

## Student Services Annual Department Level Assessment: **Access**

*This document should be filled out annually with your teams in advance of the Student Service Leadership summer retreat. Use the most recent data. You are assessing the activity, not the outcome. If one outcome is not applicable to your department, please list N/A.*

**Department:** Enrollment Services

**Director:** Larisa Akselrud

**Year:** 2018-19

**Employees** (list all, including turnover): Noah DuPont, Patricia Di-Cristo, Krystal Blair, Diana Hernandez, Erick Calixto, Brad Malloy, Lynn Bedford.

*Please map your individual activities based on division outcomes. Please list N/A as needed.*

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
Apply for Admission	Be aware of LWTech programs & services	1. (example): Information Session (Does this activity serve all students or specialty pops) <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	1A. (example): attendance was (X) and post event surveys showed students found it useful (actual data summary or future plan to assess)
	Inquire about a Program of Study	Admission coach meets with students face to face, via phone or email. <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	Data available in admission coach tracking sheet.
	Describe why they want to apply for admission	Be able to use services like testing, advising and etc. Providing information regarding the selective admission processes. <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	Providing the information regarding the placement, selective admission options
	Be aware of admission application process & importance	Provide personalized admission checklist to each student, responding to emails, information sections <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	Admission Coach tracking sheet
	Find/locate admission form	Enrollment Services department assists students on how to apply for the college in person, over the phone and via email. <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	DATAx report
	Complete admission form	Processed by admission coach, selective admission staff <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	DATAx report
Register for Classes	Navigate the Website and Catalog	Show students how find classes in class schedule Show students catalog online to educate how the schedule looks like in that specific program. <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	Emails from students, phone calls, serving students at the front counter
	Identify Required Classes/Prerequisites	Assessment administers placement tests and advises students of their placement options.	Assessment center has administered over 1,200

		Notify students regarding drop classes for unmet requisites.	placement test between July 2018 and July 2019. Notify of unmet prerequisite students at the beginning of each quarter.
	Identify their placement and describe implications	Notify students about academic alert Withdrawal survey	Emails Survey results
	Identify Success Network	Notify students about academic honors	emails
	Find & Follow Timelines/Dates	Have important dates for 18-19 academic year available on the website. Important dates for each quarter available on the registration page for each student Notify students via email regarding the upcoming deadlines. Notify students about upcoming deadlines through the online Radius system. <i><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</i>	Phone assistance is available daily during the business hours.
Pay for Classes	Find Tuition/Fees Cost	ES print out handed to students upon registration, this print out includes class schedule and tuition due for the quarter. Notifying students via email about tuition due Drop students for non-payment <i><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</i>	Phone assistance is available daily during the business hours.
	Find Estimated Program Cost	Usually done during and inquiry in person or the phone. Information can be found on <a href="https://www.lwtech.edu/admissions/tuition/">https://www.lwtech.edu/admissions/tuition/</a> Answering inquiries over the phone	Phone assistance is available daily during the business hours.
	Locate Funding Resources	Refer students to the web resources <i><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</i>	Phone assistance is available daily during the business hours.
	Be Aware of Funding Options	Admission Coach provides a checklist that shows different ways to pay for college.	Phone assistance is available daily during the business hours.
	Apply for Funding	Providing information about payment plan and other options <i><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</i>	
	Assess their Financial Situation & Needs	Providing Petition option for the special situations	
	Be Financially Literate	Educate students about the refund deadlines	
	Identify Residency Status	Application process Review residency information upon student's request. Contacting students via email regarding the options to verify and update their residency status	Research each residency case to identify the valid outcome
	Identify Enrollment Status	Done verification of enrollment Print class schedule <i><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</i>	Communicate with students via emails, phone, and in person
Declare Major/Program of Study	Describe their career goals	Change of program form available online	
	Describe their educational goals	Analyze the declared majors for each quarter. Change students' program from undecided to the appropriate program, based on the classes selected Notify students via email	

	Identify degree and certificate options	Process change of program form.	
	Identify & Follow LWTech Processes	Communicate with students on the web, via emails, phone, and in person	
Have Academic Plan on File	Identify Sequence of Classes, loads, outside impacts, and requirements	Communicate with students on the web, via emails, phone, and in person <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	
	Identify Admissions Requirements	Communicate with students on the web, via emails, phone, and in person	
	Follow Eligibility Guidelines for Special Programs	Processing selective admissions. Communicate with students on the web, via emails, phone, and in person Providing information during the info sections.	
	Identify Success Network	Refer students to the appropriate support offices	
	Identify Placement and Describe implications	Assessment explains placement options based on their placement scores. Apply a special coding based on the placement, so students are able to register online	Students are placed into appropriate classes.
	Identify Stackable Certificates Along Their Pathway	Process graduation, award completed certificates automatically. Graduation- degree/certificate completion survey	Number of certificates awarded Survey results
Have Success Plan on File	Use Legend Student Success Dashboard	Utilize Legend to verify an attendance, placement, and other outcomes	
	Evaluate Support Needs	Respond to transcript requests in a timely fashion, notifying students immediately of any delays (as for pre-SMS records); orders transcripts; Enrollment verifications	
	Compare Support Needs with LWTech Services	Refer students to the appropriate support offices	
	Recognize Where to Access Support Services	Assessment assists students in scheduling accommodated test through the DSS online system.	Assessment has given over 1,400 accommodated test between July 2018 and July 2019.
	Identify Eligibility Guidelines for Special Programs	Assessment explains placement options based on their placement scores.	Students are placed into appropriate classes.
	Apply for Relevant Support Services	Assessment assists student with the DSS online system/or directs them to the DSS office.	Assessment has given over 1,400 accommodated test between July 2018 and July 2019.

### Analysis:

- Based on the mapping above, what gaps are present for your Department.  
Streamline admission, and selective admission processes.
- What interventions would resolve these gaps, please prioritize this list.  
Finding the appropriate ways to educate students about resources available

3. What activities is your department engaged in that don't map to division outcomes? Please either propose additional outcomes that match to these activities or justify retaining these activities without an associated outcome.

Click or tap here to enter text.

4. Please list your draft goals for the upcoming year.

Upgrade Pearson VUE to Windows 10. Replace most of the computers in the Assessment Center.

5. Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget requests, personnel requests, student activities fee, student tech fee.

Approximately \$10,000 yearly for TEAS testing units. (From that \$10,000, we make \$5,100 back in proctor fees)  
Needs to increase staffing at the Assessment Center to provide service at the variety of hours, to support students with the accommodations, taking online classes, working applicants, needed placement testing during evening hours.

# Student Services Annual Department Level Assessment: **Navigate**

*This document should be filled out annually with your teams in advance of the Student Service Leadership summer retreat.*

**Department:** Enrollment Services

**Director:** Larisa Akselrud

**Year:** 2018-2019

**Employees** (list all, including turnover): Noah DuPont, Patricia Di-Cristo, Krystal Blair, Diana Hernandez, Erick Calixto, Brad Malloy, Lynn Bedford.

*Please map your individual activities based on division outcomes. Please list N/A as needed.*

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>• Post event surveys</li> <li>• Attendance</li> <li>• Student stories</li> <li>• Staff reports</li> <li>• Data dashboards</li> <li>• Hobson's reports</li> </ul>
<b>Register for Classes</b>	Use Student Toolbox	Information can be found on our webpage <a href="https://www.lwtech.edu/admissions/enrollment/">https://www.lwtech.edu/admissions/enrollment/</a> with instructions on how to look up courses and use that information on the student toolbox <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	Student is able to view and/or print schedule after enrolling in courses
	Properly Identify Program of Study	Student is prompted to choose a Program of Study during the online admission process. The Change of Program Form can be found on <a href="https://www.lwtech.edu/admissions/enrollment/forms">https://www.lwtech.edu/admissions/enrollment/forms</a> For students to inform Enrollment Services about a change to their path. <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	Students are able to get financial aid funding. Admissions send individual admission checklist based on program Can get academic plan When change of program is processed, admission department emails student to inform the change.
	Identify Assigned Advisor & Faculty Advisor	Automated process via SMS job that will assign advisor based on program code entered for each student. Done during admission process Enrollment services – change of program or to declare program of study Automatically assign advisor PINs for every registration cycle <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	Students are able to get financial aid funding. Admissions send individual admission checklist based on program Can get academic plan When change of program is processed, admission department emails student to inform the change.
	Use Online Class Schedule	When students calls or walk-up in person ES and needs help finding item number or classes for the current or upcoming quarter	Students being able to navigate the class

		HOW TO letter sent after students have been accepted into LWTech	schedule on kiosk computers in ES area.
	Complete an Academic Plan		
	Be Aware of Registration Timelines	Send reminder email for advising day Reminder call Post flyers around the department Update 'Important Dates' board. Information can be found on <a href="https://www.lwtech.edu/calendar/academic-calendar/">https://www.lwtech.edu/calendar/academic-calendar/</a>	Students registering in enough time to obtain financial aid. Students able to access CANVAS when course starts.
<b>Follow Academic Plan</b>	Be Aware of Registration Processes	They are given instruction during admission process They are given one on one help when they are in ES window or over the phone and email.	Lower number of students not needing step by step help during registration periods. More students being able to register online vs. at window.
	Be Aware of Troubleshooting	Change PINs. Walk students through email set up Show students how to access canvas Set up Registration appointment Send them to proper department to get help	
	Describe Outside Obligations That Impact Schedule	Emails from students, phone calls, serving students at the front counter	
	Check In With Assigned or Faculty Advisors to Review or Modify Plan	CAM project	
	Use Degree Audit to Monitor Progress	Monitor Degree Audit tool to provide information on the progress. Using Degree Audit for selective admission advising and processing. Conditionally admitted students have a special code, that triggers a pop-up message on the degree audit.	
<b>Follow Success Plan</b>	Retrieve Academic Plan		
	Re-Evaluate Needs for Support Services	Respond to transcript requests in a timely fashion, notifying students immediately of any delays (as for pre-SMS records); orders transcripts; Enrollment verifications	
	Access and Utilize Legend	Advising, attendance	
	Utilize Student Email Account	Admissions sends 'How to activate LWTech email' to all students	
	Apply for All Eligible Certificates Throughout Enrollment	Award completed certificates automatically	
	Identify & Differentiate Eligibility Requirements	Emails from students, phone calls, serving students at the front counter Selective admissions	
	Find & Use Updated Eligibility Guidelines	Website, emails	
	Describe Consequences for Not Following Guidelines	Assessment explains placement options based on their placement scores.	Students are placed into appropriate classes.
	Assist Student with Maintaining Eligibility (as needed)	process enrollment and other verifications for students per office procedures	

<b>Engage with College Community</b>	Re-Evaluate Support Needs Based on Current Situation	registration email box;	
	Describe Guidelines/Limitations to Support	Emails from students, phone calls, serving students at the front counter Refer students for the appropriate resources	
	Find Resources to Address Changing Needs	Waitlist: understanding of waitlist function to explain to students, faculty, and staff.	
	Identify Campus Life Opportunities		
	Engage in Peer Support		
	Locate Student Focused Spaces		
	Access Student Success Network in Legend	Noah sends Kudos via legend	
	Celebrate Milestones	Noah sends kudos when they are ready to graduate	
	Describe Needs/Wats		
	Identify Rights & Responsibilities		

#### Analysis:

- Based on the mapping above, what gaps are present for your Department.  
Continue automate processes, streamline processes.
- What interventions would resolve these gaps, please prioritize this list.  
Expand Radius possibilities, move all the selective admission online
- What activities is your department engaged in that don't map to division outcomes? Please either propose additional outcomes that match to these activities or justify retaining these activities without an associated outcome.  
Implement evening and Saturday hours for serving students.
- Please list your draft goals for the upcoming year.  
Expand Radius and AppRevue usage for selective admissions
- Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget requests, personnel requests, student activities fee, student tech fee.  
[Click or tap here to enter text.](#)

# Student Services Annual Department Level Assessment: **Exit**

*This document should be filled out annually with your teams in advance of the Student Service Leadership summer retreat.*

**Department:** Enrollment Services

**Director:** Larisa Akselrud

**Year:** 2018-2019

**Employees** (list all, including turnover): Noah DuPont, Patricia Di-Cristo, Krystal Blair, Diana Hernandez, Erick Calixto, Brad Malloy, Lynn Bedford.

*Please map your individual activities based on division outcomes. Please list N/A as needed.*

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Complete LWTech Credential</b>	Participate in Mandatory Advising Process	Randomize student pin numbers as part of CAM process.	Students registering online after meeting with advisor. Notes in Legend.
	Follow Graduation Processes & Deadlines	Information is posted on website at <a href="http://www.lwtech.edu/graduation">www.lwtech.edu/graduation</a> Quarterly emails sent before advising day informing students of upcoming deadlines and procedures to meet those deadlines.	Applications are received in graduation email box before deadline posted.
	Pick Catalog Year	Instructions are given on the graduation application state: <i>You may select the catalog from when you started OR when you finished OR any catalog in between, as long as you select only one catalog that is no more than 7 years old. To view the catalogs visit <a href="http://lwtech.edu/catalog">lwtech.edu/catalog</a>.</i>	When processing applications, making sure that catalog year chosen is, in fact, the best one to use to help student graduate as easily as possible.
	Use Degree Audit	Instructions are given on the webpage before the application for graduation stating: <i>When you are ready to complete your degree or certificate program, you must submit several forms, along with your Graduation Application, Degree Audit, and Graduation Survey. Please follow the steps below to complete all graduation requirements. After you are approved for graduation, you may choose to participate in the annual commencement ceremony</i>	When processing applications, seeing if the student is, in fact, ready to graduate based on the degree audit.
	Submit Online Graduation Form	Information on how to submit an on-line graduation application can be found at <a href="http://www.lwtech.edu/graduation">www.lwtech.edu/graduation</a> Graduation workshop	A code of DE is marked in the Student Unusual Action Code screen along with the YQR of the students upcoming last quarter.



	Apply for All Eligible Certificates & Degrees	This is automatically done when they apply for graduation.	When processing applications, all related certificates are checked and auto awarded if completed.
<b>Celebrate LWTech Credential</b>	Submit Online Commencement Form	This is step 3 on the Graduation and Commencement webpage <a href="http://www.lwtech.edu/graduation">www.lwtech.edu/graduation</a>	Receiving and processing of this application is done by the Associated Student Government
	Participate in Completion Celebration Activities	Information on the Commencement ceremony can be found on <a href="http://www.lwtech.edu/graduation">www.lwtech.edu/graduation</a> After students have applied for their degree/certificate information is sent to them via email/legend "kudos" about how to participate in commencement ceremony.	Attendance at commencement is tracked and completed by ASG
<b>Engaged in Employment or Additional Education</b>	Apply Job Search Skills	n/a	
	Identify On-Campus & Off Campus Resources	Provide work-study positions	
	Identify Steps for Transfer	Information on transferring from LWTech can be found on our web page at <a href="https://www.lwtech.edu/admissions/enrollment/transferring-from-lwtech/">https://www.lwtech.edu/admissions/enrollment/transferring-from-lwtech/</a> Information on ordering official transcripts is included in the letters sent to students after they have successfully completed their degree/certificate.	Transcript request forms via paper or online that are requested after degree/certificate has been awarded.
	Identify Funding for Additional Education		
	Complete Steps for Industry Licensing and Certification	Prioritize degree processing for those students, that need state board exams. Providing options for testing through the Certiport, Pearson Vue, and other resources at the Assessment Center	
	Use LWTech Online Job Board		

#### Analysis:

- Based on the mapping above, what gaps are present for your Department.  
Engagement in Employment or Additional Education
- What interventions would resolve these gaps, please prioritize this list.  
[Click or tap here to enter text.](#)
- What activities is your department engaged in that don't map to division outcomes? Please either propose additional outcomes that match to these activities or justify retaining these activities without an associated outcome.  
[Click or tap here to enter text.](#)
- Please list your draft goals for the upcoming year.  
[Click or tap here to enter text.](#)

5. Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget requests, personnel requests, student activities fee, student tech fee.

[Click or tap here to enter text.](#)

# Student Services Outcomes & Assessment

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## **Purpose**

The purpose of completing these assessments is to align the Student Services division with the college mission, ensure we are actively working on our goals, and creating a documented history of how and why things were done. Not only is assessment crucial for accreditation, but it keeps our work from becoming ineffective over time by helping us to address gaps and issues and adjust quickly. Building these checks and balances will also assist us with onboarding new staff members. Fundamentally, this is the work we know is right for the students of LWTech.

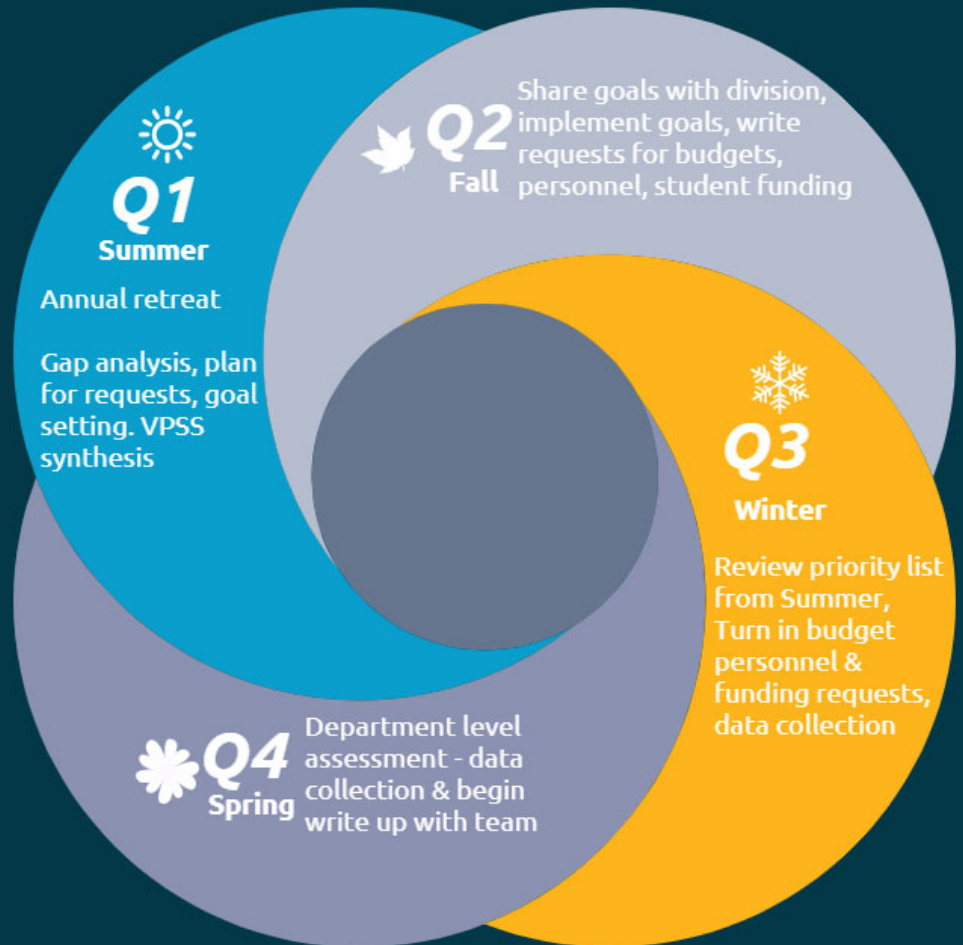
## **Instructions**

1. Each department Director will determine whether they will complete a) 1 document encompassing their full department, or b) 1 document for each area within their department. It is encouraged for Directors to complete these assessments for their department alongside their team for well-rounded input
2. In the Fall, Winter, and early Spring quarters, begin collecting data (qualitative, quantitative, and anecdotal are all acceptable)
  - a. Some examples of data to look at would be: surveys, attendance, student stories, tracking data via Legend, SENSE data, persistence reports, state reports, applications, yield rates, etc.
3. In Spring quarter, Directors and their staff begin writing up the department level assessment. Talk through the work and activities you've done over the past few quarters to complete the Department level document in all three areas (Access, Navigate, and Exit). For each outcome, list activities that teach to each outcome. If a specific area does not apply to your department, simply list N/A
4. For each activity listed, the last column should show how you assess if this activity was successful
5. Department level assessments should be completed by the end of Spring and brought with you to the Student Services Leadership annual retreat, which happens at the beginning of summer quarter (early July)
6. Department level assessments and discussion will inform our Student Services annual goals created at Retreat
7. Retreat discussion will include building a priority list for budget & personnel requests for the full division
8. After discussion at the retreat, the Vice President of Student Services will gather all department level assessments plus minutes from retreat to synthesize for the Student Services Division. The VPSS will write up a division level assessment, relate it to college mission, and finalize the division priority list for budget and personnel requests
9. The VPSS will bring a division level report to a late summer Leadership meeting for review and final approval
10. Division report & goals will be shared with full division at one of the first division meetings for Fall quarter
11. In Fall and Winter, the Student Services Leadership team will use the department and division level assessments to write and submit personnel and budget requests.

