



Performance Monitoring Report: Counseling Services & Special Populations

Counseling Services Purpose Statement

Provide counseling services necessary to enhance the success of students.

Special Populations Purpose Statement

Offer educational programming and supportive services for special populations to address barriers prohibiting participation in education and employment.

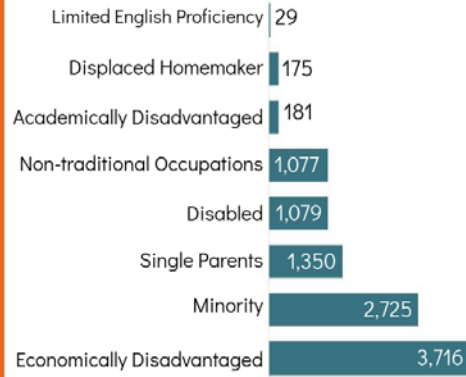
April 16, 2019

Student Services

What We Do

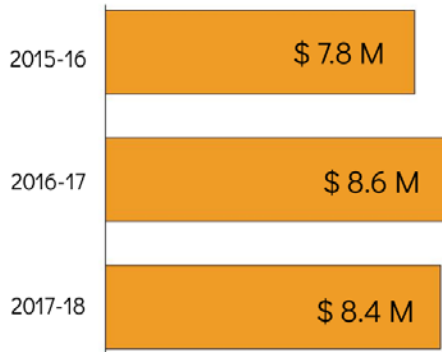


For Whom



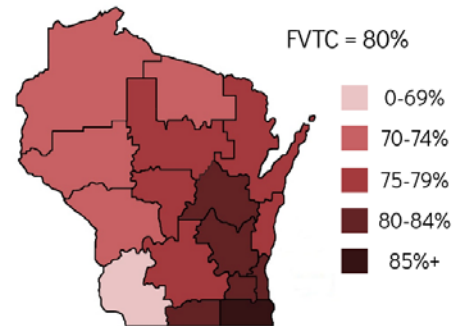
2017-18 Special Populations

At What Cost



Student Services Expenditures

WTCS Part-time Students



Percent of WTCS program students taking less than 24 credits per year (3-year average)

4.9

OF 5.0

2017-18 FVTC Board Rating of Performance



Counseling Services and Special Populations Report

Overview

The College serves a population that is widely varied with regard to age, interests, goals, and abilities. Our aim is to be ready with the assistance needed by each person who walks through the door, regardless of their level of skill or the circumstances of life experience. In many cases, people who are not working in sustainable jobs, at a time when the unemployment rate is at or below 3%, are those without the necessary skills. Sometimes, individuals have significant barriers that need to be addressed in order for them to begin the road to success. People come to the College with hopes for better lives, and we provide the supportive pathways to guide their journey.

In 2018-19, College enrollment has continued to decline, yet the challenges to helping students access education and successfully earn credentials have increased in complexity. This report contains evidence of the many layers of support offered to keep students in school and progressing toward graduation and jobs.

