



Credit

Student Success and Support Program Plan

2015-16

District: San Bernardino Community College District
College: Crafton Hills College

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccssp@ccc.co.edu with the name of the college and “SSSP Credit Program Plan” in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement
 - D. Counseling, Advising, and Other Education Planning Services
 - E. Follow-up for At-Risk Students
 - F. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGECollege Name: Crafton Hills CollegeDistrict Name: San Bernardino Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: Kirsten Colvey Date: _____Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____Name: Dr. Rebecca Warren-Marlatt Date: _____

Signature of the Chief Instructional Officer: _____

Name: Dr. Bryan Reece Date: _____

Signature of College Academic Senate President: _____

Name: Denise Allen Date: _____

Signature of College President: _____

Name: Dr. Cheryl A. Marshall Date: _____

Contact information for person preparing the plan:

Name: Kirsten S. Colvey Title: Dean of Student Services, Student SuccessEmail: kcolvey@craftonhills.edu Phone: 909-389-3327

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning**1. a. Describe the planning process for updating the 2015-16 SSSP Plan.**

The *Student Success and Support Program (SSSP)* Plan is developed through a shared governance process. A team from the SSEEM Committee (Student Success, Equity and Enrollment Management) prepared a draft of the plan. This group included representatives from faculty and management, including research and planning. The draft of the plan was reviewed and approved by the SSEEM committee as a whole and was shared with the Academic Senate who ratified it before it was signed. A copy was sent to share the information with the Board of Trustees.

b. What factors were considered in making adjustments and/or changes for 2015-16?

It is the goal of Crafton Hills College, with the funding provided through SSSP, that all first-time students have easy access to the services and do not slip through unserved. We also want to expand services beyond first-time students to all students of the college. Adjustments to the 2015-16 take these factors into consideration. In the previous plan there was an attempt to put the basic infrastructure (staff and processes) in place. This year we want to evaluate our success and revise and add more innovative practices to our program. In particular we are interested in improving our ability to provide intrusive support to students who are on probation and/or in basic skills courses. We also want to identify undecided students sooner and provide them with systems and resources that assist them in better identifying their educational goals. Finally, we want to reach out to students with more than 45 units at the college who do not have an SEP to help them develop a plan to complete their educational goal in a timely fashion.

c. In multi-college districts, describe how services are coordinated among the colleges.

The two colleges of the San Bernardino Community College District include Crafton Hills College and San Bernardino Valley College. The colleges are governed by a single board of trustees and are guided by the same Board Policies and Administrative Procedures. For example, the colleges share policies and administrative procedures concerning enrollment priorities, student equity, counseling, and matriculation, among others. Furthermore, the colleges participate collaboratively on the District Applications Work Group, a district Technology committee whose charge it is to design, select, and implement web tools for orientation, assessment, advisement, application, and other

elements of the SSSP. The group meets weekly to ensure the smooth and effective implementation of such tools as Web Advisor, degree audit, educational planning, and CCC Apply.

The colleges work together to determine the feeder schools for which each college will be responsible for providing early access and support services. For example, Crafton Hills College provides orientation, assessment, counseling and SEP services through the Student Orientation, Application, Assessment, and Advisement and Registration (SOA³R) program to the Yucaipa/Calimesa and Redlands school districts, as well as schools located in the eastern part of San Bernardino Unified School District. San Bernardino Valley College provides similar services to the Bloomington/Colton, Rialto, Fontana, and San Bernardino unified school districts, as well as districts in the mountain communities. Both colleges provide assessment and abbreviated educational planning at the high school sites. Personnel from CHC and SBVC met several times to assess, develop, and implement student academic dismissal standards. The colleges also agreed that dismissal status at one of the colleges would not impact the student's status or enrollment at the other.

The counseling staff at both colleges have collaborated to standardize MIS reporting.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