# Student Services

## Outcomes & Assessment

Student Services will conduct annual assessments at the department and division level. These assessments will inform our Leadership's team goals, drafted at the beginning of Summer quarter, as well as any department or division requests (budget & personnel). We will also link our work to supporting the LWTech Mission.



## Student Services Annual Department Level Assessment Forms

*This document should be filled out annually with your teams in advance of the Student Service Leadership summer retreat. Use the most recent data. You are assessing the activity, not the outcome. If one outcome is not applicable to your department, please list N/A.*

**Department:** Financial Aid and Veteran Services

**Director:** Kimberly Geer

**Year:** 2019/2020

**Employees** (list all, including turnover): Abigail Celemin (Assistant Director), Stephanie Bazalar (Financial Aid and Veteran Services Coordinator), Ahmad Bennett (CEVSS Coordinator), Alla Kovaleva (Financial Aid Specialist), Yelena Tsuber (Financial Aid Specialist), Maria Morales (Financial Aid Specialist)

### Broad Outcome: Access

*Please map your individual activities based on division outcomes. Please list N/A as needed.*

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
Apply for Admission	Be aware of LWTech programs & services	1. (example): Information Session  (Does this activity serve all students or specialty pops) <input type="checkbox"/> All <input type="checkbox"/> Specialty Pops	1A. (example): attendance was (X) and post event surveys showed students found it useful (actual data summary or future plan to assess)
	Inquire about a Program of Study	Tracking letters are sent when a FAFSA/WASFA is received but the student is not enrolled in a program, or is in pre-requisite status.	Student contacts office regarding tracking letter we sent or when a student's file is complete.
	Describe why they want to apply for admission	When we advise students, we explain the importance of applying for admission (so that they can receive federal and state grants, and their veteran benefits)	
	Be aware of admission application process & importance	We advise students in person at the front counter, and through veteran benefit orientations.	

	Find/locate admission form	On our financial aid information leaflets and veteran “how to get started” checklist, we list where to find the online admission form. We also will show students where the admissions webpage is, or where the admissions office is located.	
	Complete admission form	Completing the admissions form is a required item for financial aid eligibility, so we send letters to students who have applied for aid, but have not yet completed an admissions form. We also periodically run reports to capture any admission changes.	371 students in 2018/2019 updated their program as a result of our tracking letter notification.
Register for Classes	Navigate the Website and Catalog	We may show the student the college website and catalog when advising them at the front counter.	
	Identify Required Classes/Prerequisites	Notify students with courses that are not required for their program thus ineligible for financial aid.	Students may notify us once their schedule has changed.
	Identify their placement and describe implications	n/a, we would refer student to the advising office for this information	
	Identify Success Network	n/a, we would refer student to the advising office for this information	
	Find & Follow Timelines/Dates	We may show the student the academic calendar on the website when advising them at the front counter.	
Pay for Classes	Find Tuition/Fees Cost	When students inquire about cost at the front counter, FA staff shows them the tuition and fees section on the website.	
	Find Estimated Program Cost	At veteran orientation, students are shown the estimated program cost page on the LWTech website.	
	Locate Funding Resources	<p>Students are advised to complete a FAFSA or WASFA to get started in their financial aid eligibility review.</p> <p>In addition, FA staff will show students the scholarship page on the LWTech website.</p> <p>FA staff will give students a Workforce Development survey to see if they may qualify for additional funding.</p>	

	Be Aware of Funding Options	<p>The financial aid webpage details the types of aid that FA office awards.</p> <p>Workforce development staff speak with students at veteran orientation and FAFSA/WASFA workshops</p> <p>Use the “Pay for College at LWTEch” flyer which details all the funding sources through the college.</p> <p>Students are explained what types of aid the financial aid office awards at the front counter.</p> <p>We attend various high school FAFSA/WASFA events throughout the year (e.g. Juanita HS, Lake WA HS, and Cedarcrest HS)</p>	<p>We disbursed \$10.5 million dollars in aid to 1,516 students in the 2018/2019 year, and reviewed 3,794 applications.</p> <p>We have been invited back multiple times.</p>
	Apply for Funding	<p>FAFSA/WASFA workshops are offered quarterly.</p> <p>At veteran orientation, students are given the information needed to apply for financial aid and workforce programs.</p>	Out of 144 students receiving veteran benefits in 2018/29, 69 applied for aid using the FAFSA (48%).
	Assess their Financial Situation & Needs	<p>FA staff counsels students on financial aid options and eligibility to see what types of aid meet their needs.</p> <p>Students in crisis can apply for emergency funding.</p>	
	Be Financially Literate	Information has been published on our webpage regarding financial literacy ( <a href="https://www.lwtech.edu/admissions/financial-aid/financial-literacy/">https://www.lwtech.edu/admissions/financial-aid/financial-literacy/</a> )	
	Identify Residency Status	<p>Send tracking letters to students to see Enrollment Services if there is conflicting information regarding residency</p> <p>Update residency and fee pay statuses for veterans and dependents that qualify for in-state charged through the Choice Act.</p>	<p>Run a report to see how many students were notified and how many completed residency requirements</p> <p>We run quarterly residency reports for veterans and dependents using VA education benefits</p>
	Identify Enrollment Status	Students using veteran education benefits are notified when they are not enrolled full-	Use Tableau to identify how many students using VA education benefits are full-time and part-time.

		time thus affecting their benefits.	
Declare Major/Program of Study	Describe their career goals	n/a, most often students already know their program of student by the time they come to see us; if not, we would refer them to the Employment Resource Center for career counseling	
	Describe their educational goals	VS coordinator meets with incoming students to understand their goals and to align them with a program	
	Identify degree and certificate options	FA staff will show students the different programs offered on the college website and then refer them to an academic advisor.  VS coordinator will advise students on the different programs offered that align with career goals.	
	Identify & Follow LWTech Processes	With the use of financial aid and veteran checklist, staff shows students the different processes of enrollment, financial aid, veteran benefits, and registration.	
Have Academic Plan on File	Identify Sequence of Classes, loads, outside impacts, and requirements	Many of our student veterans will meet with our CEVSS coordinator to create their initial academic plan.	
	Identify Admissions Requirements	FA/VS staff will notify students completing prerequisites and bridge classes of the requirements for FA and VA benefits so that they align with their program goals	
	Follow Eligibility Guidelines for Special Programs	FA/VS staff will compare requirements of program to FA/VA benefits to ensure they align for funding eligibility	
	Identify Success Network	n/a	
	Identify Placement and Describe implications	Student is notified of placement in veteran orientation  VS coordinator will help place students in courses based of test scores and transcripts	



	Identify Stackable Certificates Along Their Pathway	This may happen during advising appointments with student veterans, or ad hoc at the FA office front counter.	
Have Success Plan on File	Use Legend Student Success Dashboard	n/a	
	Evaluate Support Needs	Our student veterans will often meet with our CEVSS coordinator in person.	
	Compare Support Needs with LWTech Services	Our student veterans will often meet with our CEVSS coordinator in person. The FA office will often refer students to LWTech services.	
	Recognize Where to Access Support Services	Veteran orientation provides students with both on-campus and off-campus resources for veterans and dependents	
	Identify Eligibility Guidelines for Special Programs	FA/CEVSS staff will assist students who may be transitioning into a selective program because funding is based on required courses for an eligible program.	
	Apply for Relevant Support Services	<p>Assist students with the emergency grant, childcare grant, and veteran book scholarship applications.</p> <p>Give students WFD survey to see if they qualify for their services.</p> <p>Refer students to DSS when students disclose a disability</p> <p>Encourage students to apply for the Childcare Grant and refer them to ELC if needed</p>	<p>Track the number of applications submitted.</p> <p>Student submits childcare grant application</p>

## Broad Outcome: Navigate

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Register for Classes</b>	Use Student Toolbox	1. <i>(example): New Student Orientation</i>  <i>(Does this activity serve all students or specialty pops)</i> <input type="checkbox"/> All <input type="checkbox"/> Special Pops	1A. <i>(example): student can print their schedule at the end of NSO</i>
	Properly Identify Program of Study	Tracking letters are sent when a FAFSA/WASFA is received but the student is not enrolled in a program, or if we suspect they're not coded in the correct program.	Students will notify us once they have completed the admissions form, or changed their program of study.
	Identify Assigned Advisor & Faculty Advisor	Refer students to VS coordinations, advising and/or look up advisor through LWTech website.	
	Use Online Class Schedule	We may show students the online class schedule during ad hoc advising at the front counter, or over the phone.	
	Complete an Academic Plan	Many of our student veterans will meet with our CEVSS coordinator to create their initial academic plan. Others are referred to advising.	Find academic plan on Legend
	Be Aware of Registration Timelines	We may show the student the academic calendar on the website when advising them at the front counter. Veterans and dependents are notified in orientation of their priority registration status.	
<b>Follow Academic Plan</b>	Be Aware of Registration Processes	At front counter staff will notify students in-person of certain registration requirements like instructor signature and \$50 late registration fee	

	Be Aware of Troubleshooting	Veteran services coordinator will assist students with registration issues	
	Describe Outside Obligations That Impact Schedule	Veteran services coordinator will meet with students one-on-one to describe students' responsibilities outside of class.	
	Check In With Assigned or Faculty Advisors to Review or Modify Plan	FA staff will Refer students to see their advisor.  VS coordinator will see students who request to meet regarding academic plan or refer them to a specialized academic advisor, i.e., allied health programs	VS coordinator will update new academic plan on Legend and include notes about the meeting.
	Use Degree Audit to Monitor Progress	We advise students to use degree audit and consult with their advisors while at LWTech in order to stay on track for graduation.	
<b>Follow Success Plan</b>	Retrieve Academic Plan	If our office needs a copy of the academic plan, we first try to retrieve it from Legend, and if not located there, ask the student to bring us a copy.  VS coordinator save academic plans in Legend for students and staff to access	
	Re-Evaluate Needs for Support Services	VS coordinator check-in with students while they are in the vet center or during advising meetings. Refer students to on-campus and off-campus resources as needed.	
	Access and Utilize Legend	n/a	
	Utilize Student Email Account	Veteran orientation shows the steps for students to activate and use their LWTech email accounts.	
	Apply for All Eligible Certificates Throughout Enrollment	n/a	
	Identify & Differentiate Eligibility Requirements	FA staff notifies students when courses are not required for financial aid and thus ineligible for aid and veteran benefits	Students will change their classes or complete substitutions forms then, notify us when changes are complete.
	Find & Use Updated Eligibility Guidelines	FA/VS staff will show students the college catalog and/or degree audit when confirming courses that are not required	Changes in student's schedule
	Describe Consequences for Not Following Guidelines	FA/VS staff notifies students the financial consequences through email and reduction of awards	Students will contact us after receiving our correspondence

	Assist Student with Maintaining Eligibility (as needed)	FA/VS staff assists students with questions regarding SAP and financial aid/veteran benefit consequences. If it means a possible suspension of aid, FA/VS staff will refer student to faculty or advisor	
<b>Engage with College Community</b>	Re-Evaluate Support Needs Based on Current Situation	Happens within the confines of the veteran center when students approach VS coordinator	Students are referred to support services and notes are made in Legend
	Describe Guidelines/Limitations to Support	Veteran orientation lists the different support services available on campus with general information	
	Find Resources to Address Changing Needs	VS coordinator will determine the types of resources students need based off advising meetings  FA staff will refer students to different on campus resources based on student's disclosure of needs	Students are referred to support services and notes are made in Legend
	Identify Campus Life Opportunities	N/A	
	Engage in Peer Support	This usually happens naturally in the veteran center. Veterans and dependents are notified of the veteran center in veteran orientation.	From January 2019 to June 2019, students and visitors entered the veteran center 1,623 times, averaging 270 per month.
	Locate Student Focused Spaces	Veteran orientation specifically states the vet center	From January 2019 to June 2019, students and visitors entered the veteran center 1,623 times, averaging 270 per month.
	Access Student Success Network in Legend	N/A	
	Celebrate Milestones	The veteran center is a space where burdens are shared and milestones are celebrated. It is a space where students can discuss the difficulties they are experiencing and learn how to be resilient, despite the circumstances.	
	Describe Needs/Wants	VS coordinator will discuss this during advising meetings	List pertinent notes in Legend and follow up on referrals
	Identify Rights & Responsibilities	The veteran center is a space where burdens are shared and milestones are celebrated. It is a space where students can discuss the difficulties they are experiencing and learn how to be resilient, despite the circumstances.	



## Broad Outcome: Exit

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Complete LWTech Credential</b>	Participate in Mandatory Advising Process	1. (example): Completes 1 <sup>st</sup> quarter Success Plan  (Does this activity serve all students or specialty pops) <input type="checkbox"/> All <input type="checkbox"/> Specialty Pops	1A. (example): % of Success Plans completed in Legend
	Follow Graduation Processes & Deadlines	n/a, refer to Enrollment Services	
	Pick Catalog Year	n/a, refer to Advising	
	Use Degree Audit	We advise students to use degree audit and consult with their advisors while at LWTech in order to stay on track for graduation.	
	Submit Online Graduation Form	n/a, refer to Enrollment Services	
	Apply for All Eligible Certificates & Degrees	n/a, refer to Advising	
<b>Celebrate LWTech Credential</b>	Submit Online Commencement Form	n/a, refer to Enrollment Services	
	Participate in Completion Celebration Activities	n/a, refer students to Enrollment Services  Staff volunteer at the commencement ceremony to help celebrate with students and make it a great day for them.	
<b>Engaged in Employment or Additional Education</b>	Apply Job Search Skills	n/a	
	Identify On-Campus & Off Campus Resources	For those who are workstudy awardees, they use the job board to find internal employment, and because of that experience, come to see that it posts post-graduation opportunities as well. For anyone else inquiring about employment, we refer students to talk to the ERC.	
	Identify Steps for Transfer	n/a, refer students to advising	

	Identify Funding for Additional Education	refer students to speak with the FAO at their next school	
	Complete Steps for Industry Licensing and Certification	n/a	
	Use LWTech Online Job Board	For those who are workstudy awardees, they use the job board to find internal employment, and because of that experience, come to see that it posts post-graduation opportunities as well. For anyone else inquiring about employment, we refer students to talk to the ERC.	

## Analysis:

- Based on the mapping above, what gaps are present for your Department?
  - Don't have a good method for tracking pathways of success from our efforts (e.g. how many students we help at the front counter, how many students who attend our FAFSA/WASFA workshops graduate, or how many students were referred to WFD from our office, etc.)
  - Did not track emergency grant applications and other data to help gather information quickly in the past, implemented more tracking measures as of summer 2019.
- What interventions would resolve these gaps? Please prioritize this list.
  - Tracking attendance at FAFSA/WASFA workshops and logging it into FAM
  - Utilize a sign in method (similar to veteran center) for services at the front counter and phones
  - Track and scan emergency grant requests more closely for data reporting preparation in the future.
- What activities is your department engaged in that don't map to division outcomes? Please either propose additional outcomes that match to these activities or justify retaining these activities without an associated outcome.
  - I am not aware of any at this time.
- Please list your draft goals for the upcoming year.
  - Tracking attendance at FAFSA/WASFA workshops and logging it into FAM
  - Utilize a sign in method (similar to veteran center) for services at the front counter and phones
  - Track and scan emergency grant requests more closely for data reporting preparation in the future.
- Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget and/or personnel requests, student activities fee, student tech fee.
  - I don't think I would need a separate budget request for the above goals



# Student Services Outcomes & Assessment

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## **Purpose**

The purpose of completing these assessments is to align the Student Services division with the college mission, ensure we are actively working on our goals, and creating a documented history of how and why things were done. Not only is assessment crucial for accreditation, but it keeps our work from becoming ineffective over time by helping us to address gaps and issues and adjust quickly. Building these checks and balances will also assist us with onboarding new staff members. Fundamentally, this is the work we know is right for the students of LWTech.

## **Instructions**

1. Each department Director will determine whether they will complete a) 1 document encompassing their full department, or b) 1 document for each area within their department. It is encouraged for Directors to complete these assessments for their department alongside their team for well-rounded input
2. In the Fall, Winter, and early Spring quarters, begin collecting data (qualitative, quantitative, and anecdotal are all acceptable)
  - a. Some examples of data to look at would be: surveys, attendance, student stories, tracking data via Legend, SENSE data, persistence reports, state reports, applications, yield rates, etc.
3. In Spring quarter, Directors and their staff begin writing up the department level assessment. Talk through the work and activities you've done over the past few quarters to complete the Department level document in all three areas (Access, Navigate, and Exit). For each outcome, list activities that teach to each outcome. If a specific area does not apply to your department, simply list N/A
4. For each activity listed, the last column should show how you assess if this activity was successful
5. Department level assessments should be completed by the end of Spring and brought with you to the Student Services Leadership annual retreat, which happens at the beginning of summer quarter (early July)
6. Department level assessments and discussion will inform our Student Services annual goals created at Retreat
7. Retreat discussion will include building a priority list for budget & personnel requests for the full division
8. After discussion at the retreat, the Vice President of Student Services will gather all department level assessments plus minutes from retreat to synthesize for the Student Services Division. The VPSS will write up a division level assessment, relate it to college mission, and finalize the division priority list for budget and personnel requests
9. The VPSS will bring a division level report to a late summer Leadership meeting for review and final approval
10. Division report & goals will be shared with full division at one of the first division meetings for Fall quarter
11. In Fall and Winter, the Student Services Leadership team will use the department and division level assessments to write and submit personnel and budget requests.

# Student Services

## Outcomes & Assessment

Student Services will conduct annual assessments at the department and division level. These assessments will inform our Leadership's team goals, drafted at the beginning of Summer quarter, as well as any department or division requests (budget & personnel). We will also link our work to supporting the LWTech Mission.