What We Do & For Whom

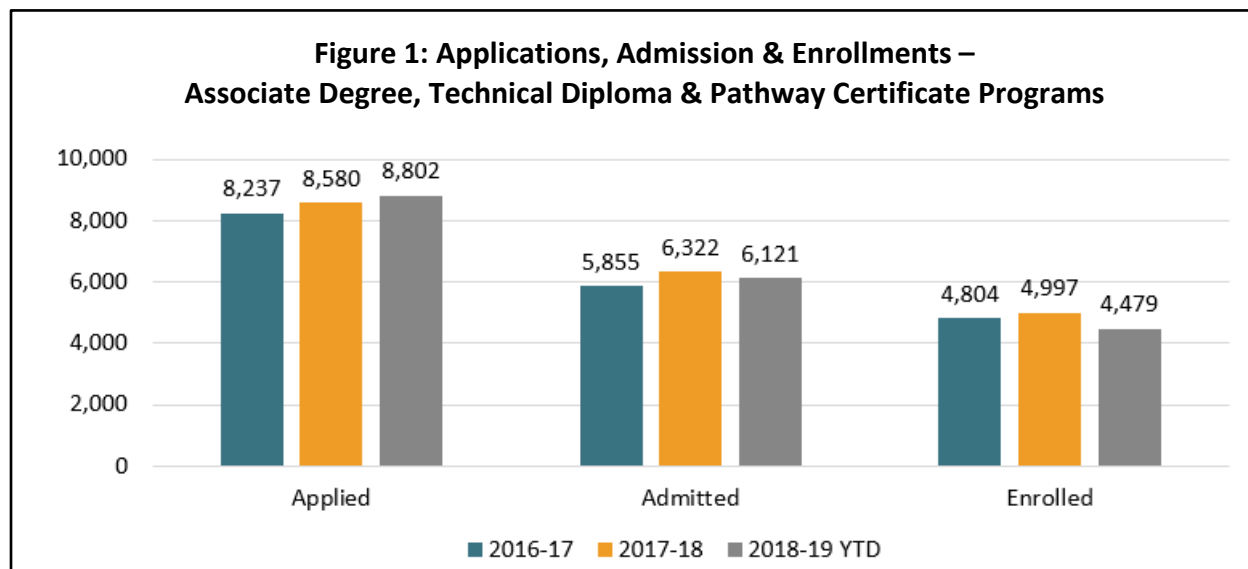
Student Services provides support for students through all aspects of their college experience, starting with their first contact and extending through graduation and beyond. Counseling services and support for special populations covers a wide range of day-to-day activities, varying from transactional and information-related services to relational support services. These activities provide the assistance needed by students in order to receive credentials and obtain employment.

Admissions and Recruitment

Attracting students to the College is the first step toward meeting their educational needs. Creating awareness of offerings and assessing interest is quickly followed by assisting students through the application process. Student support needs often begin at first contact, particularly for students who are undecided about their future educational path, or experience barriers to even considering education.

Figure 1 details the number of prospective students in the application, admission and enrolled stages over the past three academic years. At all points in the process, a significant area of focus continues to be maximizing conversions from the Applicant to Enrolled status. Attention is dedicated toward positioning students on the appropriate pathway with the appropriate support systems in order to increase their likelihood for success.

The admissions process is continually scrutinized for improvement and streamlined for ease of use to properly gauge and adjust the right types and amounts of up-front career and advising support. The Director of Enrollment Management monitors this data on a monthly basis so immediate changes can be made if needed.



Source: FVTC data warehouse query as of March 12, 2019

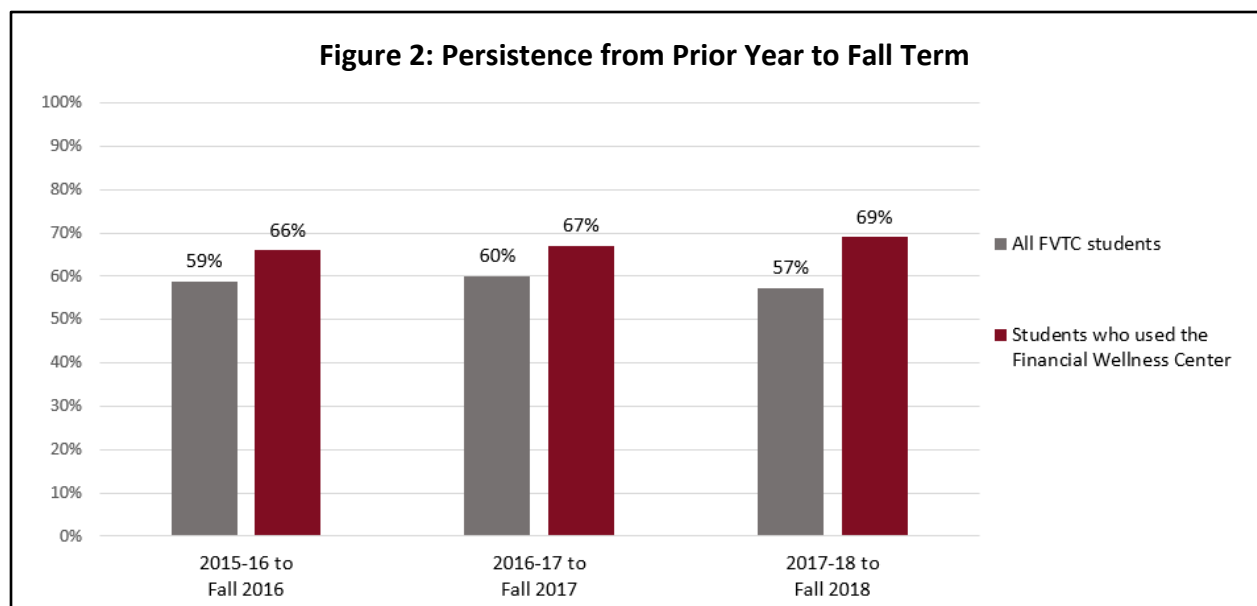
Initial Academic Assessment and Placement Services. Placement of students appropriately into courses is critical to their academic success. Entering students complete an entrance assessment of academic skill levels which determines the need to enroll in the Program Prep courses to improve their skills in order to be successful in programs. High school GPA (2.75 or higher if graduated within the last ten years) has recently been introduced as an alternative to an entrance assessment. Over the next few years, the College is analyzing completion rates of students who are placed in courses via these multiple options for entrance assessment. To assist students in staying on track to degree completion, many General Education courses are offered in a format that allows students to take their Program Prep course concurrently with the associated General Education course.