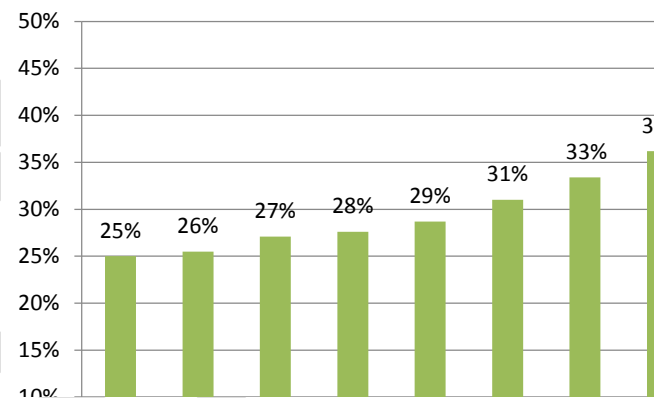
The SSSP Plan and Student Equity Plan are thoroughly integrated with the College's integrated planning and resource allocation processes. Elements of the SSSP plan are reflected in the unit planning and program review document for the counseling department, and in the institution-wide list of Prioritized Objectives. In fact, the objectives and resources needed to fulfill the mandates of the SSSP received very high ranking by the *Planning and Program Review Committee*. Because the planning process closely intersects resource allocation at the college, several positions have been prioritized in the Planning and Program Review process and will be filled to bolster the college's efforts to promote student success and throughput.

2. Describe the college's student profile.

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 students of all ages, interests, and backgrounds have utilized the outstanding educational opportunities available at the college. Crafton currently serves over 5,800 students. The number of unduplicated students that Crafton serves has increased from 5,276 in fall 2012 to 5,850 in Fall 2014, an increase of 11%.

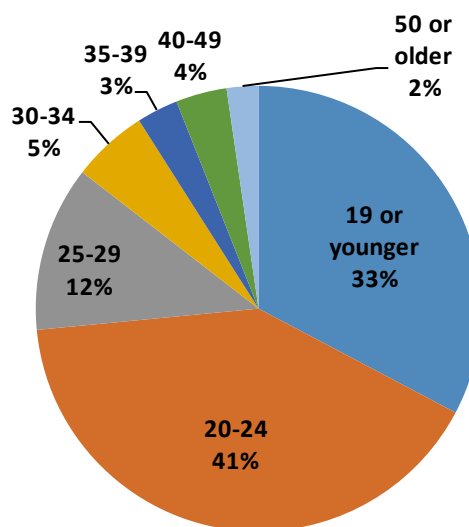
In fall 2013, for the first time in Crafton's history, a majority (51%) of Crafton students were from traditionally under-represented groups (i.e. African American, Hispanic, and Native American). In the last ten years, the proportion of Hispanic students has increased every year from 25% in fall 2004 to 44%, in fall 2014. In fall 2014, the percent of Hispanic students was 44% and 53% of Crafton students were from traditionally under-represented groups.

Fall 2014 Student Ethnicity		
Student Ethnicity	#	%
Asian	319	5.5
African American	458	7.8
Hispanic	2,560	43.8
Native American	79	1.4
Caucasian	2,418	41.3
Unknown	16	0.3
Total	5,850	100.0



In the last five years, the proportion of females at Crafton has remained relatively the same. In fall 2014 54%, of the Crafton students were female, and 46% were male. Equally important, in the last five years, the average age at Crafton has remained relatively the same, declining slightly from 24.5 to 23.7. In fall 2014, 33% of the students were 19 years old or younger and 4% were 20 – 24 years old.

Fall 2014 Student Age		
Student Age	#	%
19 or younger	1,914	32.7
20 – 24	2,383	40.7
25 – 29	704	12.0
30 – 34	322	5.5
35 – 39	176	3.0
40 – 49	214	3.7
50 or older	137	2.3
Unkno wn	1,914	32.7
Total	5,850	100.0
Average Age		23.7



According to our data on income, 57% of Crafton students receive financial aid. In addition, according to our data on placements a majority of incoming Crafton students place into English and math courses that are below transfer level. Specifically, 64% of incoming Crafton students place into developmental (i.e. below transfer level) English and 94% of incoming Crafton students place into developmental (i.e. below transfer level) math courses.

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

The College has a well-established process for providing outreach and gateway services to graduating seniors. Developed in 2003, the Senior Orientation, Application, Assessment, Advisement, and Registration (SOA³R) program is designed to provide prospective students with a streamlined fast-track through the CHC enrollment process at their high school before they graduate. As the name implies, students complete all of the processes that the college requires to be ready to start classes in their first semester. SOA³R is offered to seniors enrolled at CHC's eight top feeder schools. CHC staff from Admissions and Records, Assessment Center and Counseling Center travel to the high school to meet with the students over a series of days in late spring. Staff from specific support programs, such as Disabled Student Programs and Services, (DSPS), Extended Opportunity Programs and Services (EOPS), the Tutoring Center, the Crafton Hills Honors Institute, and the Left Lane Project (a program that provides core student success services to high school seniors) provide information about their services and sign up eligible students. As an incentive to

complete the SOA³R program, participants are given upgraded priority for registration in their first semester. Online orientation is an important component of the SOA³R Program.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

Last year we planned to revise the online orientation to include all the required information from section 55521. We also wanted to link videos, developed locally, that would explain CHC's counseling services, registration, and the use of the online ed plan. This year we are continuing to work with the vendor on making the changes. Also, as a pilot institution for the *Educational Planning Initiative* (EPI) we are waiting for implementation before we invest in creating tutorials of any of the new student processes.

