration: Bringing together Special Programs and Services under enrollment services will foster better coordination and collaboration among these units. This will lead to improved communication, resource sharing, and a more cohesive approach to student support.
2. Streamlined Service Delivery: The realignment will result in a more streamlined and efficient delivery of services to students. By centralizing oversight, we can eliminate redundancies and optimize the allocation of resources, leading to a smoother and more effective support system.
3. Improved Student Experience: With the consolidation of Special Programs and Services, students can expect a more comprehensive and seamless experience throughout their academic journey. The enhanced coordination will ensure they receive the necessary assistance and support to thrive in their studies.
4. Data-Driven Decision-Making: A unified reporting structure will enable better data collection and analysis across various programs and services. This data-driven approach

will facilitate informed decision-making, allowing us to identify areas of improvement and tailor services to meet student needs better.

5. Increased Student Success and Retention: With a more coordinated and effective support system, students are more likely to succeed academically and be retained throughout their educational journey. This will positively impact graduation rates and student outcomes.

2. Goal 1 ☐   Goal 2 ☐   Goal 3 ☐

   Please list the resource and how it relates to the goal.
   Click or tap here to enter text.

3. Goal 1 ☐   Goal 2 ☐   Goal 3 ☐

   Please list the resource and how it relates to the goal.
   Click or tap here to enter text.

II. New Goals (optional)
This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the service area or administrative unit.

A. NEW GOAL #1
Over three years, increase the number of students utilizing the basic needs center by 10%

   Expected Service Area Outcome/Administrative Unit Outcome

   Students will persist and successfully finish their chosen program of study.

   1. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
   Choose an item.

   Strategic Priority 1: Innovate to Achieve Equitable Student Success

   Choose an item.

   Choose an item.

   2. Relationship to Guided Pathways

   ☐   Clarify the Path

   ☐   Entering the Path

   ☒   Staying on the Path

☐   Support Learning

3.   Please list actions/strategies for achieving this goal/outcome.

- Develop a marketing and awareness campaign to highlight the services offered by the basic needs center.
- Utilize various communication channels such as social media, emails, campus bulletin boards, and student organizations to promote the center's resources.
- Partner with student organizations, clubs, and associations to spread the word about the basic needs center and its benefits.
- Offer workshops or presentations during orientation to familiarize incoming students with the center's resources.
- Collaborate with faculty and staff to promote the basic needs center and encourage them to refer students who might benefit from its services.
- Extend the operating hours of the basic needs center to accommodate students with varying schedules. Ensure that the center is located in a convenient and accessible location on campus.
- Collect feedback from students who have used the basic needs center to improve the quality of services continuously. Use feedback to refine and expand the range of services offered.
- Implement a system to track the number of students utilizing the center regularly. Generate reports to monitor progress towards the 10% increase goal and make necessary adjustments to the strategy.

4.   Briefly explain how you will measure the goal/outcome.

During the Academic Year 2022-23, we provided services to 1122 unduplicated students. We aim to enhance this figure by 10% within three years. Implement a robust data tracking system to regularly monitor the number of students utilizing the Basic Needs Center. Analyze the data periodically to identify trends, areas of success, and potential challenges.

5.   Please list resources (if any) that will be needed to achieve the goal/outcome.
Hiring a full-time Basic Needs Center Assistant and Pantry Stocker.

....

B. NEW GOAL #2
Click or tap here to enter text.

Expected Service Area Outcome/Administrative Unit Outcome
Click or tap here to enter text.

6.   Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Choose an item.

Choose an item.

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Choose an item.

Choose an item.

7. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☐ Support Learning

8. Please list actions/strategies for achieving this goal/outcome.
   Click or tap here to enter text.

9. Briefly explain how you will measure the goal/outcome.
   Click or tap here to enter text.

10. Please list resources (if any) that will be needed to achieve the goal/outcome.
    Click or tap here to enter text.

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III.   Resource Requests:

What does the area need to meet its goals and objectives?
List all resources from Sections I.D and II.10 below.
If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.