In addition to the Accuplacer, a non-academic survey called Factors Affecting College Success (FACS) is part of the academic assessment process to further identify barriers or obstacles that could prevent enrollment and persistence in a college program. This survey is completed as part of the Accuplacer assessment and is also integrated into the Master Advising Plan (MAP) that the Counseling and Advising team completes with students.

Recent survey results reveal concerns about academics (for example, study habits, unsuccessful history in school, uncertainty in academic skill), career pathway uncertainty, financial issues, and personal concerns. Students who identify these concerns are targeted for interventions that assist with their resolution. Additionally, referrals to other resources are made earlier in the enrollment process to address barriers that may prevent students from entering or persisting in

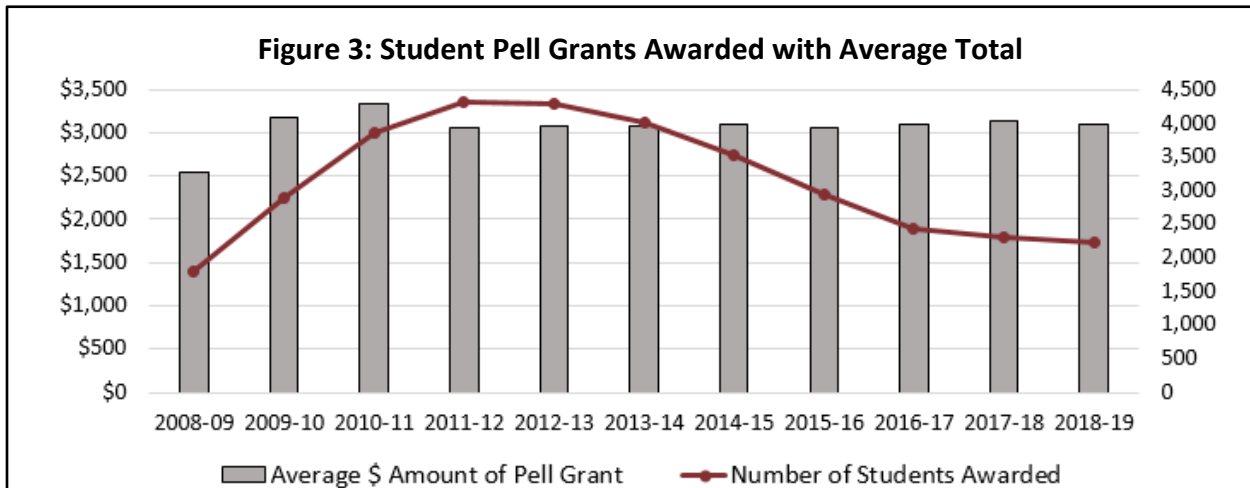
college. Results to date show an approximate 4% increase in Fall to Spring persistence for program students who completed the MAP compared to those students who did not complete the MAP. The Advising team continues to look at ways to improve this student success tool and to promote a higher rate of use to benefit more students.