2. a. How many students were provided orientation services in 2014-15?

In the 2014-2015 academic year, 2,058 first-time Crafton students received orientation.

b. What percentage of the target population does this represent?

The target population for completing orientation is all first-time Crafton Hills College students. Of the 3,112 first-time Crafton students in 2014-2015, 181 (6%) were exempt from orientation. Accordingly, 70% ($2,058/2,931 = 70.2$) of first-time Crafton Hills College students completed orientation in 2014-2015. Using the 80% rule to identify groups that were less likely to complete the orientation process indicates that students who are 20 years old or older were substantially less likely to complete the orientation process. There was no disproportionate impact by ethnicity or gender. However, African American and Native American students were less likely to complete the orientation process than Hispanic students. In addition, females were less likely to complete the orientation process when compared to males.

Percent of Students who Completed Orientation by Ethnicity, Age, and Gender			
Ethnicity	#	N	%
Asian	130	191	68.1
African American	173	274	63.1
Hispanic*	1,002	1,380	72.6
Native American	30	49	61.2
Caucasian	716	1,025	69.9
Missing	7	12	58.3
Total	2,058	2,931	70.2

Age	#	N	%
19 or younger*	1,220	1,471	82.9
20-24	467	791	59.0
25-29	166	293	56.7
30-34	79	148	53.4
35-39	44	83	53.0
40-49	50	86	58.1
50 and above	32	59	54.2
Total	2,058	2,931	70.2
Gender	#	N	%
Female	1,053	1,535	68.6
Male*	1,000	1,387	72.1
Missing	5	9	55.6
Total	2,058	2,931	70.2

*Reference group.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

All new students to the college as well as all returning students who wish to take advantage of priority registration are required to complete orientation. Any new or returning student who registers in open registration but who needs to complete assessment to establish placement is also required to have completed orientation as a condition of participating in the assessment process. Completion is verified when the student checks in to take the assessment test. Efforts are underway to identify and close loopholes in the process that allow students to enroll without completing orientation.

3. a. Are orientation services offered online?

Yes. Orientation services are offered in online format only.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Online Orientation was developed using Cynosure New Media product. It has been in use for 3 years. There is no annual subscription cost and minor changes can be requested as needed at no cost. Major changes would require a new contract for services.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

The following topics are covered in the online orientation:

- Description of available programs, support services, financial aid assistance and how they can be accessed (DSPS, EOPS, Transfer Center, Health and Wellness, Tutoring Center, Library, Veterans Services, Child Care Services, Bookstore, Honors Program, Student Success Program)
- Academic Calendar and important timelines
- Registration and college fees
- Available education planning services
- SSSP processes
- Other new student processes
- Transfer processes
- Important terminology used in college
- How to use the college published schedule of classes and set up a personal class schedule
- Student Success strategies (time management, learning styles)
- Student life and student engagement
- Policies and procedures including:
 - Academic Honesty
 - Standards of Conduct
 - Classroom Etiquette
 - Discrimination and Harassment
 - Title IX

The college is continuing to work with the vendor to make updates to the orientation to cover the following mandated areas:

- Maintaining registration priority
- Pre-requisite/co-requisite challenge process
- Maintaining Board of Governors Fee Waiver
- Introduction to campus facilities

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.15	Dean of Student Success	Responsible for the annual revision of orientation program for compliance and relevance and for interaction with community, vendor and technical support staff regarding updates	Match/GF
.05	Web Developer	Responsible for building and maintenance of orientation web pages and links to online products	GF

.12	Senior Programmer/Analyst – Technology and Education Support Services Staff (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system - Ellucian Colleague	GF
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6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Update of Online Orientation	SSSP	30,000
4000	New Student Handbook	Match	5,000