## Student Services Annual Department Level Assessment Forms

*This document should be filled out annually with your teams in advance of the Student Service Leadership summer retreat. Use the most recent data. You are assessing the activity, not the outcome. If one outcome is not applicable to your department, please list N/A.*

**Department:** Choose Department

**Director:** Click or tap here to enter text.

**Year:** Choose an item.

**Employees** (list all, including turnover): Click or tap here to enter text.

### Broad Outcome: Access

*Please map your individual activities based on division outcomes. Please list N/A as needed.*

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
Apply for Admission	Be aware of LWTech programs & services	<ol style="list-style-type: none"> <li>College/Career Fairs</li> <li>Community Events</li> <li>Classroom presentations</li> <li>Campus Tours</li> <li>Program Events</li> <li>Open House</li> <li>Radius Communications</li> </ol>	1A. Number of Events 1B. Measure # of inquiry forms received 1C. Track # of total visitors to table 2A. Number of Events 2B. Measure # of inquiry forms received 2C. Track # of total visitors to table 3. Number of Events 4A. Track # of visits to campus 4B. Total # of students on visits 5A. Total # of events 5B. Track # of visitors 5C. Track responses to follow-up communication 6A. Track # of attendees 6B. Track # of prospective students 6C. Track # of responses on OH follow up communication plan 7A. Track # of contacts created 7B. Track email metrics (sends, opens, clicks, bounces, etc.)
	Inquire about a Program of Study	<ol style="list-style-type: none"> <li>Admissions Coach Visits</li> <li>Information Session</li> <li>Radius Communications</li> </ol>	1A. Track # of office visits (form launched in May 2019) 1B. Track # of phone calls 1C. Track # of emails directed to Admissions Coach

			1D. Measure # of inquiry forms received 2A. Track # of sessions provided 2B. Track # of attendees 3A. Track # of contacts created 3B. Track email metrics (sends, opens, clicks, bounces, etc.)
	Describe why they want to apply for admission	Integrated into "Aware" and "Inquire" fields above.	See sections 1 and 2 above
	Be aware of admission application process & importance	Integrated into "Aware" and "Inquire" fields	See sections 1 and 2 above
	Find/locate admission form	1. Admissions Coach Visits 2. "Next Steps" checklists	1A. # of page visits versus completions ( <a href="http://www.lwtech.edu/apply">www.lwtech.edu/apply</a> ) 1B. # of bounces away from application website 2. # of checklists distributed (in-person and electronically) [not currently happening]
	Complete admission form	1. Website	1. # of incomplete applications versus # of completed
Register for Classes	Navigate the Website and Catalog	1. Admissions Coach Visits	1. Assessment not formalized; conversation built into previous O&R tactics to drive prospective students through pipeline. 2. Review visits, click rates, and bounces from O&R or ENGR pages; evaluate where changes or improvements may be made.
	Identify Required Classes/Prerequisites	1. (ENGR) Build sample schedules 2. Admissions Coach Visits	Assessment not formalized; conversation built into previous O&R tactics to drive prospective students through pipeline.
	Identify their placement and describe implications	NA	NA
	Identify Success Network	NA (O&R role is to build awareness of resources prior to enrollment and advising???)	
	Find & Follow Timelines/Dates	NA	
Pay for Classes	Find Tuition/Fees Cost	Information integrated into "Awareness" based activities	
	Find Estimated Program Cost	Information integrated into "Awareness" based activities	
	Locate Funding Resources		
	Be Aware of Funding Options	Information integrated into "Awareness" based activities	
	Apply for Funding	NA	
	Assess their Financial Situation & Needs	NA	
	Be Financially Literate	NA	
	Identify Residency Status	NA	
	Identify Enrollment Status	NA	
	Describe their career goals	NA	

Declare Major/Program of Study	Describe their educational goals	NA	
	Identify degree and certificate options	1. (ENGR) Internal classroom visits	
	Identify & Follow LWTech Processes	NA	
Have Academic Plan on File	Identify Sequence of Classes, loads, outside impacts, and requirements	NA	
	Identify Admissions Requirements	NA	
	Follow Eligibility Guidelines for Special Programs	NA	
	Identify Success Network	NA	
	Identify Placement and Describe implications	NA	
	Identify Stackable Certificates Along Their Pathway	NA	
Have Success Plan on File	Use Legend Student Success Dashboard	NA	
	Evaluate Support Needs	NA	
	Compare Support Needs with LWTech Services	NA	
	Recognize Where to Access Support Services	Information integrated into "Awareness" based activities	
	Identify Eligibility Guidelines for Special Programs	Information integrated into "Awareness" based activities	
	Apply for Relevant Support Services	NA	

## Broad Outcome: **Navigate**

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Register for Classes</b>	Use Student Toolbox	NA	
	Properly Identify Program of Study	NA	
	Identify Assigned Advisor & Faculty Advisor	NA	
	Use Online Class Schedule	NA	
	Complete an Academic Plan	NA	
	Be Aware of Registration Timelines	NA	
<b>Follow Academic Plan</b>	Be Aware of Registration Processes	NA	
	Be Aware of Troubleshooting	NA	
	Describe Outside Obligations That Impact Schedule	NA	
	Check In With Assigned or Faculty Advisors to Review or Modify Plan	NA	
	Use Degree Audit to Monitor Progress	NA	
<b>Follow Success Plan</b>	Retrieve Academic Plan	NA	
	Re-Evaluate Needs for Support Services	NA	
	Access and Utilize Legend	NA	
	Utilize Student Email Account	NA	
	Apply for All Eligible Certificates Throughout Enrollment	NA	
	Identify & Differentiate Eligibility Requirements	NA	
	Find & Use Updated Eligibility Guidelines	NA	
	Describe Consequences for Not Following Guidelines	NA	
	Assist Student with Maintaining Eligibility (as needed)	NA	
	Re-Evaluate Support Needs Based on Current Situation	NA	

<b>Engage with College Community</b>	Describe Guidelines/Limitations to Support	NA	
	Find Resources to Address Changing Needs	NA	
	Identify Campus Life Opportunities	NA	
	Engage in Peer Support	NA	
	Locate Student Focused Spaces	NA	
	Access Student Success Network in Legend	NA	
	Celebrate Milestones	1. Commencement	
	Describe Needs/Wats	NA	
	Identify Rights & Responsibilities	NA	

## Broad Outcome: **Exit**

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Complete LWTech Credential</b>	Participate in Mandatory Advising Process	NA	
	Follow Graduation Processes & Deadlines	NA	
	Pick Catalog Year	NA	
	Use Degree Audit	NA	
	Submit Online Graduation Form	NA	
	Apply for All Eligible Certificates & Degrees	NA	
<b>Celebrate LWTech Credential</b>	Submit Online Commencement Form	NA	
	Participate in Completion Celebration Activities	NA	
<b>Engaged in Employment or Additional Education</b>	Apply Job Search Skills	NA	
	Identify On-Campus & Off Campus Resources	NA	
	Identify Steps for Transfer	1. (ENGR) Track students with intent to transfer	
	Identify Funding for Additional Education	NA	
	Complete Steps for Industry Licensing and Certification	NA	
	Use LWTech Online Job Board	NA	



## Analysis:

1. Based on the mapping above, what gaps are present for your Department?

One of the most obvious gaps in our data is the ability to measure the conversion rates in our recruitment pipeline. We have the number of events/campus visits, approximate number of people talked to, and number of contacts created within Radius, but not measures of conversion rates between them. Additionally, measuring successes in the Admissions Coach office. We have created a follow up survey as well as a check in system through Radius, but is new enough that data is still insignificant.

2. What interventions would resolve these gaps? Please prioritize this list.

I understand there is still dev work needed in order to integrate SMS and Radius. This will allow us to track the transition of students from contact to registration with greater accuracy. In the meantime, we can:

- run reports from both databases to compare system notes
- In the Admissions Coach office, we have already created an check-in form that automates and thank you for visiting message with a survey regarding service. To be launched soon; data to follow.

3. What activities is your department engaged in that don't map to division outcomes? Please either propose additional outcomes that match to these activities or justify retaining these activities without an associated outcome.

Click or tap here to enter text.

4. Please list your draft goals for the upcoming year.

Click or tap here to enter text.

5. Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget and/or personnel requests, student activities fee, student tech fee.

Click or tap here to enter text.

# Student Services Outcomes & Assessment

---

## **Purpose**

The purpose of completing these assessments is to align the Student Services division with the college mission, ensure we are actively working on our goals, and creating a documented history of how and why things were done. Not only is assessment crucial for accreditation, but it keeps our work from becoming ineffective over time by helping us to address gaps and issues and adjust quickly. Building these checks and balances will also assist us with onboarding new staff members. Fundamentally, this is the work we know is right for the students of LWTech.

## **Instructions**

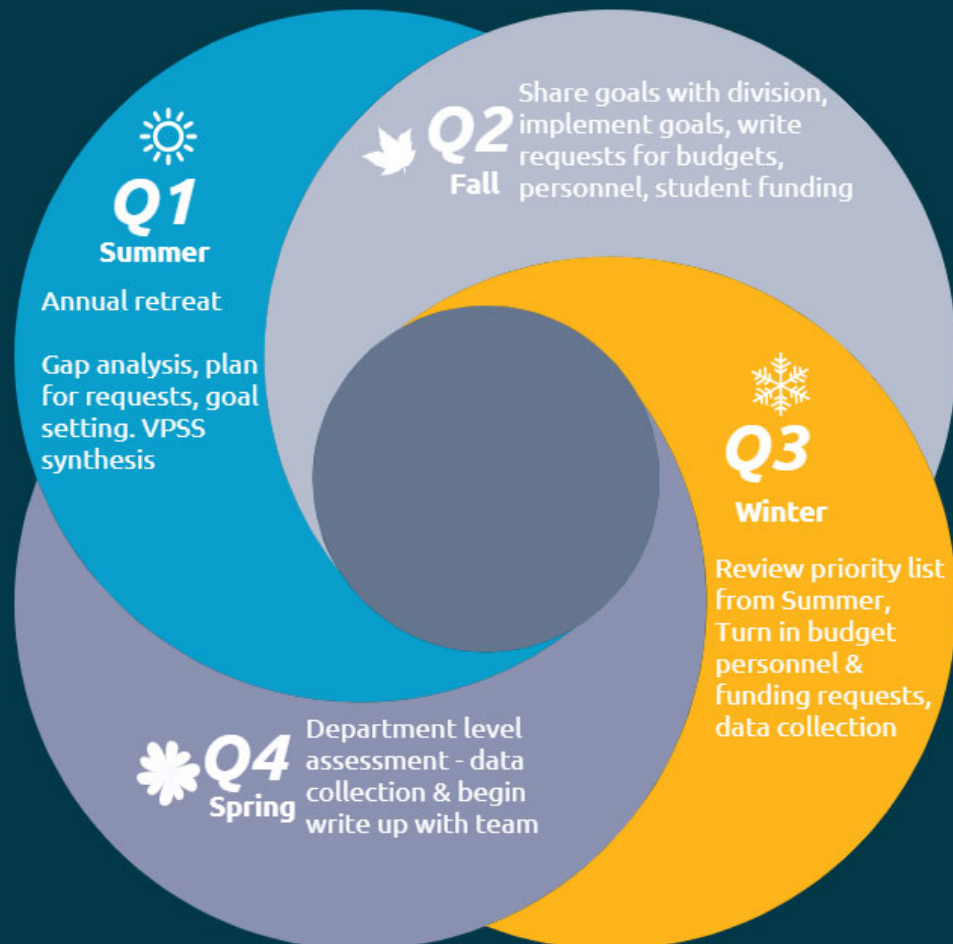
1. Each department Director will determine whether they will complete a) 1 document encompassing their full department, or b) 1 document for each area within their department. It is encouraged for Directors to complete these assessments for their department alongside their team for well-rounded input
2. In the Fall, Winter, and early Spring quarters, begin collecting data (qualitative, quantitative, and anecdotal are all acceptable)
  - a. Some examples of data to look at would be: surveys, attendance, student stories, tracking data via Legend, SENSE data, persistence reports, state reports, applications, yield rates, etc.
3. In Spring quarter, Directors and their staff begin writing up the department level assessment. Talk through the work and activities you've done over the past few quarters to complete the Department level document in all three areas (Access, Navigate, and Exit). For each outcome, list activities that teach to each outcome. If a specific area does not apply to your department, simply list N/A
4. For each activity listed, the last column should show how you assess if this activity was successful
5. Department level assessments should be completed by the end of Spring and brought with you to the Student Services Leadership annual retreat, which happens at the beginning of summer quarter (early July)
6. Department level assessments and discussion will inform our Student Services annual goals created at Retreat
7. Retreat discussion will include building a priority list for budget & personnel requests for the full division
8. After discussion at the retreat, the Vice President of Student Services will gather all department level assessments plus minutes from retreat to synthesize for the Student Services Division. The VPSS will write up a division level assessment, relate it to college mission, and finalize the division priority list for budget and personnel requests
9. The VPSS will bring a division level report to a late summer Leadership meeting for review and final approval
10. Division report & goals will be shared with full division at one of the first division meetings for Fall quarter
11. In Fall and Winter, the Student Services Leadership team will use the department and division level assessments to write and submit personnel and budget requests.

## Student Services

### Outcomes & Assessment

---

Student Services will conduct annual assessments at the department and division level. These assessments will inform our Leadership's team goals, drafted at the beginning of Summer quarter, as well as any department or division requests (budget & personnel). We will also link our work to supporting the LWTech Mission.



## Student Services Annual Department Level Assessment Forms

---

*This document should be filled out annually with your teams in advance of the Student Service Leadership summer retreat. Use the most recent data. You are assessing the activity, not the outcome. If one outcome is not applicable to your department, please list N/A.*

**Department:** Student Programs

**Director:** Sheila Walton

**Year:** 2018-19

**Employees** (list all, including turnover): GG Flint, Eric Izaguirre, Audry Bernal, Vikki Korsunskaya

## Broad Outcome: Access

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
Apply for Admission	Be aware of LWTech academic programs & services		
	Inquire about a Program of Study		
	Describe why they want to apply for admission		
	Be aware of admission application process & importance		
	Find/locate admission form		
	Complete admission form		
Register for Classes	Navigate the Website and Catalog		
	Identify Required Classes/Prerequisites		
	Identify their placement and describe implications		
	Identify Success Network		
	Find & Follow Timelines/Dates		
Pay for Classes	Find Tuition/Fees Cost		
	Find Estimated Program Cost		
	Locate Funding Resources	Scholarship Information provided by PTK	4 success candidates
	Be Aware of Funding Options		
	Apply for Funding	Managing all USA scholarship drive	4 successful candidates.

	Assess their Financial Situation & Needs		
	Be Financially Literate		
	Identify Residency Status		
	Identify Enrollment Status		
Declare Major/Program of Study	Describe their career goals		
	Describe their educational goals		
	Identify degree and certificate options		
	Identify & Follow LWTech Processes		
Have Academic Plan on File	Identify Sequence of Classes, loads, outside impacts, and requirements		
	Identify Admissions Requirements		
	Follow Eligibility Guidelines for Special Programs		
	Identify Success Network	NSO includes academic advising planning session	a mechanism to measure success would need to be addressed; doing a plan at NSO, get an academic plan coupon to meet with an advisor, etc.
	Identify Placement and Describe implications		
	Identify Stackable Certificates Along Their Pathway		
Have Success Plan on File	Use Legend Student Success Dashboard		
	Evaluate Support Needs	NSO	Workforce, TRiO, financial aid pass around a needs assessment.
	Compare Support Needs with LWTech Services		
	Recognize Where to Access Support Services		
	Identify Eligibility Guidelines for Special Programs		
	Apply for Relevant Support Services		

## Broad Outcome: **Navigate**

<b>Register for Classes</b>	Use Student Toolbox	Student Toolbox is used during NSO.	Students log on and use student toolbox. A percentage of participants with successful log on attempts could be used for measuring success.
	Properly Identify Program of Study		
	Identify Assigned Advisor & Faculty Advisor		
	Use Online Class Schedule		
	Complete an Academic Plan		
	Be Aware of Registration Timelines	Student Programs sponsored three Academic Advising Information Days (1 per quarter) highlighting how and when to register for classes, how to find an advisor, and how to use the LWTech website during open registration.	Fall = 80 participants, Winter = 150, Spring = 80 Students learned about "Legend", importance of regularly reviewing the career goals with advisors. Students reviewed brochures, asked questions and answer questions from the spinning wheel and learned correct information if answered incorrectly. Knowing success was not tracked. We'll need to add a mechanism to do this.
<b>Follow Academic Plan</b>	Be Aware of Registration Processes		
	Be Aware of Troubleshooting		
	Describe Outside Obligations That Impact Schedule		
	Check In With Assigned or Faculty Advisors to Review or Modify Plan		
	Use Degree Audit to Monitor Progress		
<b>Follow Success Plan</b>	Retrieve Academic Plan		
	Re-Evaluate Needs for Support Services		
	Access and Utilize Legend	NSO	Students navigate into Legend, log-in, guided through software. Baseline measurement of success would be % of participants that log on.
	Utilize Student Email Account	NSO	Students navigate to email log on and are encouraged to log on and check email.

			Baseline measurement of success would be % of participants that log on.
	Apply for All Eligible Certificates Throughout Enrollment		
	Identify & Differentiate Eligibility Requirements		
	Find & Use Updated Eligibility Guidelines		
	Describe Consequences for Not Following Guidelines		
	Assist Student with Maintaining Eligibility (as needed)		
<b>Engage with College Community</b>	Re-Evaluate Support Needs Based on Current Situation		
	Describe Guidelines/Limitations to Support		
	Find Resources to Address Changing Needs	Holiday Helpers	49 students applied for holiday helpee status.
	Identify Campus Life Opportunities	<p>Weekly "Live at the Lake" event schedule is sent to the college community.</p> <p>For each event sponsored by Student Programs posters are printed and located around the physical campus.</p> <p>Social Media was used to highlight upcoming events.</p>	<p>50 email messages were sent to both all campus employees and all enrolled students.</p> <p>On average, 300 posters are printed per quarter. Student Programs held 116 events (duplicated) during the 2018-2019 academic year. Other on-campus events, non-Student Programs, are not included in this count.</p> <p>For activities various social media posts were created which garnered likes. Numbers here represent total likes per ad per platform.  ASG Facebook = 10 / 13 likes for all ads  ASG Twitter = 27 / 109 likes  ASG Instagram = 9 / 143 likes  Campus Life Facebook = 29/47 likes  Campus Life Twitter = 20/14 likes  Campus Life Instagram = 39/772 likes  RISE Facebook = 24 posts / 734 likes</p>
	Engage in Peer Support	Student Programs, via the Associated Student Government, chartered or re-chartered student clubs which engaged in	4 student clubs were originally chartered by ASG this year. 16 were returning clubs. Between the groups 70 on- or off-campus events/activities were sponsored. Thematically,



		community building activities that supported academic achievement.  RISE Center hosted 10 activities focused on peer support; Food for Thought and Affinity Lunches.	events fell into six categories: welcome, meetings, fundraisers, training, socialization, and orientation.  10 events had between 2 and 7 student participants.
	Locate Student Focused Spaces	Student Programs maintains webpage information about student lounges.  RISE Center advertises the Meditation Room online, used by the campus.	Anecdotal evidence received by walking around indicated students regularly used campus spaces.  Summer = 7 student cards issued Fall = 21 Winter = 13 Spring = 9 No tracking is done on how many people used the room. We could do a computer check in with short survey after use.
	Access Student Success Network in Legend		
	Celebrate Milestones	Student Programs planned and implemented 3 Dean's and President's list activities which celebrated students' grade point average accomplishment.     Student Programs planned and implemented one Phi Theta Kappa Induction Ceremony  Attend the Phoenix dinner	Attendance is the key success indicator. Attendance includes the number Instructional Deans, the college president, and students in attendance. Fall = 4 Deans, 1 president, 62 students Spring = 4 Deans, 1 President, 80 students  PTK Ceremony success is measured by attendance numbers. Annual Ceremony held in Spring Quarter = 60 student participants  30 guests (students/family) attended the ceremony.
	Describe Needs/Wants <i>*what is need?</i>	Associated Student Government maintains three suggestion boxes, one online.  ASG holds three ASG day activities to interface with students to help them express their needs. Sometimes includes a survey.  ASG sponsors Presidential Forum activity students can actively ask the president questions.  Holiday Helpers	Suggestions were provided.  Only anecdotal information was collected.  Measure not collected.  Measure above.
	Identify Rights & Responsibilities	Student Programs has rights and responsibilities information listed as a reference for New Student Orientation student participants.	There is no level of success identified for this activity, currently.

## Broad Outcome: Exit

Please map your individual activities based on division outcomes. Please list N/A as needed.

<b>Complete LWTech Credential</b>	Participate in Mandatory Advising Process		
	Follow Graduation Processes & Deadlines	Quarterly graduation workshops occurred, explaining how graduation works. Registration was highlighted.	2 workshops were held. 1 had 21 student attendees, and 1 had 3.
	Pick Catalog Year		
	Use Degree Audit		
	Submit Online Graduation Form		
	Apply for All Eligible Certificates & Degrees		
<b>Celebrate LWTech Credential</b>	Submit Online Commencement Form	The online submission form was edited and made available to students in early 18-19.	383 students registered for commencement using the form. 56 of those were duplicated repeats, leaving 327 unique registrants.
	Participate in Completion Celebration Activities	<p>Commencement was held.</p> <p>Student Programs supported quarterly pinning ceremonies throughout the Health Sciences. This included providing the logistical support for the reception, held after the ceremony.</p> <p>Nursing - 3 Occupational Therapist - 2 Physical Therapist - 1 Medical Assisting - 3 Dental Hygiene - 1 Funeral Education - 1</p>	<p>Staff reports indicate success. The Commencement Ceremony had a high number of participants, even though there were issues with registration. 294 students walked across the stage. Of those, 68 were bachelor level students. 68 of the 327 unique registrants did not attend the ceremony. Overall, participating graduates in the ceremony accounted for 24% of students applying to graduate (not indicating completion). This participation number is slightly higher than usual.</p> <p>Currently, attendance and staff reports are measures for activity success. All graduating students within the program attended their pinning ceremony, as reported by faculty.</p>
<b>Engaged in Employment or Additional Education</b>	Apply Job Search Skills		
	Identify On-Campus & Off Campus Resources		
	Identify Steps for Transfer		
	Identify Funding for Additional Education		

	Complete Steps for Industry Licensing and Certification		
	Use LWTech Online Job Board		

## Analysis:

### 1. Based on the mapping above, what gaps are present for your Department?

That there are a lot of other things we're doing that are not included in this assessment. So, the assessment doesn't really match the things we do. Also, we'll need to address how we measure success, which is a really difficult measure for our work. I think we should talk about what success can mean and also identify what need is. What is considered an activity?

### 2. What interventions would resolve these gaps? Please prioritize this list.

Talking about what we are measuring and whether it should be consistent across the board, from dept. to dept.

Adding an indicator under engage with college community why do we do activities – to offer out of class experiences to align and accentuate in-class learning, or about college learning. Doing the events would be success if a student learned something at the event.

what should students learn by engaging with campus activities – that they learned something.

### 3. What activities is your department engaged in that don't map to division outcomes? Please either propose additional outcomes that match to these activities or justify retaining these activities without an associated outcome.

Advising ASG

Student leadership development; student employee development

Student leadership training

Many NSO components

PTK student group leadership

Calculator Rental Program

Budget Development

Exploration/application of student identity through campus life opportunities; seeing yourself in the surrounding community – representation, access

Programs activities they need to be a whole person while on campus -

RISE lending library

DEN program

Window design

Managing the allied health copier

Managing all purchasing

### 4. Please list your draft goals for the upcoming year.

SP – Reflect on campus programming and adjust to fit within this model or its evolved form.