Student Financial Services. One of the most critical issues facing a large portion of our students continues to be the ability to pay for college. Student Financial Services provides in-person assistance with obtaining financial resources. In addition, the Financial Wellness Center provides free in-person assistance for students at points when they need it the most for disbursement of funds, financial aid warning or suspension, and at graduation when facing loan repayment. Students who access the Financial Wellness Center services are showing higher retention rates than our overall student rates (Figure 2).



Source: FVTC data warehouse query as of March 29, 2019

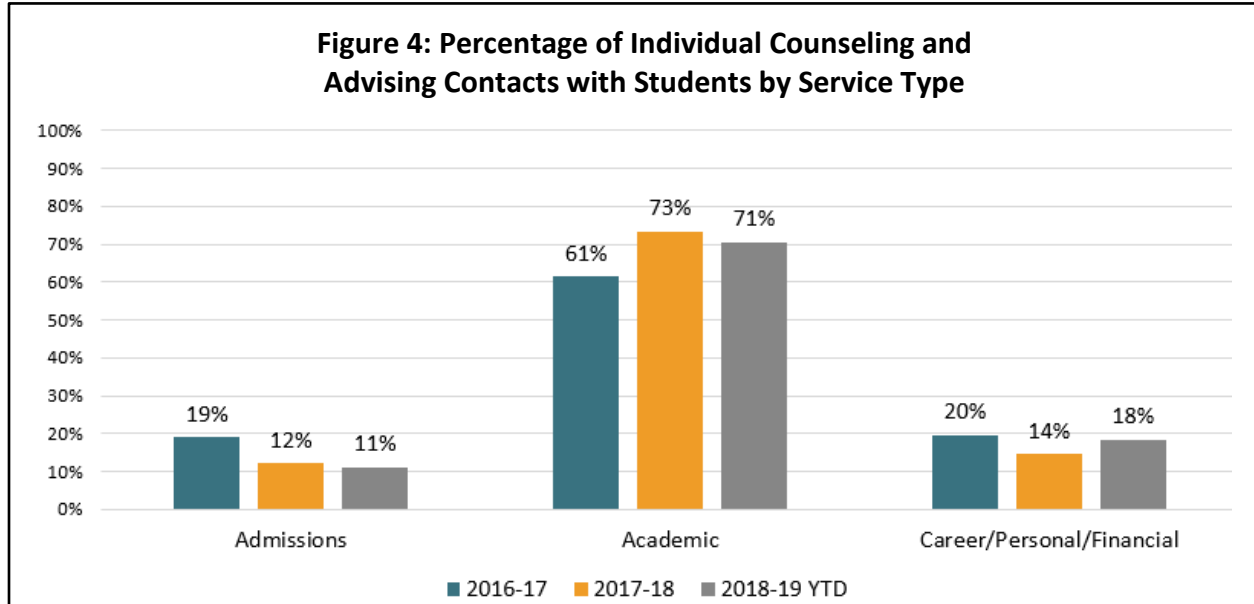
Figure 3 shows the history of Pell Grants, both the average amounts awarded and the number of students receiving them. The number of students receiving financial aid of all types mirrors enrollment with the average Pell Grants awarded over the last two academic years remaining fairly flat. On average for the last 3 years, 51% of FVTC program graduates (excluding short term programs) have had federal loans. The average, total amount borrowed by those loan-takers was \$10,454. Incremental increases in awards continue to be offset by the increases in the overall cost of education for our students. The average unmet need for FVTC financial aid recipients in 2017-18 was \$8,342. In recent years, more students seem to have financial needs. The challenge continues to be making college affordable for all students and providing all front-line staff with information and resources to assist students.



Source: FVTC data warehouse report SAFA000045; Values through February of the given year

Counseling & Advising Services

Figure 4 illustrates how Counseling & Advising Services meets the variety of needs for the general student population and prospective students who have academic, career, personal, financial or transition (admissions) needs. While an increasing number of students have multiple needs (for example, personal, financial, mental health), they consistently require the most assistance with academic advising. FVTC counseling staff address the personal and mental health needs of our students while Academic and Resource Advisors and Counselors offer academic advising services.