IMPORTANT: **A** **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
Realign Special Programs and Services under the Dean of Enrollment Services.	Realign Special Programs and Services under the Dean of Enrollment Services	N/A	NO	No funds needed. Reorganizaion of exciting reporting structure.
Hire a full-time Basic Needs Center Assistant and Pantry Stocker.	Hiring a full-time Basic Needs Center Assistant and Pantry Stocker.	109,657.8	No	Basic Needs
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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BUDGET ALLOCATION PROPOSAL

Date: ___8.5.2023___	**Originator:** Samera Kabir
Program or Department Name:	Special Programs and Services
Dean/Vice President/Supervisor:	Heather Minehart

What are you requesting? *(Brief)*	Hiring Full-time Basic Need Center Assistant and Stockroom Specialist
Amount Requested: _____	☐ One-time Funding ☒ Ongoing Funding
Funding Source (if known):	Basic Needs

REQUEST TYPE:

☒ Personnel/Staffing *Complete **Personnel/Staffing** section below* ☐ OTHER	☐ Technology Resource *Complete **Technology** section below*	☐ Facilities Resource *Complete **Facilities** section below*	☐ Professional Development *Complete **Professional Development** section below*

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty   ☒ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification   (Attach *proposed* job description, or *detailed* list of proposed duties)

☐ An existing classification   *Official Job Title:* _____

Is the position requested: ☒ Full Time   ☐ Part Time: __12__ Months/Year   __40__ Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required? ☐ No   ☐ Yes   Explain: _____

How will it be secured? ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required?   ☐ No   ☐ Yes   Explain: _____

PROFESSIONAL DEVELOPMENT REQUEST

Indicate the intended users: ☐ Students ☐ Faculty ☐ Staff ☐ Other

Do other internal areas/departments need to be involved?
☐ No ☐ Yes Explain: _____

Is technology needed? ☐ No ☐ Yes Explain: _____

1. Why is the request being made?

> A dedicated Basic Need Assistant and Stockroom Specialist are critical to ensure the efficient and effective operation of the pantry. With a dedicated assistant, the center can provide students with more personalized and efficient assistance, ensuring that their specific needs are addressed promptly. An assistant's empathetic approach can help students feel valued, respected, and comfortable while seeking assistance, fostering trust. The role of a college basic needs center Stockroom Specialist is to manage and maintain the inventory of the pantry, ensuring that it remains well-stocked with a variety of nutritious food items and essential supplies.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

> II. New Goal # 1
> Over three years, increase the number of students utilizing the basic needs center by 10%

   b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes)

> Barstow Community College Basic Needs Center has significantly increased its service to students over the past year. In January 2022, the program served 165 unique students, but in January 2023, the number increased to 343. This rise can be attributed to multiple factors, including more In-Person classes, rising grocery prices, and an enhanced effort to provide in-person services.
> Due to the increased demand for pantry services, there is a need for dedicated personnel (Basic Need Assistant and Stockroom Specialist) within the Basic Needs program. These individuals would ensure that students receive services promptly and effectively. Furthermore, the dedicated Basic Needs Assistant could play a crucial role in connecting students with other community resources beyond pantry services, thus assisting them in achieving long-term sustainability. One of the critical tasks could be helping students apply for programs like Calfresh, which would alleviate their financial burdens.
> National data also highlights the growing issue of basic needs insecurity among college students, particularly those attending community colleges. The #RealCollege 2020 Survey, conducted with over 195,000 students, revealed alarming statistics:
> - Approximately 3 in 5 students experienced some form of basic needs insecurity, including food, housing, or homelessness.
> - Housing insecurity affected 48% of students.

- Homelessness was reported by 14% of students.
- Food insecurity was reported by 39% of students at two-year institutions.