SP – Surface technical honor society membership for students

SP – Redesign commencement processes

SP – Realign department tasks to fit job categories, availability, time, effort

SP – do all the other stuff

- 5. Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget and/or personnel requests, student activities fee, student tech fee.**

All the usual budget requests.

# Student Services Outcomes & Assessment

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## **Purpose**

The purpose of completing these assessments is to align the Student Services division with the college mission, ensure we are actively working on our goals, and creating a documented history of how and why things were done. Not only is assessment crucial for accreditation, but it keeps our work from becoming ineffective over time by helping us to address gaps and issues and adjust quickly. Building these checks and balances will also assist us with onboarding new staff members. Fundamentally, this is the work we know is right for the students of LWTech.

## **Instructions**

1. Each department Director will determine whether they will complete a) 1 document encompassing their full department, or b) 1 document for each area within their department. It is encouraged for Directors to complete these assessments for their department alongside their team for well-rounded input
2. In the Fall, Winter, and early Spring quarters, begin collecting data (qualitative, quantitative, and anecdotal are all acceptable)
  - a. Some examples of data to look at would be: surveys, attendance, student stories, tracking data via Legend, SENSE data, persistence reports, state reports, applications, yield rates, etc.
3. In Spring quarter, Directors and their staff begin writing up the department level assessment. Talk through the work and activities you've done over the past few quarters to complete the Department level document in all three areas (Access, Navigate, and Exit). For each outcome, list activities that teach to each outcome. If a specific area does not apply to your department, simply list N/A
4. For each activity listed, the last column should show how you assess if this activity was successful
5. Department level assessments should be completed by the end of Spring and brought with you to the Student Services Leadership annual retreat, which happens at the beginning of summer quarter (early July)
6. Department level assessments and discussion will inform our Student Services annual goals created at Retreat
7. Retreat discussion will include building a priority list for budget & personnel requests for the full division
8. After discussion at the retreat, the Vice President of Student Services will gather all department level assessments plus minutes from retreat to synthesize for the Student Services Division. The VPSS will write up a division level assessment, relate it to college mission, and finalize the division priority list for budget and personnel requests
9. The VPSS will bring a division level report to a late summer Leadership meeting for review and final approval
10. Division report & goals will be shared with full division at one of the first division meetings for Fall quarter
11. In Fall and Winter, the Student Services Leadership team will use the department and division level assessments to write and submit personnel and budget requests.

# Student Services

## Outcomes & Assessment

Student Services will conduct annual assessments at the department and division level. These assessments will inform our Leadership's team goals, drafted at the beginning of Summer quarter, as well as any department or division requests (budget & personnel). We will also link our work to supporting the LWTech Mission.



## Student Services Annual Department Level Assessment Forms

*This document should be filled out annually with your teams in advance of the Student Service Leadership summer retreat. Use the most recent data. You are assessing the activity, not the outcome. If one outcome is not applicable to your department, please list N/A.*

**Department:** Choose Department

**Director:** Click or tap here to enter text.

**Year:** Choose an item.

**Employees** (list all, including turnover): Click or tap here to enter text.

### Broad Outcome: Access

*Please map your individual activities based on division outcomes. Please list N/A as needed.*

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
Apply for Admission	Be aware of LWTech programs & services	N/A	N/A
	Inquire about a Program of Study	N/A	N/A
	Describe why they want to apply for admission	N/A	N/A
	Be aware of admission application process & importance	<ol style="list-style-type: none"> <li>Nursing Info Sessions</li> <li>BAS Info Sessions</li> <li>One on One Meetings</li> </ol> <p>(Does this activity serve all students or specialty pops)  <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>1A. Attendance data reveals: 220 students registered for these session Feb 2019-now, this indicates the sessions are popular and attendance is increasing over time.</p> <p>1B. Wait time for Health Sciences Advisor reveals: current data as provided by front desk staff is that average wait time is 4 to 6 weeks. This is longer than any other advisor in the department.</p> <p>2A. Qualitative measure about advisor perception of student preparation: Advisors report students who attend BAS info session are more prepared for advising sessions (including bringing appropriate documentation like transcripts) which reduces number of appointments needed.</p>



			<p>3A. No data at this time</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Continuing to offer the group sessions for nursing.</li> <li>Additional staffing may be needed for advising Health Science students</li> <li>Implement a survey system to collect student feedback on their experience</li> </ul>
	Find/locate admission form	<p>1. <i>Nursing Info Sessions</i></p> <p>2. <i>BAS Info Sessions</i></p> <p>3. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>No data at this time</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on Info Sessions</li> </ul>
	Complete admission form	<p>1. <i>Nursing Info Sessions</i></p> <p>2. <i>BAS Info Sessions</i></p> <p>3. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>No data at this time</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Update coding in Hobsons to easily compare the names of students who come for advising either in person or by info session to the students admitted to a program</li> </ul>
Register for Classes	Navigate the Website and Catalog	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Percent of students registering online reveals: Summer 2019 47.6% of students registered online, this baseline data indicates that an opportunity for increasing understanding of online registration and improving efficiency</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience; use a question specific to web navigation</li> </ul>
	Identify Required Classes/Prerequisites	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Future Data Point: percent students have ed plans uploaded in legend. No data at this time</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement degree planner</li> </ul>

			<ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience; use a question specific to degree planning</li> </ul>
	Identify their placement and describe implications	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Specialty Pops</p>	<p>Future Data Point: percent students have ed plans uploaded in legend. No data at this time</p> <p>The % of students who have a success plan in legend reveals: In 2018-19, 80 students had a success plan (approximately 3% of new students) this data indicates success plan use is still emerging</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement degree planner</li> <li>Improve focus on providing success plans to students as part of advising process</li> <li>Implement a survey system to collect student feedback on their experience; use a question specific to degree planning</li> </ul>
	Identify Success Network	<p>1. <i>New Student Orientation</i></p> <p>2. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Specialty Pops</p>	<p>CCSSE – 12 – 2018 data show that at least 50% of students have used academic advising, financial aid advising, computer lab, and library.</p> <p>Fewer than 50% of students report accessing career counseling, job placement, tutoring, student organizations, transfer planning, DSS, and vet services. All of these were noted as very important or important to well over 50% of students.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on NSO</li> <li>Provide more referrals to tutoring, student activities, and career services.</li> </ul>
	Find & Follow Timelines/Dates	<p>1. <i>New Student Orientation</i></p> <p>2. <i>Communication plans with students</i></p> <p>3. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p>	<p>Data from when students register for classes at the college from SMS. Currently college data not available for all college (only program specific)</p>

		<input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>CCSSE – 13 – 2018 data show that 89% of students report registering for class before class began.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Update to data dashboard to be for all college</li> </ul>
Pay for Classes	Find Tuition/Fees Cost	<ol style="list-style-type: none"> <li>One on One Meetings</li> <li>Nursing Info Sessions</li> <li>BAS Info Sessions</li> </ol> <p>(Does this activity serve all students or specialty pops)</p> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>CCSSE – 9f – 2018 data show that 56% of students believe the college emphasizes quite a bit or very much providing financial support.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience; use a question specific to tuition</li> </ul>
	Find Estimated Program Cost	<ol style="list-style-type: none"> <li>One on One Meetings</li> <li>Nursing Info Sessions</li> <li>BAS Info Sessions</li> </ol> <p>(Does this activity serve all students or specialty pops)</p> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>CCSSE – 9f – 2018 data show that 56% of students believe the college emphasizes quite a bit or very much providing financial support.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience; use a question specific to program costs</li> </ul>
	Locate Funding Resources	<ol style="list-style-type: none"> <li>WFD Survey at front desk</li> <li>One on One Meetings</li> </ol> <p>(Does this activity serve all students or specialty pops)</p> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>Legend report on how many students are referred to WFD reveals: 22 in Spring 2019.</p> <p>CCSSE – 9f – 2018 data show that 56% of students believe the college emphasizes quite a bit or very much providing financial support.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Code WFD surveys in some way to know how many surveys get back to WFD from student development</li> </ul>
	Be Aware of Funding Options	<ol style="list-style-type: none"> <li>WFD Survey at Front Desk</li> <li>One on One Meetings</li> </ol> <p>(Does this activity serve all students or specialty pops)</p> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>Legend report on how many students are referred to WFD reveals: 22 in Spring 2019.</p> <p>CCSSE – 9f – 2018 data show that 56% of students believe the college emphasizes quite a bit or very much providing financial support.</p>

			<p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Code WFD surveys in some way to know how many surveys get back to WFD from student development</li> </ul>
	Apply for Funding	N/A – referral to other resource	N/A
	Assess their Financial Situation & Needs	N/A – referral to other resource	N/A
	Be Financially Literate	N/A – referral to other resource	This may be a gap due to the legislation that it is a required element of NSO
	Identify Residency Status	N/A – referral to other resource	N/A
	Identify Enrollment Status	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Data not available; this is not consistently done.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Add enrollment status to the advising checklist to go over with students</li> </ul>
Declare Major/Program of Study	Describe their career goals	<p>1. <i>One on One Meetings</i></p> <p>2. Nursing Info Sessions</p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>CCSSE – 11h &amp; 11i – 2018 data show that 72% of students say their experience at the college quite a bit or very much helped them to develop career goals. 67% of students say their experience at the college quite a bit or very much helped them to gain information about career opportunities.</p> <p>SDS staff believe this seems like a strength but the data do not indicate if this is based on time with faculty on with an advisor so more information may be needed.</p> <p>CCSSE – 4l – 2018 data show that 43% of students often or very often talk with an instructor or advisor about career plans. SDS staff believe this could be an area for improvement.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Add item about career goals to the advising checklist to go over with students</li> <li>Implement a survey system to collect student feedback on their experience; use a question about career goals</li> </ul>
	Describe their educational goals	<p>1. <i>One on One Meetings</i></p> <p>2. Nursing Info Sessions</p>	Data not available; this is not consistently done.

		<p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Add describe educational goals to the advising checklist to go over with students</li> <li>• Implement a survey system to collect student feedback on their experience</li> </ul>
	Identify degree and certificate options	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Data not available; this is not consistently done.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Add identify all cert options to the advising checklist to go over with students</li> <li>• Implement a survey system to collect student feedback on their experience</li> </ul>
	Identify & Follow LWTech Processes	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>1A – review of program changes submitted at beginning of the quarter reveals: There were 82 program change forms submitted in the month of June.</p> <p>1B – review of %/# of students who are coded as undecided reveals: winter 2019 -- 2.76%, 3.16 % spring 2019 - since this is a small percentage of our students this may not be a priority for immediate intervention; we should think about how to connect with these students since they would not be on a case load.</p>
Have Academic Plan on File	Identify Sequence of Classes, loads, outside impacts, and requirements	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Future Data Point: percent students have ed plans uploaded in legend. No data at this time</p> <p>CCSSE – 20 – 2018 data show that 70% of students report filling out an academic plan before the end of the first quarter.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Implement degree planner</li> <li>• Implement a survey system to collect student feedback on their experience; use a question specific to degree planning</li> </ul>

	Identify Admissions Requirements	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Future Data Point: percent students have ed plans uploaded in legend. No data at this time</p> <p>CCSSE – 20 – 2018 data show that 70% of students report filling out an academic plan before the end of the first quarter.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Implement degree planner</li> <li>• Implement a survey system to collect student feedback on their experience; use a question specific to degree planning</li> </ul>
	Follow Eligibility Guidelines for Special Programs	N/A	N/A
	Identify Success Network	<p>1. <i>New Student Orientation</i></p> <p>2. <i>One on one meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>CCSSE – 12 – 2018 data show that at least 50% of students have used academic advising, financial aid advising, computer lab, and library.</p> <p>Fewer than 50% of students report accessing career counseling, job placement, tutoring, student organizations, transfer planning, DSS, and vet services. All of these were noted as very important or important to well over 50% of students.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Implement a survey system to collect student feedback on NSO</li> <li>• Provide more referrals to tutoring, student activities, and career services.</li> </ul>
	Identify Placement and Describe implications	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Future Data Point: percent students have ed plans uploaded in legend. No data at this time</p> <p>CCSSE – 20 – 2018 data show that 70% of students report filling out an academic plan before the end of the first quarter.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Implement degree planner</li> <li>• Implement a survey system to collect student feedback on their experience; use a</li> </ul>

			question specific to degree planning
	Identify Stackable Certificates Along Their Pathway	<p>1. <i>One on One Meetings</i></p> <p>2. <i>Upload plans into LEGEND</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Future Data Point: percent students have ed plans uploaded in legend. No data at this time</p> <p>CCSSE – 20 – 2018 data show that 70% of students report filling out an academic plan before the end of the first quarter.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Implement degree planner</li> <li>• Implement a survey system to collect student feedback on their experience; use a question specific to degree planning</li> </ul>
Have Success Plan on File	Use Legend Student Success Dashboard	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	N/A
	Evaluate Support Needs	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>The % of students who have a success plan in legend reveals: In 2018-19, 80 students had a success plan (approximately 3% of new students) this data indicates success plan use is still emerging</p> <p>CCSSE – 12 – 2018 data show that at least 50% of students have used academic advising, financial aid advising, computer lab, and library.</p> <p>Fewer than 50% of students report accessing career counseling, job placement, tutoring, student organizations, transfer planning, DSS, and vet services. All of these were noted as very important or important to well over 50% of students.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Improve focus on providing success plans to students as part of advising process</li> <li>• Implement a survey system to collect student feedback on their experience; use a question specific to degree planning</li> </ul>

			<ul style="list-style-type: none"> <li>• Provide more referrals to tutoring, student activities, and career services.</li> </ul>
	Compare Support Needs with LWTech Services	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Specialty Pops</p>	<p>The % of students who have a success plan in legend reveals: In 2018-19, 80 students had a success plan (approximately 3% of new students) this data indicates success plan use is still emerging</p> <p>CCSSE – 12 – 2018 data show that at least 50% of students have used academic advising, financial aid advising, computer lab, and library.</p> <p>Fewer than 50% of students report accessing career counseling, job placement, tutoring, student organizations, transfer planning, DSS, and vet services. All of these were noted as very important or important to well over 50% of students.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Improve focus on providing success plans to students as part of advising process</li> <li>• Implement a survey system to collect student feedback on their experience; use a question specific to degree planning</li> <li>• Provide more referrals to tutoring, student activities, and career services.</li> </ul>
	Recognize Where to Access Support Services	<p>1. <i>One on One Meetings</i></p> <p>2. <i>New Student Orientation</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Specialty Pops</p>	<p>The % of students who have a success plan in legend reveals: In 2018-19, 80 students had a success plan (approximately 3% of new students) this data indicates success plan use is still emerging</p> <p>CCSSE – 12 – 2018 data show that at least 50% of students have used academic advising, financial aid advising, computer lab, and library.</p> <p>Fewer than 50% of students report accessing career counseling, job placement, tutoring, student organizations, transfer planning, DSS, and vet services. All of these were noted as very important or important to well over 50% of students.</p>



			<p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Improve focus on providing success plans to students as part of advising process</li> <li>• Implement a survey system to collect student feedback on their experience; use a question specific to degree planning</li> <li>• Provide more referrals to tutoring, student activities, and career services.</li> </ul>
	Identify Eligibility Guidelines for Special Programs	N/A – referral to other resource	N/A
	Apply for Relevant Support Services	N/A – referral to other resource	N/A

## Broad Outcome: **Navigate**

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Register for Classes</b>	Use Student Toolbox	<ol style="list-style-type: none"> <li><i>New Student Orientation</i></li> <li><i>One on One Meeting</i></li> </ol> <p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Specialty Pops</p>	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience</li> </ul>
	Properly Identify Program of Study	<ol style="list-style-type: none"> <li><i>One on One Meetings</i></li> </ol> <p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Specialty Pops</p>	<p>Review of program changes submitted at beginning of the quarter reveals: 82 change of program forms were submitted in June 2019 alone.</p> <p>Review of %/# of students who are coded as undecided reveals: 2.76% winter 2019, 3.16 % spring 2019 since this is a small percentage of our student this may not be a priority for immediate intervention; we should think about how to connect with these students since they would not be on a case load.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>None at this time</li> </ul>
	Identify Assigned Advisor & Faculty Advisor	<ol style="list-style-type: none"> <li><i>One on One Meetings</i></li> <li><i>New Student Orientation</i></li> </ol> <p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Specialty Pops</p>	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience</li> <li>Explore changing practice to do a faculty referral in Legend at the end of each advising session</li> </ul>
	Use Online Class Schedule	<ol style="list-style-type: none"> <li><i>One on One Meetings</i></li> </ol> <p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Specialty Pops</p>	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p>

			<ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience</li> </ul>
	Complete an Academic Plan	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Future Data Point: percent students have ed plans uploaded in legend. No data at this time</p> <p>CCSSE – 20 – 2018 data show that 70% of students report filling out an academic plan before the end of the first quarter.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement degree planner</li> <li>Implement a survey system to collect student feedback on their experience; use a question specific to degree planning</li> </ul>
	Be Aware of Registration Timelines	<p>1. <i>One on One Meetings</i></p> <p>2. <i>New Student Orientation</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Data from when students register for classes at the college from SMS. Currently college data not available for all college (only program specific)</p> <p>CCSSE – 13 – 2018 data show that 89% of students report registering for class before class began.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Update to data dashboard to be for all college</li> </ul>
Follow Academic Plan	Be Aware of Registration Processes	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Data from when students register for classes at the college from SMS. Currently college data not available for all college (only program specific)</p> <p>CCSSE – 13 – 2018 data show that 89% of students report registering for class before class began.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Update to data dashboard to be for all college</li> </ul>
	Be Aware of Troubleshooting	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Future Data Point: percent students who are flagged as not following academic plan</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement degree planner</li> </ul>

			<ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience; use a question specific to degree planning</li> </ul>
	Describe Outside Obligations That Impact Schedule	1. <i>One on One Meetings</i> <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>CCSSE – 9d – 2018 data show that only 34 % of students report the college emphasizes quite a bit or very much helping them cope with non-academic responsibilities.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Add a check-in about outside obligations to the communication plan</li> </ul>
	Check In With Assigned or Faculty Advisors to Review or Modify Plan	1. <i>One on One Meetings</i> <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>Data from when students register for classes at the college from SMS. Currently college data not available for all college (only program specific)</p> <p>CCSSE – 12.1a – 2018 data show that 18% of students report meeting with their advisor 5 or more times.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Update to data dashboard to be for all college</li> </ul>
	Use Degree Audit to Monitor Progress	1. <i>One on One Meetings</i> 2. <i>New Student Orientation</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience</li> </ul>
<b>Follow Success Plan</b>	Retrieve Academic Plan	N/A	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement Degree Planner</li> </ul>
	Re-Evaluate Needs for Support Services	1. <i>Emails in response to flags</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>CCSSE – 9b – 2018 data show that 62% of students report the college emphasizes quite a bit or very much providing the support needed to help you succeed at this college.</p> <p>CCSSE – 9f – 2018 data show that 56% of students report the college emphasizes quite a bit or very much providing the financial support needed to afford your education.</p>

			<p>Data not available from legend; this is not consistently done.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Add “review of support services” to legend speed notes</li> </ul>
	Access and Utilize Legend	<p>1. <i>One on One Meetings</i> 2. <i>New Student Orientation</i></p> <p><i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>% of students accessing legend reveals: 562 (18/19 academic year), profiles created and updated (~25% of degree seeking students, headcount).</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Encourage student use of LEGEND</li> </ul>
	Utilize Student Email Account	<p>1. <i>New Student Orientation</i></p> <p><i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience</li> </ul>
	Apply for All Eligible Certificates Throughout Enrollment	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Add “apply for all eligible certs” to legend speed notes</li> </ul>
	Identify & Differentiate Eligibility Requirements	N/A – referral to other resource	N/A
	Find & Use Updated Eligibility Guidelines	N/A – referral to other resource	N/A
	Describe Consequences for Not Following Guidelines	N/A – referral to other resource	N/A
	Assist Student with Maintaining Eligibility (as needed)	N/A – referral to other resource	N/A
Engage with College Community	Re-Evaluate Support Needs Based on Current Situation	<p>1. <i>Emails in response to flags</i></p> <p><i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>CCSSE – 9b – 2018 data show that 62% of students report the college emphasizes quite a bit or very much providing the support needed to help you succeed at this college.</p> <p>CCSSE – 9f – 2018 data show that 56% of students report the college emphasizes quite a bit or very much providing the financial support needed to afford your education.</p> <p>Data not available from legend; this is not consistently done.</p>