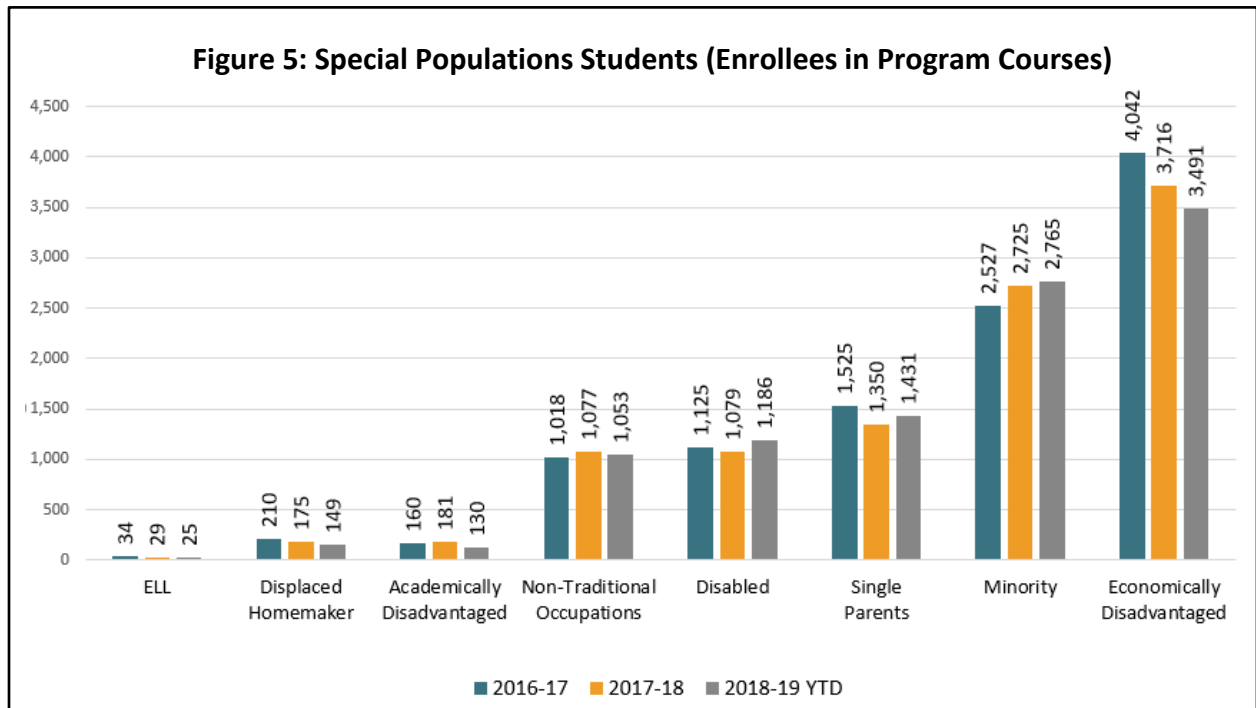
Source: FVTC data warehouse report SAAA0000520; 2018-19 data is as of March 5, 2019

Students experiencing academic difficulty are connected with services through the Academic Alert, Academic Probation and Academic Suspension processes. Academic Alerts allow faculty and Student Services staff to work together to assist struggling students. Students who go on academic probation are required to complete academic success plans with their program advisor/counselor and, in some cases, successfully complete a College Success class. The

expected outcomes of these interventions are multi-fold: increased engagement with a College staff member; increased successful completion of subsequent semester courses; and increased persistence to graduation. Academically suspended students petition for re-entry into programs and create success plans with a Counseling and Advising Services team member. Once approved, students may continue in their programs and may be case-managed for persistence. Based on data resulting from the interventions during Academic Year 2018, 65% of the students receiving services who were on Academic Alert, Academic Probation, or Academic Suspension successfully completed courses in a subsequent semester with a 2.0 GPA or above or attained a credential.

