### Unit Plan: Accomplishments and Goals

**Unit: ASPIRE-Student Support Service**

**Division or Area to Which You Report:** Student Services, Special Programs

**Author(s) of this Unit Plan:** Tammeil Y. Gilkerson

**Date:** 3/3/08

**Audience:** IPBC, Deans/Unit Administrators, Budget Committee

**Purpose:** To provide evidence of progress on Strategic Planning Priorities from previous year and to provide input into planning for subsequent years.

**Instructions:**
1. Insert the Goals & Objectives from your last year’s unit plan into “Section 1: Accomplishments” below (2007-08 Unit Plans can be found here).
2. Update accordingly, reflecting upon the activities you’ve undertaken in the past year. Be brief. No more than two pages.
3. In Section 2, please include your new, revised, or continuing goals for the next year. No more than one page.

Please make sure to number and list goals in PRIORITY ORDER (1, 2, 3, ETC.). This will determine where any new resources may be allocated.

Be sure to include accomplishments and goals related to Strategic Planning Priorities, including student learning.

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**Section 1: Accomplishments from Last Year’s Unit Plan (What You Have Done):**

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal/Objective from last year’s Unit Plan</th>
<th>Activities Undertaken to Achieve the Goal/Objective</th>
<th>Results</th>
<th>Priority Objective / Strategic Plan Goal</th>
<th>Accomplished?</th>
<th>Did you receive additional funds to support this goal/objective?</th>
</tr>
</thead>
</table>
| 1   | 80% of participations will maintain good academic standing each semester as measured by a GPA of 2.0 or above | - Assist students in selecting appropriate courses and loads based on academic goals and plan  
- Do periodic check-ins with students to monitor their academic progress (MTPR, etc.)  
- Facilitate interaction with instructors regarding academic progress in classes and recommendations for academic support  
- Provide “over and beyond” tutoring support through PATH center (additional hours paid for) | Fall 2005: 100%  
Spring 2006: 91%  
Summer 2006: 95%  
Fall 2006: 89.4%  
Spring 2007: 91.4%  
Summer 2007: 96.6%  
Fall 2007: 87.3% | Goal 16, 18, 19 | In Process | Program is funded by a Federal TRIO grant |
| 2   | 70% of participants will succeed in developmental coursework as a result of structured academic support | - Provide support to Learning Connection Programs and piloting of new academic support programs (SI, PLTL, 1-on 1 tutoring, etc.) | Data not available yet | Goal 16, 18, 20, 21 | In Process | Program is funded by a Federal TRIO grant |
| 3 | 55% of each cohort will remain enrolled at Chabot College or will graduate and/or transfer to a four-year institution within three years | • Provide accurate information about AA/AS degree and transfer options  
• Help students explore career and major options  
• Assist student in creating academic plan that meets their personal needs and their educational aspirations  
• Provide personal and academic advising, helping each student make appropriate decisions for their life situation  
• Ensure timely reminders regarding college deadlines, scholarship & financial aid deadlines  
• Help student with filling out or updating their FAFSA  
• Support students in exploring options for how to stay in school when they do not have adequate financial support  
• Provide cultural enrichment and workshops that support a student’s co-curricular experience  
• Keep in regular contact with students via mail, phone, email and in person meetings  
• Offer laptops on loan overnight for students who need computer for homework  
• Maintain computer lab, printing and copying for active students | 2005-2006 Cohort: 77.5% still enrolled, graduated or transferred (does not include students who transferred to another 2 year colleges)  
2006-2007 Cohort: 74% still enrolled | Goal 16, 17, 19, In Process | Program is funded by a Federal TRIO grant |

| 4 | 20% of each cohort will graduate with an Associates Degree and/or transfer to a four-year institution within three years | • Through case-management, notify student when eligible to apply for certificate, AA/AS degree or transfer  
• Assist students with AA/AS degree application and all transfer applications  
• Do TAA agreements for all | 2005-2006 cohort: 24.5% graduated with AA degree or transferred to four-year college or university | Goal 16, 17, 19, In Process | Program is funded by a Federal TRIO grant |
eligible students
- Refer students to programs and services at four-year colleges (mentorship and Transfer programs)
- Work in conjunction with programs at four-year colleges to schedule college specific advising appointments
- Plan and implement campus visits and college information workshops