			<p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Add “review of support services” to legend speed notes</li> </ul>
	Describe Guidelines/Limitations to Support	N/A – referral to other resource	N/A
	Find Resources to Address Changing Needs	<p>1. <i>One on One Meetings</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>CCSSE – 9b – 2018 data show that 62% of students report the college emphasizes quite a bit or very much providing the support needed to help you succeed at this college.</p> <p>CCSSE – 9f – 2018 data show that 56% of students report the college emphasizes quite a bit or very much providing the financial support needed to afford your education.</p> <p>Data not available from legend; this is not consistently done.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Add “review of support services” to legend speed notes</li> </ul>
	Identify Campus Life Opportunities	N/A	N/A
	Engage in Peer Support	<p>1. <i>One on One Meetings</i></p> <p>2. <i>New Student Orientation</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>CCSSE – 9e – 2018 data show that 40% of students report the college emphasizes quite a bit or very much providing the support needed to thrive socially.</p> <p>CCSSE – 10c – 2018 data show that 80% of students report they spend no hours participating in college-sponsored activities.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Add RISE and ASG to referrals in Legend</li> </ul>
	Locate Student Focused Spaces	<p>1. <i>New Student Orientation</i></p> <p><i>(Does this activity serve all students or specialty pops)</i></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Implement a survey system to collect student feedback on NSO</li> </ul>
	Access Student Success Network in Legend	<p>1. <i>One on One Meetings</i></p> <p>2. <i>New Student Orientation</i></p>	CCSSE – 12 – 2018 data show that at least 50% of students have used

		<p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>academic advising, financial aid advising, computer lab, and library.</p> <p>Fewer than 50% of students report accessing career counseling, job placement, tutoring, student organizations, transfer planning, DSS, and vet services. All of these were noted as very important or important to well over 50% of students.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Implement a survey system to collect student feedback on NSO</li> <li>• Provide more referrals to tutoring, student activities, and career services.</li> </ul>
	Celebrate Milestones	<p>1. <i>One on One Meetings</i>  2. <i>Emails</i></p> <p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Implement a survey system to collect student feedback on their experience</li> </ul>
	Describe Needs/Wants	<p>1. <i>DSS</i></p> <p><i>(Does this activity serve all students or specialty pops)</i>  <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Implement a survey system to collect faculty feedback on percent/number of student who talk with them about accommodations in advance</li> </ul>
	Identify Rights & Responsibilities	<p>1. <i>One on One Meetings for DSS specific issues</i></p> <p><i>(Does this activity serve all students or specialty pops)</i>  <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>• Identify when and how to add this information into NSO for the broader population</li> </ul>

## Broad Outcome: **Exit**

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Complete LWTech Credential</b>	Participate in Collaborative Advising Process	1. <i>Complete 1<sup>st</sup> quarter Success Plan</i> 2. <i>One on one meetings</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>The % of students who have a success plan in legend reveals: In 2018-19, 80 students had a success plan (approximately 3% of new students) this data indicates success plan use is still emerging</p> <p>CCSSE – 12a – 2018 data show that at least 86% of students have used academic advising at least 1 time; 96% of students report being somewhat or very satisfied with the advising experience.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Improve focus on providing success plans to students as part of advising process</li> <li>Implement a survey system to collect student feedback on their experience; use a question specific to collaborative advising</li> </ul>
	Follow Graduation Processes & Deadlines	1. <i>One on One Meetings</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>% of students applying for graduation on time reveals: data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience</li> </ul>
	Pick Catalog Year	1. <i>One on One Meetings</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	<p>Data not available.</p> <p>The team makes the following recommendations based on the data:</p> <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience</li> </ul>
	Use Degree Audit	1. <i>One on One Meetings</i>	Data not available.



		<i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	The team makes the following recommendations based on the data: <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience</li> </ul>
	Submit Online Graduation Form	1. <i>One on One Meetings</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	% of students applying for graduation on time: DATA NOT AVAILABLE  The team makes the following recommendations based on the data: <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience</li> </ul>
	Apply for All Eligible Certificates & Degrees	1. <i>One on One Meetings</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	Data not available.  The team makes the following recommendations based on the data: <ul style="list-style-type: none"> <li>Add “apply for all eligible certs” to legend speed notes</li> </ul>
<b>Celebrate LWTech Credential</b>	Submit Online Commencement Form	1. <i>One on One Meetings</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	Data not available  The team makes the following recommendations based on the data: <ul style="list-style-type: none"> <li>Add “apply for all eligible certs” to legend speed notes</li> </ul>
	Participate in Completion Celebration Activities	1. <i>One on One Meetings</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	294 students participated in commencement in 2019.  The team makes the following recommendations based on the data: <ul style="list-style-type: none"> <li>Thoughtful communication to students encouraging their attendance at commencement at Advising appointments.</li> </ul>
<b>Engage in Employment or Additional Education</b>	Apply Job Search Skills	N/A – referral to other resource	N/A
	Identify On-Campus & Off Campus Resources	1. <i>One on One Meetings</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	Data not available.  The team makes the following recommendations based on the data: <ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience</li> </ul>
	Identify Steps for Transfer	1. <i>One on One Meetings</i>  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	CCSSE – 12j – 2018 data show that only 30% of students have used transfer advising at least 1 time; 85% of students report being somewhat or very satisfied with the transfer advising experience.  The team makes the following recommendations based on the data:

			<ul style="list-style-type: none"> <li>Implement a survey system to collect student feedback on their experience; use a question specific to transfer planning</li> <li>Add “transfer advising” to speed notes in LEGEND.</li> </ul>
	Identify Funding for Additional Education	1. <i>One on One Meetings</i> <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	CCSSE – 9f – 2018 data show that 56% of students believe the college emphasizes quite a bit or very much providing financial support.  The team makes the following recommendations based on the data: <ul style="list-style-type: none"> <li>None at this time</li> </ul>
	Complete Steps for Industry Licensing and Certification	N/A – referral to other resource	N/A
	Use LWTech Online Job Board	N/A – referral to other resource	N/A

## Analysis:

1. Based on the mapping above, what gaps are present for your Department?  
Assessment of Advising Services, Assessment of New Student Orientation, Degree Planning/Academic Plans, Legend Success Plans/Advising Checklist for appointments, Referrals to resources
2. What interventions would resolve these gaps? Please prioritize this list.
  1. Create an assessment survey of Advising Services – We need to implement a survey to students after utilizing our services to ensure they are satisfied with the services and gaining the insight/assistance they need. This will help us improve services as well.
  2. Update/change Legend Student Success Plan (meeting with a student checklist) to ensure all advisors are meeting the division outcomes and engaging in best practices
  3. Collaborate with Student Life to create an assessment survey of New Student Orientation – We need to implement a post-event survey of the New Student Orientation to ensure students are having a positive experience and learning about the services/information that will help them succeed at LWTech. NSO is still fairly new in its most recent form, we need additional student input to improve this program.
  4. Provide training on referral function in Legend to staff & provide additional information/training to staff on resources
  5. Implementation of Starfish Degree Planner software
3. What activities is your department engaged in that don't map to division outcomes? Please either propose additional outcomes that match to these activities or justify retaining these activities without an associated outcome.  
Counseling Services are not represented in this outcomes assessment, but are a vital resource that we feel should be prioritized
4. Please list your draft goals for the upcoming year.
  1. Continue to implement and improve CAM campus wide
  2. Continue to implement and improve NSO, launch an online NSO option
  3. Improve services/wait times for health students (look into: hiring additional staff, group advising, workshops, etc)
  4. Seek funding opportunities for counseling services on campus
  5. Seek additional staffing or cross-training opportunities for DSS services
  6. Further implement Legend and increase usage amongst staff and students
  7. Complete tasks in analysis question 2 above.
5. Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget and/or personnel requests, student activities fee, student tech fee.

Continued funding of Legend and Degree Planner

Additional Student Navigator position to assist with healthcare related advising and/or DSS

On-campus Counseling services

# Student Services Outcomes & Assessment

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## **Purpose**

The purpose of completing these assessments is to align the Student Services division with the college mission, ensure we are actively working on our goals, and creating a documented history of how and why things were done. Not only is assessment crucial for accreditation, but it keeps our work from becoming ineffective over time by helping us to address gaps and issues and adjust quickly. Building these checks and balances will also assist us with onboarding new staff members. Fundamentally, this is the work we know is right for the students of LWTech.

## **Instructions**

1. Each department Director will determine whether they will complete a) 1 document encompassing their full department, or b) 1 document for each area within their department. It is encouraged for Directors to complete these assessments for their department alongside their team for well-rounded input
2. In the Fall, Winter, and early Spring quarters, begin collecting data (qualitative, quantitative, and anecdotal are all acceptable)
  - a. Some examples of data to look at would be: surveys, attendance, student stories, tracking data via Legend, SENSE data, persistence reports, state reports, applications, yield rates, etc.
3. In Spring quarter, Directors and their staff begin writing up the department level assessment. Talk through the work and activities you've done over the past few quarters to complete the Department level document in all three areas (Access, Navigate, and Exit). For each outcome, list activities that teach to each outcome. If a specific area does not apply to your department, simply list N/A
4. For each activity listed, the last column should show how you assess if this activity was successful
5. Department level assessments should be completed by the end of Spring and brought with you to the Student Services Leadership annual retreat, which happens at the beginning of summer quarter (early July)
6. Department level assessments and discussion will inform our Student Services annual goals created at Retreat
7. Retreat discussion will include building a priority list for budget & personnel requests for the full division
8. After discussion at the retreat, the Vice President of Student Services will gather all department level assessments plus minutes from retreat to synthesize for the Student Services Division. The VPSS will write up a division level assessment, relate it to college mission, and finalize the division priority list for budget and personnel requests
9. The VPSS will bring a division level report to a late summer Leadership meeting for review and final approval
10. Division report & goals will be shared with full division at one of the first division meetings for Fall quarter
11. In Fall and Winter, the Student Services Leadership team will use the department and division level assessments to write and submit personnel and budget requests.

# Student Services

## Outcomes & Assessment

Student Services will conduct annual assessments at the department and division level. These assessments will inform our Leadership's team goals, drafted at the beginning of Summer quarter, as well as any department or division requests (budget & personnel). We will also link our work to supporting the LWTech Mission.



## Student Services Annual Department Level Assessment Forms

*This document should be filled out annually with your teams in advance of the Student Service Leadership summer retreat. Use the most recent data. You are assessing the activity, not the outcome. If one outcome is not applicable to your department, please list N/A.*

**Department:** TRiO

**Director:** Erin Smith

**Year:** 2018-19

**Employees** (list all, including turnover): Erin Smith, Tien Do, Lisa Anderson, Asma Abdulrahman, Cara Henry (Patricia Hunter, Edmundo Montoya – no longer employed)

### Broad Outcome: **Access**

*Please map your individual activities based on division outcomes. Please list N/A as needed.*

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
Apply for Admission	Be aware of LWTech programs & services	1. <i>Open House Tabling</i> <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops  2. Northshore School District Parent Night Tabling <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops  3. LWSD Panel of Postsecondary Schools <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1A. We haven't collected individual numbers of students visiting our table during Open House. This is a goal for next year. We have a goal to try to determine yield rate – how many students who complete an eligibility apply for TRiO.  2A. Northshore feedback that our visit was successful. Ask TRiO to return annually. This evening primarily has students with IEPs who are interested in LWTech programs. Collecting table visits is a goal for next year  3A. School district feedback that our visit was successful. Ask TRiO to return annually.
	Inquire about a Program of Study	1. <i>Open House Tabling</i> <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops  2. Northshore School District Parent Night Tabling <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1A. We haven't collected individual numbers of students visiting our table during Open House. This is a goal for next year. We have a goal to try to determine yield rate – how many students who complete an eligibility apply for TRiO.

		3. LWSD Panel of Postsecondary Schools <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	2A. Northshore feedback that our visit was successful. Ask TRiO to return annually. This evening primarily has students with IEPs who are interested in LWTech programs. Collecting table visits is a goal for next year  3A. School district feedback that our visit was successful. Ask TRiO to return annually.
	Describe why they want to apply for admission	N/A	N/A
	Be aware of admission application process & importance	N/A	N/A
	Find/locate admission form	N/A	N/A
	Complete admission form	N/A	N/A
Register for Classes	Navigate the Website and Catalog	1. <i>Demonstrate how to access Student Toolbox and Class Schedule</i> <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Have student access online resources with an advisor there to guide as needed. Student demonstrates understanding.
	Identify Required Classes/Prerequisites	1. <i>Show students how to access degree audit and their program planning page</i> <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Students tell us they now know where to find their degree audit. <ul style="list-style-type: none"> <li>We also find many students in TRiO prefer to ask an advisor for support in finding resources online even if they know how to find it themselves. This is often due to students wanting to “make sure they do it right.”</li> </ul>
	Identify their placement and describe implications	N/A	N/A
	Identify Success Network	1. Discuss on-campus resources with students (i.e. TRiO Advisors, Faculty Advisor, DSS, WFD) <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops 2. <i>Present at New Student Orientation on TRiO and The Learning Lab</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	1. Students demonstrate understanding of success networks by reaching out to the correct on-campus resource. Ongoing assessment anecdotally tells us that students who don’t understand what resource to use, generally return to TRiO anyway to ask for help. 2. Students from NSO come to TRiO after the orientation and ask to complete an eligibility and application. These students then return for their entry interview to join TRiO. 2. Anecdotally, students come to The Learning Lab and disclose that they learned about us via the NSO. Learning Lab student satisfaction survey – question asks how students learned about The Learning Lab
	Find & Follow Timelines/Dates	1. TRiO Canvas Course Calendar – all TRiO participants are enrolled in a Canvas course specific to TRiO. We have a	1. Canvas allows tracking of sign-ins and usage statistics. We haven’t set a benchmark for usage statistics. Anecdotally, students tell us they see



		<p>course calendar with important timelines and events</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. TRiO Advisors developed a timeline with template email/texts/Legend messages for important dates/reminders to send to students. These include reminders about advising, registration, tutoring, graduation, etc.</p>	<p>the announcements and they are helpful.</p> <p>2. This is a new effort at standardizing when messages are sent to students. We don't have any data yet. We will revisit this data point after Fall quarter.</p>
Pay for Classes	Find Tuition/Fees Cost	<p>1. Complete Cost Planning academic planning spreadsheet for new L&amp;I students starting next quarter</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Provide new student with a copy of the cost planning spreadsheet showing overall cost of attendance</p>
	Find Estimated Program Cost	<p>1. Complete Cost Planning academic planning spreadsheet for new L&amp;I students starting next quarter</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Provide new student with a copy of the cost planning spreadsheet showing overall cost of attendance. Need to measure students who enroll for next quarter after receiving cost planning spreadsheet from TRiO advisor</p>
	Locate Funding Resources	<p>1. Refer students to WFD, DVR, FAFSA, scholarships. Provide information on each funding source via email, Canvas, and handouts</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. <i>Scholarship appointment – individual appointment with TRiO advisor to help locate scholarships</i></p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. No current measurement other than students informing us they signed up for alternate funding sources and/or received scholarships. Referrals to WFD using Legend.</p> <p>2. Students walk through how to find the scholarship website (LWTech), Foundation scholarships, and Washboard.org</p>
	Be Aware of Funding Options	<p>1. Refer students to WFD, DVR, FAFSA, scholarships. Provide information on each funding source via email, Canvas, and handouts</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. <i>Scholarship appointment – individual appointment with TRiO advisor to help locate scholarships</i></p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. No current measurement other than students informing us they signed up for alternate funding sources and/or received scholarships. Referrals to WFD using Legend. Starting summer, we will have read only access to FAM and will be able to track TRiO participants who have/have not completed FAFSA</p> <p>2. Students walk through how to find the scholarship website (LWTech), Foundation scholarships, and Washboard.org</p>
	Apply for Funding	<p>1. FAFSA appointment – individual appointment to help students apply for FAFSA</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. <i>Scholarship appointment – individual appointment with TRiO advisor to assist students in applying for scholarships</i></p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Students complete FAFSA with advisor. Once students receive aid report, they bring it to TRiO for assistance understanding the report. We plan to develop a survey for each appointment to learn if the workshop is helpful or needs to be changed. Starting summer, we will have read only access to FAM and will be able to</p>

			<p>track TRiO participants who have/have not completed FAFSA</p> <p>2. students walk through how to complete various scholarship applications – students inform TRiO advisors if they received the scholarship. We plan to develop a survey for each appointment to learn if the workshops are helpful or need to be changed</p> <p>3. End of quarter TRiO survey using Likert scale responses for how useful scholarship appointments were as well as how many students accessed them</p>
	Assess their Financial Situation & Needs	<p>1. TRiO application and entry interview appointment for new TRiO participants – Needs Assessment on application asks about financial needs  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. TRiO advisor assesses Needs Assessment responses such as “I don’t know how to pay for college;” “I am currently homeless;” “I need food assistance” and refers students to WFD or other funding sources via Legend and Start Next Quarter. Legend shows when WFD advisor has closed the referral after student meets with them and gets connected. Starting summer, we will have read only access to FAM and will be able to track TRiO participants who have/have not completed FAFSA. We also plan to update our TRiO application to include a question “I completed the FAFSA”</p>
	Be Financially Literate	<p>1. All prospective TRiO participants complete a Financial Literacy course online before their first appointment that covers such things as budgeting, completing financial aid applications, understanding award letter, student loan repayment, information on loans, credit, and debt management  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. The financial literacy course consists of 10 modules with a quiz at the end of each module to assess understanding. Students must receive a 90% to pass the course. If they don’t receive a 90%, they must meet with a TRiO advisor to discuss their results and receive further training before testing again.</p>
	Identify Residency Status	N/A	N/A
	Identify Enrollment Status	<p>1. Eligibility form advisors ask prospective TRiO participants – students must be enrolled for the current or next quarter to join TRiO  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Question on eligibility asks students if they are enrolled in the current quarter or next quarter.</p>
Declare Major/Program of Study	Describe their career goals	<p>1. TRiO entry interview for new students – we ask students their educational and career goals. We also do a follow-up appointment for all new students to create SMART goals  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Students meet with an advisor to create SMART goals</p> <p>2. Advisors assess the career results and meet with students individually for a follow-up appointment to discuss the results of their assessment. From there, students receive a list of</p>

		<p>2. For student unsure of career goals, we provide a career assessment (WOIS or PAR) to help with thoughts on career choices</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	possible careers and college programs that match those career choices.
	Describe their educational goals	<p>1. TRiO entry interview for new students – we ask students their educational and career goals. We also do a follow-up appointment for all new students to create SMART goals</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	1. Students meet with an advisor to create SMART goals. Students leave with a copy of their goals. Advisors follow-up with students quarterly to review/revise goals for success.
	Identify degree and certificate options	N/A – student must be enrolled in a Bachelors, Associates degree or certificate program prior to entering TRiO	N/A – student must be enrolled in a Bachelors, Associates degree or certificate program prior to entering TRiO
	Identify & Follow LWTech Processes	<p>1. Academic planning/Advising appointment with TRiO participant and TRiO advisor. Discuss LWTech processes and requirements. Follow-up appointments as necessary</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	1. Students demonstrate understanding of LWTech processes by following correct requirements. Ongoing assessment anecdotally tells us that students who don't understand what process to follow, generally return to TRiO anyway to ask for help.
Have Academic Plan on File	Identify Sequence of Classes, loads, outside impacts, and requirements	<p>1. Academic planning/Advising appointment with TRiO participant and TRiO advisor. Discuss life commitments outside of school to determine best plan</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	1. Develop academic plan with student displaying courses taken in each quarter and time to completion. Provide copy to student and keep copy in student file/Legend
	Identify Admissions Requirements	<p>1. Academic planning/Advising appointment with TRiO participant and TRiO advisor. Discuss life commitments outside of school to determine best plan</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	1. Develop academic plan with student displaying courses taken in each quarter and time to completion based on program requirements. Provide copy to student and keep copy in student file/Legend
	Follow Eligibility Guidelines for Special Programs	<p>1. Academic planning/Advising appointment with TRiO participant and TRiO advisor. Discuss individual program requirements for special/selective admission programs.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	1. Develop academic plan with student displaying courses taken in each quarter and time to completion based on program requirements. Provide copy to student and keep copy in student file/Legend
	Identify Success Network	<p>1. Discuss on-campus resources with students (i.e. TRiO Advisors, Faculty Advisor, DSS, WFD)</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	1. Students demonstrate understanding of success networks by reaching out to the correct on-campus resource. Ongoing assessment anecdotally tells us that students who don't understand what resource to