Services for Special Populations

By statute definition, “special populations” include emotionally challenged, physically and learning disabled, academically disadvantaged, economically disadvantaged, English Language Learner (ELL), minority, incarcerated, displaced homemaker, single parent, and those who are working toward a non-traditional occupation (NTO). Figure 5 illustrates the number of students that fit into the “special population” classification. Students Services staff are able to use this data for outreach and other program development. With increasing demands for accountability and compliance with respect to these groups, Student Services staff continue to develop and improve on processes and technology for managing caseloads and tracking progress. Staff also make use of MAPs when serving this population.

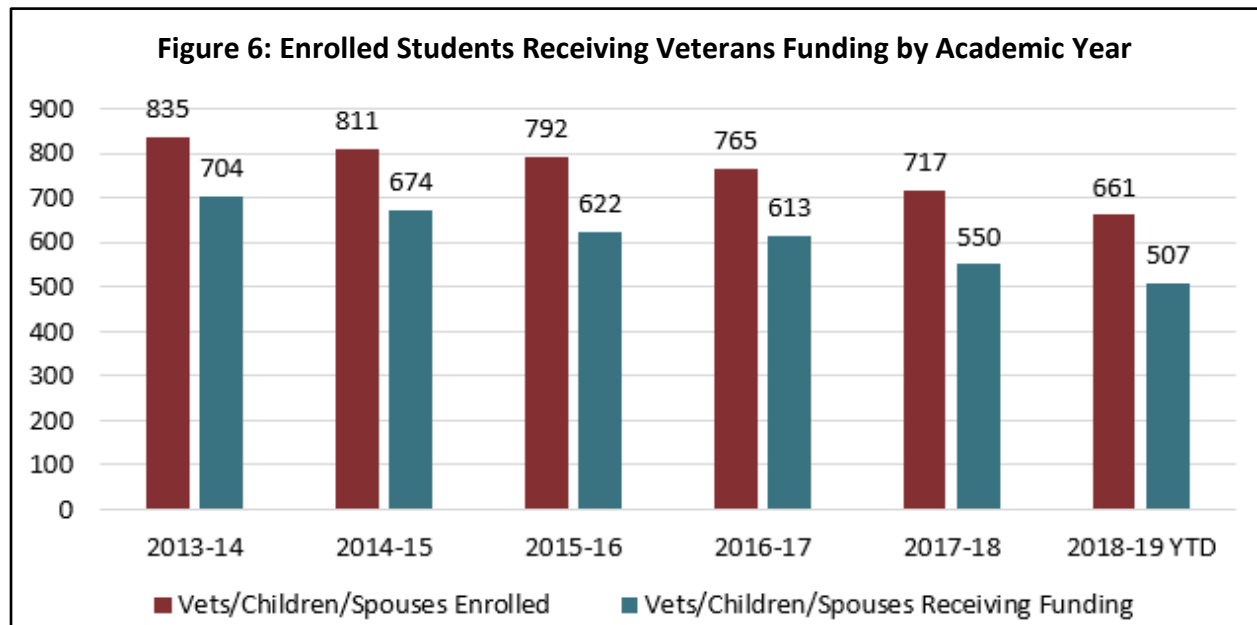


Source: FVTC data warehouse query; Includes dual credit students but excludes apprenticeship students; NTO data from WTCS Portal Report CLI545; 2018-19 data is as of March 14, 2019

Students with Disabilities. Over the past three years, the percentage of FVTC program students with disabilities has averaged around 10%. Educational Support Services (ESS) staff members provide these students with transition services, specialized intake services, testing/other accommodation, and individualized case management services. ESS staff members continuously broaden their knowledge of existing and new adaptive and assistive technologies to serve the unique needs of these students. Auxiliary aids for students with disabilities include, but are not limited to: screen readers and magnifiers, assistive listening devices, speech to text software, smart pens, adjustable tables, and interpreter services. This student population also makes very good use of the tutoring and other support services available to all students.

Students of Color. The College is committed to serving a diverse student body and offers a variety of services through the Diversity and Inclusion Services Office. Diversity and Inclusion Services staff work to ensure equity and cultural understanding while connecting students with the necessary resources needed for their success. In the past several years, FVTC has seen an upward trend in the number of program-declared students of color. Diversity and Inclusion Services works to maintain a welcoming and inclusive campus climate by developing and delivering cultural programming to increase cultural competency among students, staff, and faculty.