These statistics underscore the importance of programs like Basic Needs, which aim to support students facing challenges related to food, housing, and overall well-being.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

> During the Academic Year 2022-23, we provided services to 1122 unduplicated students. We aim to enhance this figure by 10% within three years. Implement a robust data tracking system to regularly monitor the number of students utilizing the Basic Needs Center. Analyze the data periodically to identify trends, areas of success, and potential challenges

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?
   Example: Technology Assessment Form
   (This question is not required for Personnel/Staffing requests.)

   N/A

4. a) How will this resource improve student success or institutional services?

   Hiring a full-time basic needs assistant and Stockroom Specialist can have a significant positive impact on student success and institutional services in various ways:

   Improved Student Well-Being: A basic needs assistant can help students who are facing financial, housing, or food insecurity. By addressing these essential needs, students can focus more on their studies and overall well-being, leading to improved mental health and academic performance.

   Enhanced Retention Rates: Students who struggle with basic needs might drop out of school due to the challenges they face. By providing support through a basic needs assistant and Stockroom Specialist, institutions can increase retention rates and ensure that more students successfully complete their education.

   Holistic Student Support: The basic needs assistant can serve as a resource for students, connecting them with relevant services, programs, and community resources to address various challenges they might face. This holistic approach contributes to a positive campus environment and student experience.

   Community Building: A campus pantry not only provides essential items for students in need but can also foster a sense of community. It can become a hub for students to interact, share experiences, and offer mutual support. This community building contributes to a positive campus culture.

   Collaboration and Partnerships: Having a full-time staff member dedicated to basic needs support can facilitate collaborations with external organizations, such as food banks, shelters, and community services. These partnerships can expand the resources available to students and strengthen the institution's role in the broader community.

   b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

We plan to gather quantitative and qualitative data to assess and improve your Basic Needs program for students.

Utilize the Argos dashboard to track pantry usage to collect quantitative data. This data will help us understand how frequently the pantry is being used, which items are in high demand, and any potential trends.

We will be hosting workshops on life skills and basic needs topics. These workshops can provide valuable information and resources to students, helping them develop essential skills and knowledge related to their basic needs. Gathering qualitative feedback from students who attend these workshops is crucial. Their insights will help us understand the effectiveness of the workshops, identify areas for improvement, and tailor the content to meet the needs of the students better.

Plan to send out a survey to all students in the fall is a comprehensive approach to understanding how well our services meet their needs. This survey can cover a range of topics, including the effectiveness of the workshops, satisfaction with pantry resources, and suggestions for improvement. Partnering with the HHIP program to gather information about students' basic needs is a strategic move. Collaboration can help streamline data collection efforts, avoid duplication of work, and ensure that student needs are effectively addressed.

By combining quantitative data from the Argos dashboard with qualitative feedback from workshops and surveys, we'll gain a well-rounded perspective on the impact of your Basic Needs program. This data-driven approach will enable us to make informed decisions about enhancing the program's offerings and supporting students more effectively.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

This reorganization will ensure we are better able to provide students with the "educational tools to achieve personal goals and professional growth"

2. Strategic Priorities / Strategic Goals

Strategic Priority 1: Innovate to Achieve Equitable Student Success

3. Educational Master Plan

"Staying on the Path" - Students cannot stay in school if their basic needs are not met

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____ ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____

BUDGET ALLOCATION PROPOSAL

Date: 7.27.2023	**Originator:** Samera Kabir
Program or Department Name:	Special Programs and Services
Dean/Vice President/Supervisor:	Heather Minehart

What are you requesting? *(Brief)*	Realign Special Programs and Services under the Dean of Enrollment Services
Amount Requested:	☐ One-time Funding ☐ Ongoing Funding
Funding Source (if known):	No funds needed. Reorganization of exciting reporting structure

REQUEST TYPE:

☐ Personnel/Staffing *Complete Personnel/Staffing section below* ☒ OTHER	☐ Technology Resource *Complete Technology section below*	☐ Facilities Resource *Complete Facilities section below*	☐ Professional Development *Complete Professional Development section below*