		<p>2. 3. Present at New Student Orientation on TRiO and The Learning Lab</p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops</p>	<p>use, generally return to TRiO anyway to ask for help.</p> <p>2. Students from NSO come to TRiO after the orientation and ask to complete an eligibility and application. These students then return for their entry interview to join TRiO.</p> <p>2. Anecdotally, students come to The Learning Lab and disclose that they learned about us via the NSO.</p> <p>2. Learning Lab student satisfaction survey – question asks how students learned about The Learning Lab</p>
	Identify Placement and Describe implications	<p>1. Academic planning/Advising appointment with TRiO participant and TRiO advisor. Discuss required course sequence and pre-requisite courses</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Develop academic plan with student displaying courses taken in each quarter and time to completion based on program requirements. Provide copy to student and keep copy in student file/Legend</p>
	Identify Stackable Certificates Along Their Pathway	<p>1. Academic planning/Advising appointment with TRiO participant and TRiO advisor. Discuss other certificates students can earn as they progress through their program.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Develop academic plan with student displaying courses taken in each quarter and time to completion based on program requirements. Provide copy to student and keep copy in student file/Legend</p>
Have Success Plan on File	Use Legend Student Success Dashboard	<p>1. TRiO Entry Interview appointment for new students – during each entry interview, advisors explain what Legend is and how to set up their accounts. Advisors walk students through setting up an account in Legend and how to use it. Advisors also follow up during the Goal Setting appointment.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Students create their Legend account and navigate the Legend dashboard. Students demonstrate the ability to login successfully. Students are provided with handouts on how best to use Legend. Direct links to creating a Legend account are also available on TRiO Canvas course</p>
	Evaluate Support Needs	<p>1. TRiO Entry Interview for new students. Students complete a Needs assessment as part of their application. This needs assessment identifies such areas as need for counseling, tutoring, identifying as homeless, needing financial support, EDI concerns, etc. TRiO's focus is on non-cognitive factors in student success. Discuss on and off-campus resources with students (i.e. TRiO Advisors, Faculty Advisor, DSS, WFD, DSHS, counseling, housing, food insecurity, etc.)</p>	<p>1. Students demonstrate understanding of success networks by reaching out to the correct on and off-campus resources. Ongoing assessment anecdotally tells us that students who don't understand what resources to use, generally return to TRiO to ask for help. Follow up-appointments with students to address needs assessment</p> <p>2. Advisors evaluate the LASSI with students during the entry interview appointment and schedule students for follow-up study skills appointments. TRiO is working to create a survey on the effectiveness of</p>

		<input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i> 2. <i>Learning and Study Strategies Inventory (LASSI) – online assessment given to all new TRiO participants to determine study skills deficits and non-cognitive factors that may contribute to a student having academic challenges</i> <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i>	study skills appointments on student success and students belief in their ability to succeed.
	Compare Support Needs with LWTech Services	1. TRiO Entry Interview for new students. Students complete a Needs assessment as part of their application. This needs assessment identifies such areas as need for counseling, tutoring, identifying as homeless, needing financial support, EDI concerns, etc. TRiO's focus is on non-cognitive factors in student success. Discuss on-campus resources with students (i.e. TRiO Advisors, Faculty Advisor, DSS, WFD, counseling, food insecurity, etc.) <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i>	1. Students demonstrate understanding of success networks by reaching out to the correct on-campus resource. Ongoing assessment anecdotally tells us that students who don't understand what resource to use, generally return to TRiO anyway to ask for help. 2. TRiO advisor assesses Needs Assessment responses such as "I don't know how to pay for college;" "I am currently homeless;" "I need food assistance" and refers students to WFD or other funding sources via Legend and Start Next Quarter. Legend shows when WFD advisor has closed the referral after student meets with them and gets connected.
	Recognize Where to Access Support Services	1. TRiO Entry Interview for new students. Students complete a Needs assessment as part of their application. This needs assessment identifies such areas as need for counseling, tutoring, identifying as homeless, needing financial support, EDI concerns, etc. TRiO's focus is on non-cognitive factors in student success. Discuss on and off-campus resources with students (i.e. TRiO Advisors, Faculty Advisor, DSS, WFD, DSHS, counseling, housing, food insecurity, etc.) <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i> 2. <i>Provide information to students on TRiO canvas course about support services available.</i> <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i> 3. <i>Present at New Student Orientation on TRiO and The Learning Lab</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> <i>Special Pops</i>	1. Students demonstrate understanding of success networks by reaching out to the correct on and off-campus resources. Ongoing assessment anecdotally tells us that students who don't understand what resources to use, generally return to TRiO to ask for help. Follow up-appointments with students to address needs assessment 1. TRiO advisor assesses Needs Assessment responses such as "I don't know how to pay for college;" "I am currently homeless;" "I need food assistance" and refers students to WFD or other funding sources via Legend and Start Next Quarter. Legend shows when WFD advisor has closed the referral after student meets with them and gets connected. 1. Walk students to other on-campus resources such as counseling, Veterans Services, financial aid, DSS, etc.) 2. Canvas allows tracking of sign-ins and usage statistics. We haven't set a benchmark for usage statistics. Anecdotally, students tell us they see

			<p>the announcements and they are helpful.</p> <p>3. Students from NSO come to TRiO after the orientation and ask to complete an eligibility and application. These students then return for their entry interview to join TRiO.</p> <p>3. Anecdotally, students come to The Learning Lab and disclose that they learned about us via the NSO.</p> <p>3. Learning Lab student satisfaction survey – question asks how students learned about The Learning Lab</p>
	Identify Eligibility Guidelines for Special Programs	<p>1. Academic planning/Advising appointment with TRiO participant and TRiO advisor. Discuss individual program requirements for special/selective admission programs.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Develop academic plan with student displaying courses taken in each quarter and time to completion based on program requirements. Provide copy to student and keep copy in student file/Legend. Refer students to information session.</p>
	Apply for Relevant Support Services	<p>1. Advisors assist TRiO participants in completing applications for DSS, scholarships, WFD, FAFSA, etc.</p>	<p>1. Students complete relevant support services applications with the aid of a TRiO advisor. We make referrals (Legend and walking students over) as necessary to other departments to complete support services applications.</p>

## Broad Outcome: **Navigate**

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Register for Classes</b>	Use Student Toolbox	1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Show student how to use Student Toolbox. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Students are able to register themselves online for classes, print their schedule, and check degree audit. Follow up with students to check for understanding. Post information on TRiO Canvas course
	Properly Identify Program of Study	1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Show student how to use catalog and degree audit. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Students are able to find their program sheet in the catalog, print their program sheet, and check degree audit. Follow up with students to check for understanding. Post information on TRiO Canvas course
	Identify Assigned Advisor & Faculty Advisor	1. Entry Interview appointment – Advisors inform participants that they are required to meet at least 3 times a quarter with their TRiO advisor and they must also meet with an advisor prior to registration (faculty, Navigator, WFD, and/or TRiO) 2. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor – TRiO participants must meet with a TRiO advisor 3 times a quarter. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. TRiO participants sign a services contract that outlines TRiO requirements – 2 of the requirements discuss meeting with assigned advisors (faculty, TRiO, WFD, Navigators) 2. Follow-up appointments scheduled 3 times a quarter to discuss academic progress.
	Use Online Class Schedule	1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Show student how to use online class schedule. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Students are able to register themselves online for classes, print their schedule, and check degree audit. Follow up with students to check for understanding. Post information on TRiO Canvas course
	Complete an Academic Plan	1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Advisors use program sheets, faculty guidelines, and student personal preferences to create/modify academic plans. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Students leave appointment with an updated academic plan and a print out from degree audit. A copy of the plan goes into the participant's TRiO file and is posted to Legend
	Be Aware of Registration Timelines	1. All TRiO email sent to personal and college email	1, 2, 3. TRiO advisors follow up with all advisees via phone, email, text, Legend

		<p>informing students of upcoming quarter registration</p> <p>2. Legend message to all TRiO participants informing them of upcoming registrations</p> <p>3. Legend “to-do” for TRiO participants to register for classes</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>to see who registered for classes. Assistant Director runs an SMS report to identify students who haven’t registered – advisors follow up with advisees on a weekly basis before the next quarter begins.</p>
<b>Follow Academic Plan</b>	Be Aware of Registration Processes	<p>1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Show student how to use online class schedule, schedule planner, degree audit, catalog, and academic plan to register for appropriate classes.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Students are able to register themselves online for classes, print their schedule, and check degree audit. Follow up with students to check for understanding. Post information on TRiO Canvas course</p> <p>1. Students choose to register for classes with a TRiO advisor’s assistance</p> <p>1. Students register for classes in consecutive quarters/years. TRiO uses persistence data in its annual performance report for the department of education.</p>
	Be Aware of Troubleshooting	<p>1. 1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor.</p> <p>2. Walk-in appointments day of registration with students having challenges registering for classes (i.e. flags, incorrect registration appointment, etc.)</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Students understand their resources and follow through on coming to TRiO to assist with any registration issues that may arise</p>
	Describe Outside Obligations That Impact Schedule	<p>1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Advisors use program sheets, faculty guidelines, and student personal requirements (i.e. jobs, childcare, alertness, need for smaller class load, etc). to follow/modify academic plans.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Students follow academic plan or modify it when necessary to account for outside obligations. Students work with an advisor to update plan and leave appointment with an updated academic plan.</p>
	Check In With Assigned or Faculty Advisors to Review or Modify Plan	<p>1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Advisors use program sheets, faculty guidelines, and student personal requirements (i.e. jobs, childcare, alertness, need for smaller class load, etc). to follow/modify academic plans.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Students follow academic plan or modify it when necessary to account for outside obligations. Students work with an advisor to update plan and leave appointment with an updated academic plan.</p>
	Use Degree Audit to Monitor Progress	<p>1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Show student how to use online class schedule, schedule planner, degree audit, catalog,</p>	<p>1. Students are able to register themselves online for classes, print their schedule, and check degree audit for remaining courses. Follow up with students to check for understanding.</p>



		and academic plan to register for appropriate classes. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Students register for classes in consecutive quarters/years. TRiO uses persistence data in its annual performance report for the department of education.
Follow Success Plan	Retrieve Academic Plan	1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Students create academic plan with a TRiO advisor, faculty advisor, WFD advisor, or navigator. TRiO requires a copy of that plan for our student records files. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. TRiO participants come to TRiO for a copy of their plan either via email or printed.
	Re-Evaluate Needs for Support Services	1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Students meet with advisor to discuss study skills (LASSI results) that will indicate needs for academic resources <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops 2. Advisors review student grades to determine need for tutoring <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Learning and Study Strategies Inventory – given to all new TRiO participants to determine need for resources and study skills support. Re-evaluate as necessary. Students can also self-identify support services. Advisors may recommend additional services after individual appointments 2. Advisors refer students to The Learning Lab and TRiO one-on-one tutoring for additional tutoring support. Advisors also recommend and schedule students for individualized study skills appointments. We are working on an evaluation to provide students at the end of each study skills appointment to determine outcomes. 2. TRiO reports on good academic standing in the annual performance report.
	Access and Utilize Legend	1. TRiO Entry Interview appointment for new students – during each entry interview, advisors explain what Legend is and how to set up their accounts. Advisors walk students through setting up an account in Legend and how to use it. Advisors also follow up during the Goal Setting appointment. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Students create their Legend account and navigate the Legend dashboard. Students demonstrate the ability to login successfully. Students are provided with handouts on how best to use Legend. Handouts are also available on TRiO Canvas course
	Utilize Student Email Account	1. Provide handouts on Canvas for how to access student email account. Also how to forward student email to personal email	1. No current measurement used
	Apply for All Eligible Certificates Throughout Enrollment	N/A – TRiO advisors have traditionally worked with students to apply for graduation at the end of their program(s) rather than throughout	N/A – TRiO advisors have traditionally worked with students to apply for graduation at the end of their program(s) rather than throughout

	Identify & Differentiate Eligibility Requirements	<p>1. When students are referred to TRiO, we walk them through the eligibility guidelines for joining TRiO. If the student qualifies, we provide them with an application and get them signed up for TRiO  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. TRiO Advisor meets with advisee to discuss eligibility requirements for other on-campus resources (i.e. WFD, FAFSA, scholarships, DSS)</p> <p>3. <i>Learning Lab Greeters and Tutors refer potentially eligible students to TRiO, WFD, DSS, and other on-campus resources</i>  <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Schedule an entry interview with student to join TRiO. If student doesn't qualify for TRiO; refer them to The Learning Lab for academic support</p> <p>2. Refer students to other on-campus resources if eligible. Follow up with student to see if they applied for other support</p> <p>2. Refer students to other on-campus support via Legend. Legend referral flag is closed when student meets with that advisor</p> <p>3. Tutors and Greeters follow-up with students as available to see if the student applied for other services</p>
	Find & Use Updated Eligibility Guidelines	<p>1. When students are referred to TRiO, we walk them through the eligibility guidelines for joining TRiO. If the student qualifies, we provide them with an application and get them signed up for TRiO  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. TRiO Advisor meets with advisee to discuss eligibility requirements for other on-campus resources (i.e. WFD, FAFSA, scholarships, DSS)  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Schedule an entry interview with student to join TRiO. If student doesn't qualify for TRiO; refer them to The Learning Lab for academic support</p> <p>2. Refer students to other on-campus resources if eligible. Follow up with student to see if they applied for other support</p> <p>2. Refer students to other on-campus support via Legend. Legend referral flag is closed when student meets with that advisor</p>
	Describe Consequences for Not Following Guidelines	<p>1. TRiO students are informed of program requirements and consequences during the entry interview appointment.  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. Refer students to their other on-campus services advisor (i.e. DSS, WFD) to understand specific requirements and consequences of these programs.  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. TRiO students sign a contract for services during the entry interview appointments. This contract is kept in the student's file.</p> <p>2. Refer students to their other on-campus services advisor (i.e. DSS, WFD) to understand specific requirements and consequences of these programs.</p>
	Assist Student with Maintaining Eligibility (as needed)	<p>1. TRiO students are informed of program requirements and consequences during the entry interview appointment.  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. Refer students to their other on-campus services advisor (i.e. DSS, WFD) to understand</p>	<p>1. TRiO students sign a contract for services during the entry interview appointments. This contract is kept in the student's file.</p> <p>2. Refer students to their other on-campus services advisor (i.e. DSS, WFD) to understand specific</p>

		specific requirements and consequences of these programs. <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i>	requirements and consequences of these programs.
<b>Engage with College Community</b>	Re-Evaluate Support Needs Based on Current Situation	<p>1. Academic planning/Advising appointment(s) with TRiO participant and TRiO advisor. Students meet with advisor to discuss study skills (LASSI results) that will indicate needs for academic resources <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. Advisors review student grades to determine need for tutoring <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Learning and Study Strategies Inventory – given to all new TRiO participants to determine need for resources and study skills support. Re-evaluate as necessary. Students can also self-identify support services. Advisors may recommend additional services after individual appointments</p> <p>2. Advisors refer students to The Learning Lab and TRiO one-on-one tutoring for additional tutoring support. Advisors also recommend and schedule students for individualized study skills appointments. We are working on an evaluation to provide students at the end of each study skills appointment to determine outcomes.</p>
	Describe Guidelines/Limitations to Support	<p>1. When students are referred to TRiO, we walk them through the eligibility guidelines for joining TRiO. If the student qualifies, we provide them with an application and get them signed up for TRiO <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. TRiO Advisor meets with advisee to discuss eligibility requirements for other on-campus resources (i.e. WFD, FAFSA, scholarships, DSS) <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Schedule an entry interview with student to join TRiO. If student doesn't qualify for TRiO; refer them to The Learning Lab for academic support</p> <p>2. Refer students to other on-campus resources if eligible. Follow up with student to see if they applied for other support</p>
	Find Resources to Address Changing Needs	<p>1. TRiO Advising appointment – advisors review student areas of need such as need for counseling, tutoring, identifying as homeless, needing financial support, EDI concerns, etc. TRiO's focus is on non-cognitive factors in student success. Discuss on and off-campus resources with students (i.e. TRiO Advisors, Faculty Advisor, DSS, WFD, DSHS, counseling, housing, food insecurity, etc.) <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. Provide information to students on TRiO canvas course about support services available. <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Students demonstrate understanding of success networks by reaching out to the correct on and off-campus resources. Ongoing assessment anecdotally tells us that students who don't understand what resources to use, generally return to TRiO to ask for help. Follow up-appointments with students to address needs assessment</p> <p>1. TRiO advisor assesses Needs Assessment responses such as "I don't know how to pay for college;" "I am currently homeless;" "I need food assistance" and refers students to WFD or other funding sources via Legend and Start Next Quarter. Legend shows when WFD advisor has closed the referral after student meets with them and gets connected.</p>

		<p>3. Refer students to <i>The Learning Lab</i> for tutoring support  <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Walk students to other on-campus resources such as counseling, Veterans Services, financial aid, DSS, etc.)  2. Canvas allows tracking of sign-ins and usage statistics. We haven't set a benchmark for usage statistics. Anecdotally, students tell us they see the announcements and they are helpful.  3. Learning Lab student satisfaction survey – identifies whether students received the help they needed in their classes.</p>
	Identify Campus Life Opportunities	<p>1. Post to TRiO Canvas page – campus life events  <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>2. Canvas allows tracking of sign-ins and usage statistics. We haven't set a benchmark for usage statistics. Anecdotally, students tell us they see the announcements and they are helpful.</p>
	Engage in Peer Support	<p>1. The Learning Lab Drop-in Tutoring Center offers tutoring from faculty, community, and peer tutors  <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops  2. TRiO Advisors refer students to on-campus resources such as the RISE Center and Vet Center  <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. The Learning Lab satisfaction survey – identifies whether students received the help they needed in their classes. TutorTrac software allows trackability by tutor  2. Anecdotal information from students that they feel connected on campus. TRiO end of quarter survey question asking about use of resources</p>
	Locate Student Focused Spaces	<p>1. TRiO Advisors refer students to on-campus resources such as the RISE Center and Vet Center  <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Anecdotal information from students that they feel connected on campus. TRiO end of quarter survey question asking about use of resources</p>
	Access Student Success Network in Legend	<p>1. TRiO Entry Interview appointment for new students – during each entry interview, advisors explain what Legend is and how to set up their accounts. Advisors walk students through setting up an account in Legend and how to use it. Advisors also follow up during the Goal Setting appointment.  <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Students create their Legend account and navigate the Legend dashboard. Students demonstrate the ability to login successfully. Students are provided with handouts on how best to use Legend. Students are shown how to access their success network Handouts are also available on TRiO Canvas course</p>
	Celebrate Milestones	<p>1. TRiO Advisor sends out quarterly presidents list certificates congratulating students who earned a 4.0 gpa  <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops  2. TRiO Advisors give Legend kudos to students doing well in classes and/or students who have achieved a milestone or goal  <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Students thank us for showing this effort to support their hard work. We have one student who comes in every quarter to request his pres certificate in person  2. Many students send emails back thanking advisors for the kudos.  3. We haven't sent a survey out about the end of year celebration (we plan to send one out next year). We keep a log</p>

		<p>3. TRiO End of Year Celebration – celebrating TRiO graduates and all TRiO participants for their successes during the year  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>of student participants. This year was our best year ever for attendance.</p>
	Describe Needs/Wants	<p>1. TRiO entry interview for new students – we ask students their educational and career goals. We also do a follow-up appointment for all new students to create SMART goals  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. TRiO Entry Interview for new students. Students complete a Needs assessment as part of their application. This needs assessment identifies such areas as need for counseling, tutoring, identifying as homeless, needing financial support, EDI concerns, etc. TRiO's focus is on non-cognitive factors in student success. Discuss on and off-campus resources with students (i.e. TRiO Advisors, Faculty Advisor, DSS, WFD, DSHS, counseling, housing, food insecurity, etc.)  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Students meet with an advisor to create SMART goals. Students leave with a copy of their goals. Advisors follow-up with students quarterly to review/revise goals for success.</p> <p>2. Students demonstrate understanding of success networks by reaching out to the correct on and off-campus resources. Ongoing assessment anecdotally tells us that students who don't understand what resources to use, generally return to TRiO to ask for help. Follow up-appointments with students to address needs assessment</p>
	Identify Rights & Responsibilities	<p>1. TRiO Advising appointment with students – refer students to LWTech student handbook online with questions about rules, rights, and responsibilities of students.  <input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. Entry Interview appointment – Advisors inform participants that they are required to meet at least 3 times a quarter with their TRiO advisor and they must also meet with an advisor prior to registration (faculty, Navigator, WFD, and/or TRiO)</p>	<p>1. Show students where to find student handbook online. Also post to Canvas. If students have follow-up questions, they come back to see an advisor.</p> <p>2. TRiO participants sign a services contract that outlines TRiO requirements – 2 of the requirements discuss meeting with assigned advisors (faculty, TRiO, WFD, Navigators)</p>

## Broad Outcome: **Exit**

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Complete LWTech Credential</b>	Participate in Mandatory Advising Process	1. Entry Interview appointment – Advisors inform participants that they are required to meet at least 3 times a quarter with their TRiO advisor and they must also meet with an advisor prior to registration (faculty, Navigator, WFD, and/or TRiO) <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops 2. Legend message to all TRiO participants informing them of upcoming registrations 3. Legend “to-do” for TRiO participants to register for classes <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. TRiO participants sign a services contract that outlines TRiO requirements – 2 of the requirements discuss meeting with assigned advisors (faculty, TRiO, WFD, Navigators) 1, 2, 3. TRiO advisors follow up with all advisees via phone, email, text, Legend to see who registered for classes. Assistant Director runs an SMS report to identify students who haven't registered – advisors follow up with advisees on a weekly basis before the next quarter begins.
	Follow Graduation Processes & Deadlines	1. Graduation advising appointment with TRiO advisor and student. TRiO advisors assists student in completing degree audit, applying for their degree/certificate, and applying for commencement. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops 2. Post information about applying for graduation to Canvas course and send group email to all TRiO participants. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Student uses correct degree audit to complete online application for degree/certificate and application for Commencement with support of a TRiO advisor. 2. Students send follow-up emails and/or call with any questions about the graduation/commencement process.
	Pick Catalog Year	1. Graduation advising appointment with TRiO advisor and student. TRiO advisors assists student in completing degree audit, applying for their degree/certificate, and applying for commencement. TRiO advisors assist advisees in picking the catalog year that matches their degree audit showing the most courses completed. <input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops	1. Student uses correct degree audit to complete online application for degree/certificate and application for Commencement with support of a TRiO advisor. 2. Students send follow-up emails and/or call with any questions about the graduation/commencement process.