Veterans. Paralleling overall enrollment trends, FVTC enrollments of veterans, their children, and/or their spouses have gradually declined since 2013-14 (Figure 6). Veterans in transition are often in need of significant coordination of services and intensive support. Our full-time Retention Coordinator – Veteran Support provides this support and service coordination to student veterans and their families. The data indicates that this population will continue to remain strong and need services from a variety of resources.



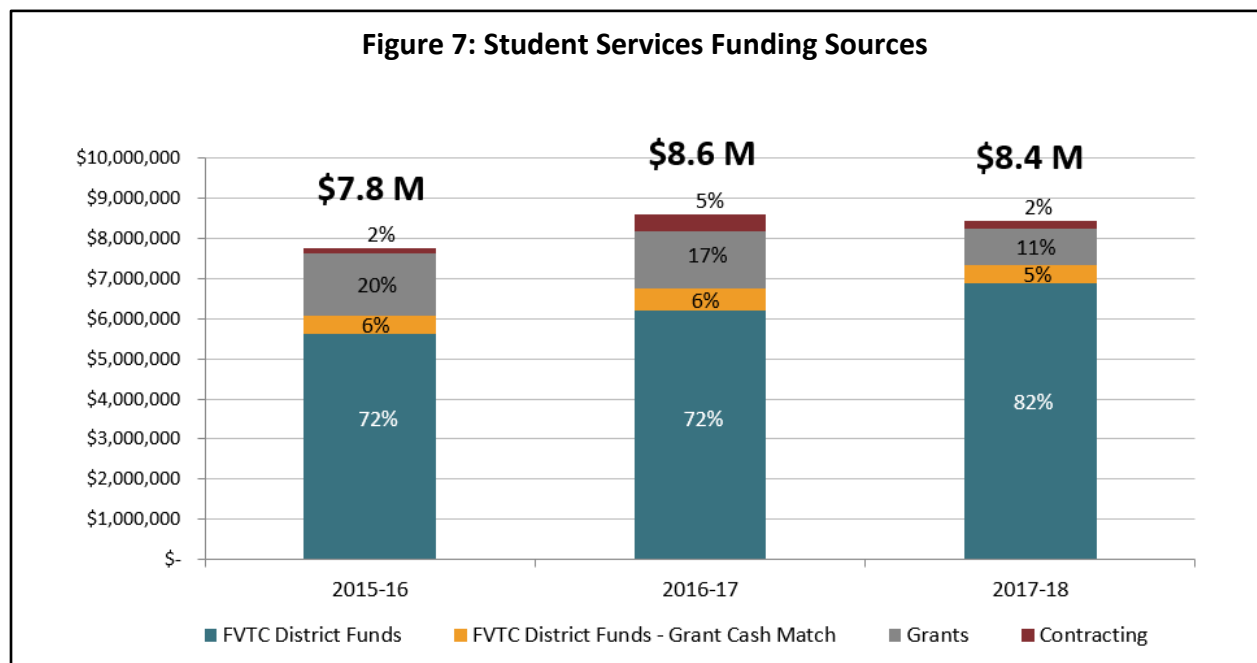
Source: FVTC data warehouse report SAFA0000852; 2018-19 data is as of March 11, 2019

Targeted Focus in 2018-19

FVTC is committed to serving all students, but efforts focused specifically toward part-time students include: instructional plans for students who take 6 or 9 credits per semester; extending the program plan of courses beyond 2 years; tutoring services on Saturdays; providing class offerings at times that may be more convenient to working adults; and making part-time students more aware of the support services and resources available at the College. Since part-time students constitute a large and growing part of our student population (page 1), FVTC will continue to refine our understanding of the unique needs of part-time students and adjust student support accordingly.

At What Cost

Figure 7 shows that District funds comprise the greatest support to the Student Services Division budget and primarily support direct service faculty and support staff in the division. WTCS grant support includes state funds for targeted services and federal “pass through” funds (Carl D. Perkins program), which make up the balance of funds for operations.



Source: FVTC Financial Database