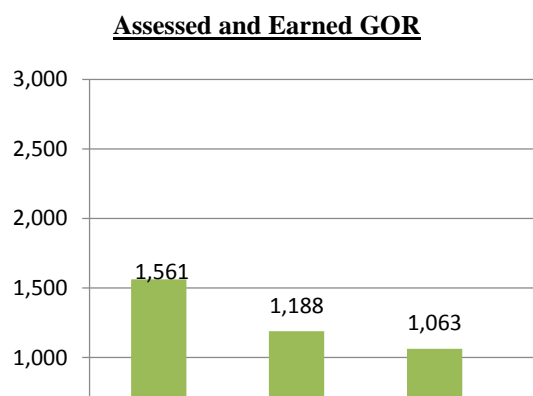
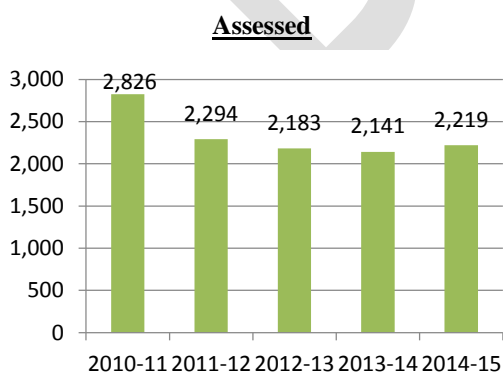
C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

Crafton Hills College continues to evaluate our assessment/placement process in order to establish more effective measures. We are continuing this year to investigate the use of high school GPA as a measure for placement. We will also be working on developing additional measures to assess areas such as college readiness, career interest and aptitude and learning styles to supplement our assessment/placement process.

2. a. How many students were provided assessment services in 2014-15?

In the 2014 – 2015 academic year, 2,219 people were provided assessment services. Of these, 1,101 (50%) earned a grade on record (GOR) in the 2014 – 2015 academic year. A GOR refers to the following grades: A, B, C, D, F, I, P, NP, or W. The number of people assessed increased from 2,141 in 2013 – 2014 to 2,219 in 2014 – 2015, an increase of 4%. Equally important, the number of students assessed and who completed a GOR increased from 982 in 2013 – 2014 to 1,101 in 2014 – 2015, an increase of 12%.



b. What percentage of the target population does this represent?

The target population for assessment includes first-time Crafton students, first-time Crafton students who have not completed English or math at another college, and first-time Crafton students from another college who were assessed more than two years prior to their entry at Crafton. Of the 3,112 first-time Crafton students in 2014-2015, 529 (17%) were exempt from assessment. Accordingly, 64% ($1,651/2,583 = 63.9$) of first-time Crafton Hills College students completed the assessment process in 2014-2015. Using the 80% rule to identify groups that were less likely to complete the assessment process indicates that the following groups were disproportionately impacted: Asian students and students 20 years old or older. There was no disproportionate impact by gender. In addition to Asian students, African American students were also less likely to complete the assessment process; however, this difference was not substantial. When looking at gender, females were less likely to complete the assessment process when compared to males.

Percent of Students who Completed the Assessment Process by Ethnicity, Age, and Gender			
Ethnicity	#	N	%
Asian	78	152	51.3
African American	126	228	55.3
Hispanic*	814	1235	65.9
Native American	28	43	65.1
Caucasian	601	917	65.5
Missing	4	8	50.0
Total	1651	2583	63.9
Age	#	N	
19 or younger*	1095	1386	79.0
20-24	316	663	47.7
25-29	120	239	50.2
30-34	45	118	38.1
35-39	21	62	33.9
40-49	36	74	48.6
50 and above	17	40	42.5
Total	1650	2582	63.9
Gender	#	N	%
Female	808	1330	60.8
Male*	838	1245	67.3
Missing	5	8	62.5
Total	1651	2583	63.9

*Reference group.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Every student is directed to assessment after they complete orientation as a part of the new student process. In order to be eligible to register during priority registration students must have completed assessment or have an exemption from assessment. Assessment is offered on a walk-in basis during peak registration times and on an appointment basis throughout the remainder of the semester. To improve access to the working student assessment, we also provide appointments during several Saturdays during peak registration times and ,in our SOA³R on Saturday event where students complete assessment and advising during a one day event. An additional technician will be hired this year to help expand assessment hours available.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

Students participate in the assessment and placement process after they have completed the application and orientation processes. Depending on the students' prior academic experience, their placements will be informed by the results of the assessment instrument, combined with multiple measures or by other methods such as Advanced Placement scores, Early Assessment Program (EAP) scores, grades from high school and prior coursework. Students may be required to repeat the assessment process if they leave the college for a period of time.