		<p>2. Post information about applying for graduation to Canvas course and send group email to all TRiO participants.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	
	Use Degree Audit	<p>1. Graduation advising appointment with TRiO advisor and student. TRiO advisors assists student in completing degree audit, applying for their degree/certificate, and applying for commencement. TRiO advisors assist advisees in picking the catalog year that matches their degree audit showing the most courses completed.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. Post information about applying for graduation to Canvas course and send group email to all TRiO participants.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Student uses correct degree audit to complete online application for degree/certificate and application for Commencement with support of a TRiO advisor.</p> <p>2. Students send follow-up emails and/or call with any questions about the graduation/commencement process.</p>
	Submit Online Graduation Form	<p>1. Graduation advising appointment with TRiO advisor and student. TRiO advisors assists student in completing degree audit, applying for their degree/certificate, and applying for commencement. TRiO advisors assist advisees in picking the catalog year that matches their degree audit showing the most courses completed.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p> <p>2. Post information about applying for graduation to Canvas course and send group email to all TRiO participants.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Student uses correct degree audit to complete online application for degree/certificate and application for Commencement with support of a TRiO advisor.</p> <p>2. Students send follow-up emails and/or call with any questions about the graduation/commencement process.</p>
	Apply for All Eligible Certificates & Degrees	<p>1. Graduation advising appointment with TRiO advisor and student. TRiO advisors assists student in completing degree audit, applying for their degree/certificate, and applying for commencement. TRiO advisors assist advisees in picking the catalog year that matches their degree audit showing the most courses completed.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> <i>Special Pops</i></p>	<p>1. Student uses correct degree audit to complete online application for degree/certificate and application for Commencement with support of a TRiO advisor.</p> <p>2. Students send follow-up emails and/or call with any questions about the graduation/commencement process.</p>

		<p>2. Post information about applying for graduation to Canvas course and send group email to all TRiO participants.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	
<b>Celebrate LWTech Credential</b>	Submit Online Commencement Form	<p>1. Graduation advising appointment with TRiO advisor and student. TRiO advisors assists student in completing degree audit, applying for their degree/certificate, and applying for commencement. TRiO advisors assist advisees in picking the catalog year that matches their degree audit showing the most courses completed.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p> <p>2. Post information about applying for graduation to Canvas course and send group email to all TRiO participants.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Student uses correct degree audit to complete online application for degree/certificate and application for Commencement with support of a TRiO advisor.</p> <p>2. Students send follow-up emails and/or call with any questions about the graduation/commencement process.</p>
	Participate in Completion Celebration Activities	<p>1. Post information about Commencement to Canvas course and send group email to all TRiO participants.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p> <p>2. Graduation advising appointment with TRiO advisor – TRiO advisor explains Commencement ceremony and assists student in applying for commencement. Graduates receive red cord to wear at the ceremony</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Students send follow-up emails and/or call with any questions about the graduation/commencement process.</p> <p>2. TRiO advisors highlight in the Commencement booklet the number of students participating and use this information for the annual performance report – TRiO must report on the number of graduates each year.</p>
<b>Engaged in Employment or Additional Education</b>	Apply Job Search Skills	<p>1. TRiO advisors assist graduates in post-education job search. Advisors meet with students for resume writing skills and how to search for jobs. Advisors also refer students to the ERC for additional support.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Advisors assist students in completing a resume and make referrals to the ERC for additional support in interviewing and job search skills.</p>
	Identify On-Campus & Off Campus Resources	<p>1. TRiO advisors assist graduates in post-education job search. Advisors meet with students for resume writing skills and how to search for jobs. Advisors also refer students to the ERC for additional support.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Advisors assist students in completing a resume and make referrals to the ERC for additional support in interviewing and job search skills.</p>



	Identify Steps for Transfer	<p>1. TRiO advisors work with students interested in transfer from the moment they start TRiO. Students interested in transfer receive specialized appointments tailored to the school/program of their choice post-graduation. Advisors work with students on completing the admission application, finding financial aid and scholarships, completing the admission essay, calculating financial requirements, housing, etc. Transfer is a primary focus of TRiO's grants.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. TRiO reports on transfer rates annually in the annual performance report provided to the Department of Education. We meet our transfer objective every year.</p>
	Identify Funding for Additional Education	<p>1. TRiO advisors work with transfer advisees on applying for FAFSA and scholarships as well as other outside aid such as DVR, Veterans Services, DSHS, etc.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. We are working to receive access to FAM to see which of our students are receiving financial aid. Anecdotally, students let us know when they receive scholarships or other funding.</p>
	Complete Steps for Industry Licensing and Certification	N/A	N/A
	Use LWTech Online Job Board	<p>1. TRiO advisors assist graduates in post-education job search. Advisors meet with students for resume writing skills and how to search for jobs. Advisors also refer students to the ERC for additional support.</p> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> Special Pops</p>	<p>1. Advisors assist students in completing a resume and make referrals to the ERC for additional support in interviewing and job search skills.</p>

## Analysis:

1. Based on the mapping above, what gaps are present for your Department?  
Our department has required annual objective set out by the Department of Education; however, we also need to create benchmarks for success with our student surveys. We provide surveys to students using a Likert scale, but we don't have benchmarks that let us know we achieved success on our surveys. This is something we will develop at our annual retreat this summer.
2. What interventions would resolve these gaps? Please prioritize this list.  
Developing benchmarks for our surveys to determine program success for various appointments/services. We plan to develop these at our next retreat this summer.
3. What activities is your department engaged in that don't map to division outcomes? Please either propose additional outcomes that match to these activities or justify retaining these activities without an associated outcome.  
N/A
4. Please list your draft goals for the upcoming year.  
Develop department specific benchmarks that align with project required annual performance objectives (i.e. good academic standing, persistence, graduation, transfer). These benchmarks should be used to evaluate whether our day-to-day services for students are working toward our four federal requirements by measuring the success of our services on a quarterly basis.
5. Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget and/or personnel requests, student activities fee, student tech fee.  
We will ask for additional funding for tutoring from the student tech fee since our FY 19/20 ASG budget was cut by close to 60%. Tutoring is not only a requirement of our grant, but also a necessity for the entire institution. With salary increases for both tutors and full-time staff, the need for additional funding to meet the demands of students is essential. Tutoring is vital to meet the "keep em" departmental goal – many students would fail their courses without the support of academic tutoring. We provide the only drop-in tutoring center on campus. We are accessible and meet ADA and UDL requirements for a diverse group of students.

# Student Services Outcomes & Assessment

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## **Purpose**

The purpose of completing these assessments is to align the Student Services division with the college mission, ensure we are actively working on our goals, and creating a documented history of how and why things were done. Not only is assessment crucial for accreditation, but it keeps our work from becoming ineffective over time by helping us to address gaps and issues and adjust quickly. Building these checks and balances will also assist us with onboarding new staff members. Fundamentally, this is the work we know is right for the students of LWTech.

## **Instructions**

1. Each department Director will determine whether they will complete a) 1 document encompassing their full department, or b) 1 document for each area within their department. It is encouraged for Directors to complete these assessments for their department alongside their team for well-rounded input
2. In the Fall, Winter, and early Spring quarters, begin collecting data (qualitative, quantitative, and anecdotal are all acceptable)
  - a. Some examples of data to look at would be: surveys, attendance, student stories, tracking data via Legend, SENSE data, persistence reports, state reports, applications, yield rates, etc.
3. In Spring quarter, Directors and their staff begin writing up the department level assessment. Talk through the work and activities you've done over the past few quarters to complete the Department level document in all three areas (Access, Navigate, and Exit). For each outcome, list activities that teach to each outcome. If a specific area does not apply to your department, simply list N/A
4. For each activity listed, the last column should show how you assess if this activity was successful
5. Department level assessments should be completed by the end of Spring and brought with you to the Student Services Leadership annual retreat, which happens at the beginning of summer quarter (early July)
6. Department level assessments and discussion will inform our Student Services annual goals created at Retreat
7. Retreat discussion will include building a priority list for budget & personnel requests for the full division
8. After discussion at the retreat, the Vice President of Student Services will gather all department level assessments plus minutes from retreat to synthesize for the Student Services Division. The VPSS will write up a division level assessment, relate it to college mission, and finalize the division priority list for budget and personnel requests
9. The VPSS will bring a division level report to a late summer Leadership meeting for review and final approval
10. Division report & goals will be shared with full division at one of the first division meetings for Fall quarter
11. In Fall and Winter, the Student Services Leadership team will use the department and division level assessments to write and submit personnel and budget requests.

# Student Services

## Outcomes & Assessment

Student Services will conduct annual assessments at the department and division level. These assessments will inform our Leadership's team goals, drafted at the beginning of Summer quarter, as well as any department or division requests (budget & personnel). We will also link our work to supporting the LWTech Mission.



## Student Services Annual Department Level Assessment Forms

*This document should be filled out annually with your teams in advance of the Student Service Leadership summer retreat. Use the most recent data. You are assessing the activity, not the outcome. If one outcome is not applicable to your department, please list N/A.*

**Department:** Workforce Development

**Director:** Demetra Biros

**Year:** 2018-19

**Employees** (list all, including turnover): Jayne Heyde, Amber Hisatake, Hamza Abdulrahman, Jamoral Bonner, Casey Brodeur, Omar Fadiel, Kaytlyn Hoch, Tisha Miller, Mary Powers

### Broad Outcome: Access

*Please map your individual activities based on division outcomes. Please list N/A as needed.*

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
Apply for Admission	Be aware of LWTech programs & services	<ol style="list-style-type: none"> <li>WFD Orientation (share LWTech program and service info)</li> <li>StartNextQuarter Survey (lists programs and connects to services)</li> <li>Career Choice Workshop (share LWTech program info and offer career discernment services)</li> <li>Community Resource Fairs (share LWTech program &amp; service info)</li> <li>WFD external outreach (share LWTech program &amp; service info)</li> <li>Worksource Connection Site</li> <li>ERC Career Advising</li> <li>Fall &amp; Spring Job Fairs (share LWTech program &amp; service info)</li> <li>WorkSource Redmond College Desk (Share LWTech</li> </ol>	<ol style="list-style-type: none"> <li>1A. Attendance at WFD Orientation</li> <li>2A. Number of people taking survey</li> <li>3A. Attendance at CCW</li> <li>4A. Attendance at CRF</li> <li>5A. Number of people talked to at outreach events</li> <li>6A. Number of people that view LWTech Worksource Connection info on web (?)</li> <li>6B. Number of people that come in to use Worksource Connection site (?)</li> <li>7A. Number of people attending career advising appointments tracked in spreadsheet and via Legend</li> <li>8A. Number of job fair attendees that stop at WFD and general college table</li> <li>9A. Number of people who completed inquiries for general college and/or WFD programs</li> <li>10A. Attendance at CBO meetings (share out about LWTech programs/services)</li> <li>11A. Collect data inquiries from CBO's sites</li> </ol>

		<p>program info, WFD, and ERC services, present in workshops)</p> <p>10. Meetings with CBOs (Share info on LWTech with community based organizations for them to share with their clients)</p> <p>11. CBO's Outreach site</p>	
	Inquire about a Program of Study	<p>1. WFD Orientation</p> <p>2. Career Choice Workshop</p> <p>3. Community Resource Fair</p> <p>4. WFD external outreach</p> <p>5. ERC Career Advising</p>	<p>1A. Attendance at WFD Orientation</p> <p>2A. Attendance at CCW</p> <p>3A. Attendance at Resource Fair – inquiries at LWTech table</p> <p>4A. Submitted WFD survey and General Inquiries</p> <p>5A. Legend/Spreadsheet that tracks number of career advising appointments (student and non-student)</p>
	Describe why they want to apply for admission	<p>1. WFD Orientation</p> <p>2. WFD Intake/Advising/ Academic planning</p> <p>3. CCW</p> <p>4. External Outreach – informing of LWTech programs/services</p>	<p>1A. Brief individual conversation regarding training goals, referral to CCW or prof tech program visit</p> <p>2A. Completes college and WFD app</p> <p>3A. Student self-disclosure of selection of LWTech program</p> <p>4A. Information provided about LWTech programs/services</p>
	Be aware of admission application process & importance	<p>1. WFD Orientation</p> <p>2. WFD Intake/Advising</p> <p>3. Input Student info into Radius</p>	<p>1A. Attendance at WFD Orientation</p> <p>2A. Students informed of process at or before intake</p> <p>4A. Students get customize electronic messages about admissions process by Radius</p>
	Find/locate admission form	<p>1. WFD Orientation</p>	<p>1A. Attendance at WFD Orientation, info in PowerPoint slides</p>
	Complete admission form	<p>1. WFD Intake</p>	<p>1A. Students provided information regarding admission form, if needed</p>
Register for Classes	Navigate the Website and Catalog	<p>1. WFD Intake</p> <p>2. WFD Advising</p> <p>3. Academic Planning Workshop</p> <p>4. External/internal tabling events</p>	<p>1A. Review of program info on website and printout of AP from catalog</p> <p>2A. Review of program info on website and printout of AP from catalog</p> <p>3A. Attendance at APW</p> <p>4A. Easy to access my students</p>
	Identify Required Classes/Prerequisites	<p>1. WFD Intake/Advising</p> <p>2. Academic Planning Workshop</p>	<p>1A. # of WFD intake appointments; Review of program, create and printout AP; review of transcripts/assessment results</p> <p>2A. Attendance at APW</p>

	Identify their placement and describe implications	1. WFD Intake/Advising 2. Academic Planning Workshop	1A. Placement reviewed and discussed at intake and advising 2A. Placement reviewed and discussed
	Identify Success Network	1. WFD Advising 2. Legend	1A. Success network discussed at initial and ongoing advising appointments 2A. ?
	Find & Follow Timelines/Dates	1. WFD Intake 2. WFD Advising 3. Academic Planning Workshop	1A. Completes WFD Intake appointment 2A. Completes WFD advising appt 3A. Attendance at APW
Pay for Classes	Find Tuition/Fees Cost	1. WFD Advising	
	Find Estimated Program Cost	1. WFD/WRT Advising 2. CAT/TB Workshop	1A. Students appointments tracked via Legend notes and specifically with mandatory advising model student notes 2A. Attendance at CAT/TB Workshop
	Locate Funding Resources	1. WFD Orientation 2. WFD Intake/Advising 3. StartNextQuarter Survey 4. WFD Funding Survey  5. WFD External/Internal Outreach 6. CBOs on campus 7. Paying for College workshop (Worksource Redmond) 8. Community Resource Fair 9. WFD Web pages 10. Referrals to FAFSA/WASFA Workshops	1A. Attendance at WFD Orientation 2A. # of students enrolled in WFD programs 3A. # of students that took SNQ 4A. # of students who become enrolled in LWTech and WFD programs 5A. # of students receiving WFD info 6A. # of students who meet with CBO partners for services 7A. Attendance at P for C workshop 8A. # of students that attend CRF 9A. # of hits on WFD pages
	Be Aware of Funding Options	1. WFD Orientation 2. WFD Intake/Advising 3. StartNextQuarter Survey 4. WFD Funding Survey 5. WFD External/Internal Outreach (classroom presentations; ABED/ESL presentations/tabling) 6. CBOs on campus 7. Paying for College workshop (Worksource) 8. Community Resource Fair 9. WFD Web pages 10. Student Success Workshops Web pages	1A. Attendance at WFD Orientation 2A. # of students enrolled in WFD programs 3A. # of students that took SNQ 4A. # of students that took WFD Funding survey 5A. # of students receiving WFD info 6A. # of students who meet with CBO partners 7A. Attendance at P for C workshop  8A. # of students that attend CRF 9A. # of hits on WFD pages 10A. # of hits on SSW web pages
	Apply for Funding	1. WFD Orientation  2. WFD Intake/Advising  3. WFD External/Internal Outreach (classroom presentations; ABED/ESL presentations/tabling)	1A. # of students that complete WFD application 2A. # of students that complete WFD application 3A. # of students that complete WFD application after initial meeting from WFD external/internal events

		4. CBOs on campus 5. WFD Web pages	4A. # of students that seek and receive funding thru WFD, FAFSA, or CBO funding sources 5A. # of hits on WFD Web Pages
	Assess their Financial Situation & Needs	1. WFD Orientation 2. WFD Intake/Advising 3. WFD External/Internal Outreach 4. CBOs on campus 5. WFD Web pages 6. Regular check ins with students 7. StudentLingo Workshops	1A. # of students that complete WFD application 2A. Student financial demographic identified via WFD application 3A. Student financial demographic identified via SNQ and paper WFD funding surveys 4A. # of students that seek and receive funding thru CBO funding sources 5A. # of hits on WFD Web Pages 6A Referrals to TRiO, to CBOs, applications for BFA. 7A. # of people that viewed financial literacy video on StudentLingo
	Be Financially Literate	1. StudentLingo Workshops 2. Referral to TRiO 3. Referral to Hopelink financial coach	1A. # of people that viewed financial literacy video on StudentLingo 2A. TRiO requires financial literacy 3A. # of people referred
	Identify Residency Status	1. WFD orientation 2. Individual appointments	1A. Review of WFD application 2A. Review of WFD app & SMS information
	Identify Enrollment Status	1. ?	
Declare Major/Program of Study	Describe their career goals	1. WFD Intake/Advising 2. Career Choice Workshop 3. ERC Career Advising 4. StudentLingo Workshops 5. ERC ABED/ESL Transitions presentation	1A. # of students that complete WFD application (IEP) 1B. # of students that meet with WFD Coordinator 1C Faculty/program visit referrals 2A. # of attendees at CCW 3A. # of students that attend ERC Career Advising appointments 4A. # of watched StudentLingo videos 5A. How many students attend presentation and declare a major after ESL or in ESL 4/5 for IBEST.
	Describe their educational goals	1. WFD Intake/Advising 2. Career Choice Workshop 3. ERC Career Advising 4. Academic Planning Workshop	1A. # of students that complete WFD application 1B. # of students that meet with WFD Coordinator 2A. # of students who attend CCW and complete WOIS "Interest Inventory" assessments 3A. # of students who attend ERC career advising appointments tracked in spreadsheet and via Legend 4A. Attendance at APW
	Identify degree and certificate options	1. WFD Intake/Advising 2. ERC Career Advising 3. Academic Planning Workshop	1A. # of students that complete WFD application 1B. # of students that meet with WFD Coordinator



		4. Refer students to faculty member for program information	2A. # of students who meet with ERC Career Specialist tracked via Legend and spreadsheet 3A. Attendance at APW 4A. no current tracking
	Identify & Follow LWTech Processes	1. WFD Orientation 2. WFD Intake/Advising 3. New Student Orientation	1A. # of attendees that complete WFD app and set up next step 2A. # of students that meet with WFD Coordinator and complete AP 2B # of students who register for classes 3A. # of WFD students who attend New Student Orientation
Have Academic Plan on File	Identify Sequence of Classes, loads, outside impacts, and requirements	1. WFD Intake/Advising 2. Academic Planning Workshop 3. New Student Orientation	1A. # of WFD Intake/Advising appointments 1B. AP Plan uploaded to LEGEND 1C. # of students who complete WFD student expectations and commitments form 2A. # of students that complete AP 2B. AP uploaded to Legend 3A. # of WFD students who attend New Student Orientation
	Identify Admissions Requirements	1. WFD Orientation 2. WFD Intake/Advising 3. Academic Planning Workshop 4. Partner with navigators for program info sessions	1A. # of attendees that complete WFD app and set up next step 2A. # of students that meet with WFD Coordinator to complete next steps or AP 2B. # of students who complete WFD student expectations and commitment form 3A. # of students that attend AP workshop and complete AP 4A. WFD/ERC participation at program info sessions
	Follow Eligibility Guidelines for Special Programs Does this refer to selective admissions? BAS? ??	1. WFD Orientation 2. WFD Intake/Advising 3. Academic Planning Workshop 4. CBOs on campus	1A. # of attendees that complete WFD app and set up next steps 2A. # of students that meet with WFD Coordinator to complete next steps or AP 2B. # of WFD students who enroll in TRiO or with a CBO 3A. # of students that attend AP workshop and complete AP 4A. # of students who meet w/CBO partners and submit their AP to them (if AP required)
	Identify Success Network Need some additional information to be able to really assess this one.	1. WFD Orientation 2. WFD Intake/Advising 3. Introduction & Overview of Legend 4. CBOs on campus 5. Student Success Workshops	1A. # of attendees that complete WFD app and set up next steps 2A. # of students that meet with WFD Coordinator to complete next steps or AP 3A. # of appointments with ERC and WFD advisors/coordinators/specialists 3B. Referrals to on campus resources (TRiO, Fin Aid, Veteran's services, etc.)