5 90% of participants will indicate a supportive environment
- Maintain a clean and welcoming environment
- Provide on-the-spot troubleshooting and drop-in counseling appointments regularly
- Write and provide referrals and recommendations
- Treat each student with respect and try to give them honest and accurate information and advice

2005-2006 Survey: 100% of students agreed or strongly agreed that the ASPIRE counselors and staff provide a supportive environment
2006-2007 Survey: 98.8% of students agreed or strongly agreed that the ASPIRE counselors and staff provide a supportive environment

Section 2: Goals/ Objectives (What You Hope to Accomplish):

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal/ Objective</th>
<th>What you hope to accomplish</th>
<th>Proposed Activities Completed to Achieve Goal/ Objective</th>
<th>Priority Objective / Strategic Plan Goal</th>
<th>Time Frame (semester, year, five years, etc.)</th>
<th>Are you including a request for additional resources in this unit plan? Yes/ No</th>
<th>If yes, what type?**</th>
</tr>
</thead>
</table>
| 1   | 80% of participations will maintain good academic standing each semester as measured by a GPA of 2.0 or above | • Support students in maintaining overall good academic standing
• Provide more individualized academic follow-up (greater frequency) for students who are on academic probation or are demonstrating poor progress | • Work with staff and faculty to devise and pilot new methods for working with students having academic difficulty
• Advocate for college required counseling match to support the ability to provide better case management | Goal 16, 18, 19 | 2008-09 Academic Year | Yes: required college match of counselor 12-15 hours per week |
<table>
<thead>
<tr>
<th></th>
<th>70% of participants will succeed in developmental coursework as a result of structured academic support</th>
<th>Continue to work closely with the Learning Connection, ensuring this student population and their needs are represented</th>
<th>Develop innovative ideas for supporting students</th>
<th>Design academic component to program</th>
<th>Stay involved with the Advisory of Learning Connection</th>
<th>Solicit feedback from students on their needs</th>
<th>Evaluate student success in classes received tutoring in</th>
<th>Work with English and Math faculty (b/c of developmental coursework focus) to look at structured academic support pilots</th>
<th>Continue dialogues with faculty across the college about possible learning community pilots and academic components to ASPIRE</th>
<th>Goal 16, 18, 20, 21</th>
<th>2008-09 Academic Year</th>
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<tbody>
<tr>
<td>2</td>
<td>55% of each cohort will remain enrolled at Chabot College or will graduate and/or transfer to a four-year institution within three years</td>
<td>Continue providing support services in a thoughtful and productive manner</td>
<td>Offer workshops and fieldtrips based on student needs</td>
<td>Create more linkages with local 4-year colleges for mentorship and events for student exposure</td>
<td>Create opportunities for more structured planning and piloting of new program offerings</td>
<td>Reach out to other faculty and staff to provide workshops or other service</td>
<td>Solicit student feedback and help in planning through volunteer internship program</td>
<td>Connect with representatives from colleges and create linkages</td>
<td>Goal 16, 17, 19</td>
<td>2008-09 Academic Year</td>
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<tr>
<td>3</td>
<td>20% of each cohort will graduate with an Associates Degree and/or transfer to a four-year institution within three years</td>
<td>Continue offering students the opportunity to safely explore different career and degree options</td>
<td>Provide accurate information and continuous follow-ups on their progress</td>
<td>Develop workshops or work in conjunction with TECS center to develop appropriate workshops</td>
<td>Utilize career tests and interest inventories more</td>
<td>Have “career talks” with community members working in different fields</td>
<td>Develop a more detailed plan for counselor and counselor assistant follow-up with students</td>
<td>Goal 16, 17, 19, 20</td>
<td>2008-09 Academic Year</td>
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<tr>
<td>4</td>
<td>90% of participants will indicate a supportive environment</td>
<td>Continue maintaining a safe and supportive environment for students</td>
<td>Provide more support and training opportunities to staff</td>
<td>Solicit feedback from students on their needs</td>
<td>Goal 10, 11, 19</td>
<td>2008-09 Academic Year</td>
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** List types such as “equipment,” “supplies,” “staffing,” “contractual services,” etc…**