PERSONNEL/STAFFING REQUEST

Is the position request for:	☐ Faculty ☐ Classified ☐ Management/Confidential
Is the position requested:	☐ A new classification (Attach *proposed* job description, or *detailed* list of proposed duties)
	☐ An existing classification *Official Job Title:* _____
Is the position requested:	☐ Full Time ☐ Part Time: _____ Months/Year _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:
☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance
Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other
Is training required? ☐ No   ☐ Yes   Explain: _____
How will it be secured?   ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users:	☐ Students ☐ Faculty ☐ Staff ☐ Other
Is maintenance required? ☐ No	☐ Yes Explain: _____

PROFESSIONAL DEVELOPMENT REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Do other internal areas/departments need to be involved?
☐ No   ☐ Yes   Explain: _____

Is technology needed?   ☐ No   ☐ Yes   Explain: _____

1. Why is the request being made?

> - Reduction in administrative inefficiencies and overlaps among Special Programs and Services.
> - Enhanced student satisfaction and engagement in various support programs.
> - Improved data sharing and utilization for strategic planning and student success initiatives.
> - Clear reporting and communication channels result in better-informed decision making.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

> Section 1 (D)
>
> The realignment of Special Programs and Services under the Dean of Enrollment Services is expected to yield the following positive outcomes:
>
> 1. Enhanced Coordination and Collaboration: Bringing together Special Programs and Services under enrollment services will foster better coordination and collaboration among these units. This will lead to improved communication, resource sharing, and a more cohesive approach to student support.
> 2. Streamlined Service Delivery: The realignment will result in a more streamlined and efficient delivery of services to students. By centralizing oversight, we can eliminate redundancies and optimize the allocation of resources, leading to a smoother and more effective support system.
> 3. Improved Student Experience: With the consolidation of Special Programs and Services, students can expect a more comprehensive and seamless experience throughout their academic journey. The enhanced coordination will ensure they receive the necessary assistance and support to thrive in their studies.
> 4. Data-Driven Decision-Making: A unified reporting structure will enable better data collection and analysis across various programs and services. This data-driven approach will facilitate informed decision-making, allowing us to identify areas of improvement and tailor services to meet student needs better.
> 5. Increased Student Success and Retention: With a more coordinated and effective support system, students are more likely to succeed academically and be retained throughout their educational journey. This will positively impact graduation rates and student outcomes.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified? Example: Technology Assessment Form
   (This question is not required for Personnel/Staffing requests.)

4. a) How will this resource improve student success or institutional services?

   1. Enhanced Communication and Coordination: Collaboration between the Special Programs and Services (SPS) department and other key offices like admission, financial aid, and the welcome center fosters better communication and a holistic approach to supporting students.
   2. Targeted Support for Special Programs: Data and insights from admission and financial aid offices help identify specific groups of students who would benefit most from special programs, enabling tailored support and outreach efforts.
   3. Streamlined Enrollment and Financial Aid Processes: The close connection with the Dean ensures efficient handling of special program applications and financial aid, making it easier for students to access necessary information and resources.
   4. Improved Retention Strategies: Access to retention data and trends allows the SPS department to identify potential issues and develop targeted interventions to improve student retention rates.
   5. Coordinated Orientation and Welcome Services: Working with the welcome center, the SPS department ensures that students in special programs receive comprehensive orientation and support during their transition to the institution.
   6. Data-Driven Decision Making: Reporting to the Dean allows the SPS department to access and analyze institutional data to assess program effectiveness and make informed decisions for continuous improvement.

   Overall, this close relationship between the SPS department and the Dean of Enrollment creates a synergistic environment that aligns institutional services to support student success, leading to improved student outcomes and overall institutional success.

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    b)   What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

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5)   Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

   1.   Mission Statement

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   2.   Strategic Priorities / Strategic Goals

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   3.   Educational Master Plan

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   4.   Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

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ADMINISTRATIVE USE

Administrator: _____   Title: _____

Comments/Recommendations:

Signature: _____   Date: _____

Administrator: _____   Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____   Date: _____