			4A. # of appointments with CBO partners on campus or off campus CBOs 5A. # of hits on SSW Web Pages
	Identify Placement and Describe implications	1. WFD Intake/Advising 2. Academic Planning Workshop 3. WFD orientation	1A. # of student who complete AP plan with WFD advisor/coordinator 2A. # of students that complete CAT/TB or AP 3A. Review placement/transcript options/requirements
	Identify Stackable Certificates Along Their Pathway	1. WFD Intake/Advising 2. CAT/TB Workshop 3. Academic Planning Workshop 4. ERC Career Advising	1A. # of students who complete AP with WFD advisor 1B. Students who apply for graduation of certificates along pathway 2A. # of students that complete CAT/TB or AP 3A. # of students who complete AP in AP Workshop 4A. Students who apply for graduation of certificates along pathway
Have Success Plan on File	Use Legend Student Success Dashboard	1. WFD Advising (future) 2. New student Orientation	1A. # of students who are shown how to access Legend can be tracked via Legend sign on and account creation 1B. WFD success plan created in Legend 2A. # of WFD students who attend New Student Orientation
	Evaluate Support Needs	1. WFD Orientation 2. WFD Intake/Advising 3. WFD paper or SNQ Funding Survey 4. Student Success Workshops webpage	1A. # of students who attend WFD Orientation 2A. # of students who complete WFD intake appointment 3A. # of completed/submitted WFD paper or SNQ funding surveys 4A. # of hits on SSW webpage
	Compare Support Needs with LWTech Services	1. WFD Orientation 2. WFD Intake/Advising 3. WFD paper or SNQ Funding Survey 4. Student Success Workshop Webpage	1A. # of students who complete WFD app 2A. # of students who attend intake and complete WFD app intake/advisor first meetings tracked via spreadsheet or other method. 3A. # of completed/submitted WFD or SNQ inquiries 4A. # of hits on SSW webpage
	Recognize Where to Access Support Services	1. WFD Orientation 2. WFD Intake/Advising 3. WFD Flyers 4. Legend 5. Paying for College Workshops (Worksource)	1A. # of students who attend WFD Orientation 2A. # of students who complete intake/advising appointment 2B Referrals to on campus resources (TRiO, Fin aid, Vets, etc.) 3A. # of WFD flyers passed out (not currently tracked 4A # of students who are shown how to access Legend can be tracked via Legend sign on and account creation

		6. Student Success Workshops Webpage; StudentLingo workshops 7. New Student Orientation	5A. # of potential new students who attend PFC workshop 6A. # of hits on SSW webpage 6B. # of students who access StudentLingo workshops 7A. # of WFD students who attend NSO
	Identify Eligibility Guidelines for Special Programs	1. WFD Orientation 2. WFD Intake/Advising 3. Completed paper WFD funding survey and SNQ online 4. WFD web pages 5. WFD Flyers 6. Referral to CBO partner resources	1A. # of students who attend WFD Orientation 2A. # of students who complete WFD intake/advising appointment 2B. Referrals to on campus resources (TRiO, Fin aid, Vets etc.) 3A. # of completed WFD paper funding surveys and submitted SNQ inquiries 4A. # of hits on WFD webpage 5A. # of WFD flyers handed out (no current tracking) 6A. # of students who access CBO partner services
	Apply for Relevant Support Services	1. WFD Orientation 2. WFD Intake/Advising 3. WFD web pages 4. Referral to CBO partner resources 5. CAT/TB Workshop 6. Internal and external outreach 7. Referrals to support services via Legend	1A. # of students who attend WFD Orientation 2A. # of students who complete WFD intake/advising appointment (WFD in student success plan tracked via Legend) 3A. # of hits on WFD webpage 4A. # of students who become enrolled in CBO partner programs 5A. Attendance at CAT/TB workshop 6A. # of people engaging with outreach team at outreach events (WFD surveys/inquire forms) 7A. # of referrals via Legend

## Broad Outcome: **Navigate**

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Register for Classes</b>	Use Student Toolbox	1. New Student Orientation 2. WFD advising appointments  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	1A. Students have instructions for how to use student toolbox and have the knowledge to use it on their own. 2A. Coordinators show students how to use Student Toolbox during appointments that take place during registration times
	Properly Identify Program of Study	1. WFD Advisor or Intake appt. 2. WFD AP Session 3. WFD Advising 4. Refer to ERC or CCW if additional exploration or confirmation is needed through WOIS/data and discussion 5. Refer to faculty	1A. Student declares POS 2A. Student declares POS 3A. Coordinators will help students access, fill out and submit online form to do change of program 4.A. Student attends meeting, declares POS after research completed 5. Classroom visit and program exploration
	Identify Assigned Advisor & Faculty Advisor	1. WFD Advisor or Intake appt. 2. WFD AP Session 3. First quarter success plan 4. Program intake 5. Refer to I-BEST advisor	1A. Student is provided info 1A. Student shown info in Legend 1C. Advisor & student complete success plan 2A. Student is provided info 2.B. Student shown info in Legend 2.C. Advisor & student complete success plan 3A. Coordinators/navigators complete first quarter success plans with students/ # of success plans uploaded into LEGEND 4A. Coordinators write in on Student Expectations and Commitments who the students faculty advisor is- talk with them about meeting with them on Advising Day or prior 5. Register
	Use Online Class Schedule	1. WFD Advisor or Intake appt. 2. WFD Advising 3. WFD Academic Planning	1A. Student is provided info 2A. Coordinators show students how to utilize online class schedule and/or schedule planner

			3A. Coordinators show students how to utilize online class schedule and/or schedule planner
	Complete an Academic Plan	1. WFD Advisor or Intake appt. 2. WFD AP Session 3. Check in meetings	1A. # of students attending WFD intake 2A. # of students attending AP workshop/appointment 3A. Coordinators review and update academic plans with students at check in meetings
	Be Aware of Registration Timelines	1. WFD Advisor or Intake appt. 2. WFD coordinator student check-ins	1A. Student is provided info through emails, phone and face to face meetings. Coordinators show students where to access this information off of the LWTech website. 2A. Coordinators will contact students throughout the quarter information about registration timelines and procedures.
<b>Follow Academic Plan</b>	Be Aware of Registration Processes	1. WFD advisor	1A. Provide student information through email, phone and face to face meetings regarding dates, process & student toolbox
	Be Aware of Troubleshooting	1. WFD Advisor 2. Legend Flags	1A. Advising is provided to student for any issue regarding following their AP 1B. Case-management style advising 2A. # of Legend Flags resolved
	Describe Outside Obligations That Impact Schedule	1. Collaborative Advising model (CAM) 2. WFD Advising 3. Financial Aid	1A. Regularly check in with students 2A. Check in appointments, students are asked about barriers/challenges 3A. Provide student information through email, phone, and face
	Check In With Assigned or Faculty Advisors to Review or Modify Plan	1 Collaborative Advising model (CAM) 2 WFD Advising	1A. Regularly check in with students 2A. Regular check in appointments, to review progress and modify as needed
	Use Degree Audit to Monitor Progress	1. WFD Advisor 2. Check in appointments	1A. Student is provided info and shown how to access plan themselves in student toolbox 2A. Coordinators work with students during check in appointments to update academic plans and run degree audits
<b>Follow Success Plan</b>	Retrieve Academic Plan	1. WFD Advising	1A. Provide copy of AP and info on how to request plan (students are not able to access plan in Legend)
	Re-Evaluate Needs for Support Services	1 Collaborative Advising model (CAM) 2 WFD Advising 3 Alerts and referrals in Legend 4 WFD and ERC Info Tables and Classroom Presentations	1A. Regularly check in with students 2A. Regular check in appointments to discuss barriers, challenges, and additional support services 3A. Alerts and referrals direct to support services based on needs 4A. Students provided information on services based on current needs

	Access and Utilize Legend	<ol style="list-style-type: none"> <li>1. Collaborative Advising model (CAM)</li> <li>2. WFD Advising</li> </ol>	1A. Regularly check in with students 1B. Check student progression and access via LEGEND 2A. Teach Legend usage during advising appointments
	Utilize Student Email Account	<ol style="list-style-type: none"> <li>1. Collaborative Advising model (CAM)</li> <li>2. WFD Advisor</li> </ol>	1A. Regularly check in with students 2A. Receipt of emails sent/received from students 2B. Sign WFD Expectations & Commitment Form
	Apply for All Eligible Certificates Throughout Enrollment	<ol style="list-style-type: none"> <li>1. WFD advisor</li> </ol>	1A. Regularly check in appointments with students and inform of cert eligibility and steps to apply 1B. Verifiable thru LEGEND if student has already applied for certs 1C. Degree audit will reflect “close to graduating”
	Identify & Differentiate Eligibility Requirements	<ol style="list-style-type: none"> <li>1. WFD advisor (Does Omar fall in this category?)</li> </ol>	1A. Regularly check in with students – inform of eligibility requirements
	Find & Use Updated Eligibility Guidelines	<ol style="list-style-type: none"> <li>1. WFD advisor</li> <li>2. WFD Website</li> </ol>	1A. Regularly check in with students
	Describe Consequences for Not Following Guidelines  Not sure what 'guidelines this refers too; program/success plan/funding programs?	<ol style="list-style-type: none"> <li>1. WFD intake and advisor</li> <li>2. Students Expectations and Commitments</li> </ol>	1A. Regularly check in with students 1B. Guidelines to maintain WFD eligibility are reviewed at least annually and as needed 2. Coordinators review consequences of not following WFD guidelines at intake appointment and each quarter if guidelines are not met via probation status
	Assist Student with Maintaining Eligibility (as needed)	<ol style="list-style-type: none"> <li>1. WFD advisor</li> <li>2. Coordinators/Program Assistant</li> </ol>	1A. Regularly check in with students 1B. Check student progression and access via LEGEND 2A. Coordinators will work with students to help them maintain food benefits, TANF eligibility. WRT staff helps students with maintaining UI eligibility. Program Assistant monitors eJas.
Engage with College Community	Re-Evaluate Support Needs Based on Current Situation	<ol style="list-style-type: none"> <li>1. One-on-one meeting with WFD Advisor</li> <li>2. WFD Intake</li> <li>3. WFD and ERC tabling and classroom visits</li> <li>4. WFD and LWTech Resource Fairs</li> </ol>	1A. # of WFD check ins (check in with students include; review barriers, challenges, and support needed) 1B. # of referrals to internal and external services. (including CBO's) 2A. # of people @ WFD intake 3A. # of classroom visits and # of funding surveys received 4A. # of attendees at resource fair and # of surveys completed

	Describe Guidelines/Limitations to Support	<ol style="list-style-type: none"> <li>1. One-on-one meeting with WFD Advisor</li> <li>2. WFD Intake</li> <li>3. WFD Website</li> </ol>	<p>1A. # of WFD check ins (check ins include: review of barriers, challenges, and support needed)</p> <p>2A. # of people who complete intake</p> <p>3A. # of views on WFD webpages</p>
	Find Resources to Address Changing Needs	<ol style="list-style-type: none"> <li>1. One-on-one meeting with WFD Advisor</li> <li>2. WFD Intake</li> <li>3. WFD and ERC tabling and classroom visits</li> <li>4. WFD Newsletter</li> </ol>	<p>1A. # of WFD check ins (Regularly check in with students)</p> <p>1B. # of referrals to internal and external resources (including CBO's)</p> <p>2A. # of WFD intakes completed</p> <p>3A. # of classroom visits and # of funding surveys completed</p> <p>4A. # of newsletters sent out</p>
	Identify Campus Life Opportunities	<ol style="list-style-type: none"> <li>1. ERC classroom presentations and website</li> <li>2. Emails sent to WFD students</li> <li>4A. WFD &amp; ERC information bulletin boards and flyers</li> </ol>	<p>1A. # of classroom visits about job search resources. (Refer to HIRE LIONS)</p> <p>2A. # of emails sent to WFD students (Inform students of ASG/Student Programs opportunities and events)</p> <p>4A. Update WFD &amp; ERC programs &amp; opportunities &amp; events for Students</p>
	Engage in Peer Support	<ol style="list-style-type: none"> <li>1. WFD Student Ambassador</li> <li>2. Referrals to TRiO</li> </ol>	<p>1A. # of events attended by WFD Student Ambassador</p> <p>2A. # of Referrals to TRiO where students can connect with peer tutors, create study groups</p>
	Locate Student Focused Spaces	1. Referrals to RISE Center/Library/ASG/Meditation room	1. # of referrals provided by Coordinator. (share information about library, RISE Center, Meditation, and ASG in email updates) Not really tracked
	Access Student Success Network in Legend	Not currently doing	
	Celebrate Milestones	<ol style="list-style-type: none"> <li>1. WFD Advisor</li> <li>2. Legend Kudos</li> <li>3. WFD emails</li> </ol>	<p>1A. # of WFD check ins. (check ins include: share importance of celebrating milestones).</p> <p>2. # of Kudos sent by Coordinators in Legend</p> <p>3. # of emails to WFD students</p>
	Describe Needs/Wants	<ol style="list-style-type: none"> <li>1. One-on-one meeting with WFD Advisor</li> <li>2. WFD Intake</li> <li>3. Internal outreach</li> </ol>	<p>1A. # of check ins (check ins include: helping with students regarding their barriers and challenges; help them identify support based on needs)</p> <p>2A. # of WFD intakes completed</p> <p>3A. # of people inquiring @ tabling about ERC and WFD</p>
	Identify Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. One-on-one meeting with WFD Advisor (as needed)</li> </ol>	1A. # of students who sign student expectations and commitment with advisor





## Broad Outcome: **Exit**

Please map your individual activities based on division outcomes. Please list N/A as needed.

Based on their interactions with student services staff, students will be able to...	In order to meet this outcome, students must take the following steps...	Aligned department level activities that teach to these steps...	How do you know these activities were successful? Consider: <ul style="list-style-type: none"> <li>Post event surveys</li> <li>Attendance</li> <li>Student stories</li> <li>Staff reports</li> <li>Data dashboards</li> <li>Hobson's reports</li> </ul>
<b>Complete LWTech Credential</b>	Participate in Mandatory Advising Process	1. <i>(example): Completes 1<sup>st</sup> quarter Success Plan</i> 2. WFD Advising  <i>(Does this activity serve all students or specialty pops)</i> <input checked="" type="checkbox"/> All <input type="checkbox"/> Special Pops	1A. <i>(example): % of Success Plans completed in Legend</i> 2A. # of WFD student check-ins
	Follow Graduation Processes & Deadlines	1. WFD Advising 2. WFD Graduation Resources	1A. # of WFD student check-ins 2A. # of students sent resources
	Pick Catalog Year	1. WFD Academic Planning Workshop 2. WFD Advising	1A. # of WFD students who complete AP plan 2A. # of WFD students who complete AP plan
	Use Degree Audit	1. WFD Advising	1A. # of WFD student check-ins 1B. # of students who are shown how to use Degree Audit
	Submit Online Graduation Form	1. WFD Advising	1A. # of WFD students who completed and submitted online graduation form
	Apply for All Eligible Certificates & Degrees	1. WFD Advising	1A. Student advised on certs and degree they will be eligible for and how to apply for them
<b>Celebrate LWTech Credential</b>	Submit Online Commencement Form	1. WFD Advising	1A. # of WFD students who complete and submit online commencement form
	Participate in Completion Celebration Activities	1. WFD Advising	1A. # of WFD students that participate in commencement, pinning ceremonies, etc.
<b>Engaged in Employment or Additional Education</b>	Apply Job Search Skills	1. ERC Workshops & Classroom Presentations 2. ERC Advising 3. ERC web page 4. WFD Graduation Resources 5. Online Job Search videos 6. Referrals to CBOs 7. Hire Lions	1A. # of students in ERC workshops and class presentations 2A. # of student individualized ERC appointments 3A. # of hits on ERC webpages 4A. # of students sent resources flyer 5A. # of views for Career Spots/StudentLingo videos

			6A. # of students sent CBO information 7A. # of student creating Hire Lions account/# of resumes uploaded
	Identify On-Campus & Off Campus Resources	1. ERC tabling, presentations, and workshops 2. ERC Advising 3. Referrals to CBOs 4. WFD Graduation Resources 5. ERC webpage 6. Worksource Connections Site 7. Job Fairs 8. Quarterly Community Resource Fairs	1A. # of students who stop by ERC tabling sessions, attend presentations, and/or workshops 2A. # of student ERC appointments 3A. # of students given information for CBO partners 4A. # of students sent resources 5A. Number of hits on ERC webpage 6A. Number of hits on ERC webpage 7A. # of students at Job Fairs 8A. # of students at Resource Fairs
	Identify Steps for Transfer	1. N/A	1A. N/A
	Identify Funding for Additional Education	1. N/A	1A. N/A
	Complete Steps for Industry Licensing and Certification	1. N/A	1A. N/A
	Use LWTech Online Job Board	1. WFD Advising 2. ERC tabling, presentations, and workshops 3. ERC Advising 4. ERC website 5. WFD Graduation Resources	1A. # of student who create "Hire Lions" accounts 1B. # of WFD student check-ins 2A. # of student attendance at ERC events 3A. # of student ERC appointments 3B. # of student who create HIRE LIONS accounts 4A. # of hits on ERC website and clicks on HIRE LIONS links 5A. # of students sent resources 5B. # of students who create "HIRE LIONS" accounts

#### Analysis:

1. Based on the mapping above, what gaps are present for your Department?

#### DATA

Collect, analyze, and track data from the WFD and ERC, including orientation attendance, student application follow-up, tabling events, resource fairs, internal and external referrals, the number of students who make appointments/attend workshops/participate in classroom visits, and tracking the outcomes of ERC student meetings.

#### TEACHING

Ensure that WFD staff are teaching current and potential students about LWTech programs of study and how to access and complete WFD and LWTech requirements, like the admissions application, Academic Planning, the registration process, how to run a degree audit, how to use and find information in Legend, and etc.

## STUDENT ADVISING:

More detailed information needs to be documented in LEGEND regarding student success plan steps and advising appointments; students should be provided with more detailed information regarding how to navigate college during ERC or WFD advising appointments.

### 2. What interventions would resolve these gaps? Please prioritize this list.

#### DATA:

- Create better tracking system for tabling, Resource Fairs, referrals, etc.
- Survey students after attending CCW: Ask students if they are now able to declare major/program of study with us or describe their career goals after attending CCW or career advising appointment.
- Survey and track students that attend CCW, career advising appointment, or ABED/ESL transitions workshop and if they enroll in program of study/if they are more confident in career discernment.
- Training in Tableau to increase data tracking and analyzation based off reports; work with IR on how to better utilize Tableau to access data specifically about WFD students.

#### TEACHING:

- Coordinators/advisors teach students how to use/access resources instead of doing it for them (Legend, degree audit, registration, admission application, etc.)

#### STUDENT ADVISING:

- Develop quarterly success plans in Legend to use during advising appointments; ensure that information is timely and provided regularly to students
- More detailed documentation in Legend of information that was discussed in advising appointments; consider other ways to document (drop down lists) in order to report data in the future

### 3. What activities is your department engaged in that don't map to division outcomes? Please either propose additional outcomes that match to these activities or justify retaining these activities without an associated outcome.

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- Job Fairs/employer events/employer outreach
- Student on campus employment/internship assistance
- The division outcomes focus mostly on students pursuing degrees/cert.; possibly review outcomes for gaps related to ABED/ESL students; are there gaps related to BAS students?
- WFD Newsletter – does this map to a current outcome?
- Helping students access food benefits
- Student Lingo management
- Student Success website

### 4. Please list your draft goals for the upcoming year.

1. Create additional ways in which we take data that is already collected or tracked and input them into Tableau to create more efficient data results to view and make adjustments as necessary or appropriate.

2. Create tracking process to monitor results in several different areas such as tracking number of appointments in LEGEND for both WFD and ERC.
3. Document more detailed information about ERC and WFD services as it pertains to the Division outcomes
4. Survey students after events/workshops/service; consider re-implementing an exit survey?
5. Develop more structured advising appointments with the use of student success plans in Legend

5. Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget and/or personnel requests, student activities fee, student tech fee.

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