

ACTIVITIES: B. COURSE COMPLETION

B.1 Continue and expand implementation of COM CARE early alert program to assist and retain students at risk.

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	Students not attending or under performing in courses	Currently outreach to 50- 75/semester, growing promotion and staffing to support additional outreach

• **Activity Implementation Plan**

In coordination with SSSP outreach to at risk populations, including those on academic probation or dismissal status, those undecided on majors, and students in basic skills, the district has launched “COM CARE”, an early alert and intervention program which provides resources for staff and faculty to address and/or refer students who may be exhibiting behaviors that aren’t conducive to student success. The online reporting tool provides a structure for coordinated identification and response for struggling students, and empowers more staff to intervene, thus reducing time between alert and intervention. 104 cases regarding students were referred by faculty and staff in 2014-15.

1. Faculty and staff are encouraged to address concerns directly, as appropriate to positively impact the student’s success. They may document their activity and enlist consultation if desired. If additional intervention is needed, they may request this through the online reporting tool and the student will be referred to faculty or staff who have the best connection with the student and their issue(s).
2. The faculty or staff receiving a COM Cares report will then do outreach to the student in order to explore issues that may be impacting their success and work together to develop an action plan the student can implement. They will then follow up to ensure student is completing necessary steps to address issue(s).
3. The process utilizes technology (Advocate by Symplicity) so staff can see (securely) where an issue is in process and builds effective, timely communication with faculty into the process.

The Care Team consists of three teams:

1. The Student Conduct Team (SCT) assesses and evaluates the disturbing behavior of referred students, and determines the necessary response within the student Standards of Conduct.
2. The Academic Care Team (ACT) assists instructors as they identify negative behavior related to academic performance, e.g., absences, failing academic performance, failure to turn in assignments and provides assistance and referral for these students to turn negative academic performance into positive academic behavior.
3. The Behavioral Intervention Team (BIT) assesses and evaluates disturbing behavior of referred students, and connects disparate (and therefore seemingly innocuous or less troubling) pieces of information that may indicate a more serious or acute problem, and designs interventions.

While COM CARE is broadly offered as a resource for faculty and staff, notably promoted through flex training in services for the past two years, particular effort has been made to provide outreach to and work with the basic skills faculty to support students. The majority of students engaging in referred crisis/personal counseling are historically underrepresented minority students, African American, Latino/a, as well as low income students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Pilot Fall 2014, expanding to all counselors in 2016 and ongoing	N/A	SSSP- counseling faculty and early alert software: approximately \$50,000 District – Director of Student Activities and Advocacy and other staff support: \$15,000

• **Link to Goal**

The COM CARE program encourages faculty to engage students who may be struggling, offers consultation resources and centralized coordination so that students who may be struggling in more than one class or area of their engagement with the college receive more coordinated intervention(s). Activities, whether faculty engaging in the classroom or counselor outreach, communicate to the students the college’s effort to be a supportive partner in their success.

• **Evaluation**

Two follow up meetings were held with the pilot counseling faculty responders and feedback from both the faculty directly and indirectly from students engaged was incorporated into process improvements, as well as subsequent training and outreach to additional faculty and staff. Additional faculty beyond the pilot group have been added in fall 2015. A counseling faculty coordinator will be designated in spring 2016 and the