Accuplacer is the assessment instrument used to assess all students requiring that service for placement. Accuplacer is an adaptive online assessment instrument. The number of tests a student takes depends on their answers to specific background questions and their level of success within the instrument. Most students take three to four tests during an assessment session, one test for English skills and another for reading to determine their English placement and one to two math tests for their mathematics placement.

Currently, students can also be placed using other placement methods. These are listed below.

- Students who have completed prerequisite courses at the college or another college will be placed on the basis of those courses and their equivalency to Crafton Hills College courses.
- Students who have participated in assessment processes at another college within the two years prior to the request may provide those placement decisions for evaluation to determine equivalencies and if appropriate may have them used for placement.
- Students are also placed based on Advanced Placement and EAP results. Students who receive a score of "3" or better on the Advanced Placement exam in Language and Composition or Composition and Literature will be placed into our freshman composition course. Students completing Calculus AB, BC or who have a BC/AB

subscore of 4 can be placed at the appropriate level in the calculus sequence at Crafton.

- Using the newly adopted statewide process students completing EAP in their junior year of high school with a score of “Standard Exceeded” or “4” in either mathematics or English are eligible to be placed in college level courses in those subjects for one year following their graduation from high school. Students who received a score of “3” or “Standard Met” can also be placed if they meet certain other criteria. For students who have a Standard Met score in mathematics, they must have also taken and completed a course higher than intermediate algebra with a “C” in their senior year at high school. For a “Standard Met” English score the students must have completed an English class at their high school that meets the English Writing and Reading Course (EWRC) course standards. This information is provided on their high school transcripts. With the adoption of the Common Core State Standards and the change in assessment systems from STAR to CAASPP the EAP is now included in the test given to all 11th grade student in California.
- Students who feel that they have the skills and abilities to enroll in an English or mathematics course but who meet the course prerequisite may challenge that prerequisite. Typically these students have participated in assessment and feel that the results do not represent their preparation. The student completes the prerequisite challenge request and process as determined by the department and a member of that department (usually the chair), within 5 working days of submission, makes the final decision regarding whether the prerequisite challenge is approved.
- Students who have successfully completed a pre-calculus or calculus mathematics course in high school will be placed in mathematics based on a rubric developed by the mathematics faculty who did a content analysis of the high school courses to determine appropriate placement levels.

Assessment is a component of the SOA³R (Senior Orientation Application, Assessment, Advisement and Registration) Program provided to graduating high school seniors. SOA³R guides high school seniors through the components of the CHC enrollment processes and supports their transition to college. Currently, CHC takes the SOA³R program to eight local high schools.

Participation in pre-test practices is encouraged of all students. Information is provided about pre-test preparation in the online student orientation and on the college’s assessment webpage. Students who call for assessment information are also routinely informed about the pre-test options. Students are directed to the assessment calendar to find the dates and times available for assessment. Students who come to assess are queried about their preparation and are given an opportunity , if they choose, to review the pre-test materials and re-schedule at a later date. The Tutoring center offers pre-assessment mathematics workshops. Pre-assessment English workshops will be implemented.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

Crafton Hills College uses Accuplacer, version 9.2 for placement into English and mathematics courses. Accuplacer is an online adaptive instrument that is offered in person in an individual or group setting either at the college or off campus at local high schools.

b. When were tests approved by the CCCCCO and what type of approval was granted?

Accuplacer was given Probationary approval on 3/1/2014

c. When were disproportionate impact and consequential validity studies last completed?

The disproportionate impact and consequential validity studies for math, English, and reading were completed in 2013.

5. a. What multiple measures are used?

When non-exempt students sit for the assessment test, they are administered a background questionnaire, which presents students with questions to collect self-reported data on demographics, educational background, self-efficacy, learning habits, and plans while at the college.

Demographic questions collect data on:

- disability
- whether English is the student's primary language
- the student's comfort with using English
- whether English is the parents' primary language
- educational level of parents

Educational background questions collect data on:

- whether the student has graduated from high school
- highest level of math completed in high school
- highest grade earned in a math course
- number of hours the student uses math in his/her personal life
- number of years the student took English in high school
- whether the student took advanced placement English courses
- number of years taught in English in the classroom
- number of years since high school
- whether the student is a first-time college student
- whether the student is a first-generation college student
- high school GPA
- whether the student attended a Pre-Assessment Math Workshop
- whether the student reviewed the assessment test practice worksheets, and
- experience in writing

Self-efficacy questions collect data on:

- self-confidence in the student's math abilities
- self-confidence in the student's ability to accurately answer math questions
- belief in the student's ability to succeed
- self-confidence in describing texts the student has read
- whether the student believes s/he is a good student
- belief in the student's ability to schedule time to accomplish school tasks
- belief in the student's ability to do well in school and on school tasks
- belief in the student's ability to receive excellent grades
- belief in the student's ability to understand difficult course material
- self-confidence in the student's ability to learn basic course concepts
- self-confidence in the student's ability to understand most complex course material
- self-confidence in the student's ability to do an excellent job on assignments and tests
- expectation to do well in his/her courses
- belief in the student's ability to master the course skills
- self-confidence in the student's ability to do well regardless of some courses' and teachers' level of difficulty
- belief in the student's ability to study to perform well on tests

Learning habits questions collect data on:

- whether the student reads or writes daily
- number of hours the student intends to devote to math homework and study
- number of hours the student intends to devote to study for each class
- number of hours the student intends to devote to reading
- number of hours the student intends to devote to other commitments
- number of hours devoted to reading for pleasure
- time spent reading a math textbook
- importance of learning to read well
- importance of learning to write well
- attitude toward mathematics
- steps taken to clarify confusion in math courses

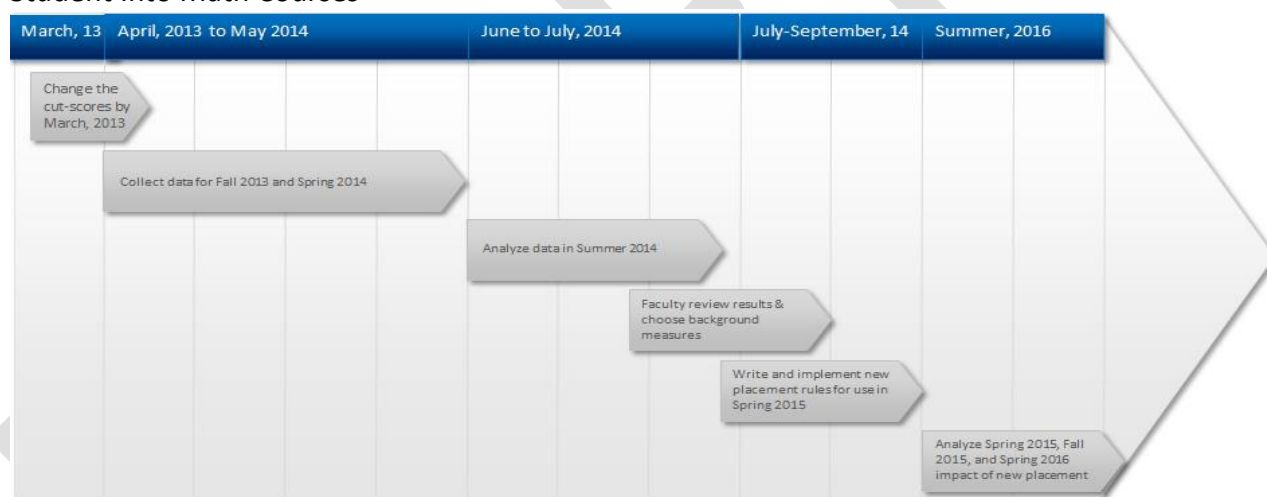
Plans while at the college collect data on:

- whether the student plans to apply for financial aid
- number of units in which the student plans to enroll
- the student's educational goals
- interest in a career/major in science, technology, engineering, or mathematics
- interest in Student Success program
- which college the student plans to attend

Multiple measures have been a part of the assessment test process since Fall 2006 when a consultant assisted CHC in researching and establishing multiple measure algorithms as a part of the test scoring process for both math and English tests.

In early 2012, the Math Department requested that the Office of Institutional Effectiveness, Research, and Planning (OIERP) conduct a content and cut-score validation study of Accuplacer's Arithmetic, Elementary Algebra, and College Level Math Assessment Tests. At the completion of the research, the Math Department decided to continue with the cut-scores and multiple measures in its current form, while continuing to examine the multiple measures. In early 2013, the Math Department had expressed concerns that they did not conceptually understand the multiple measures in their current form. As a result, the Math Department worked with the OIERP to develop a research plan for identifying multiple measures that helped to increase the likelihood of students successfully completing math courses in which they were placed and that conceptually made sense (see Figure 1). The process for identifying the background measures that predict success for students taking math courses started in March 2013 and was completed in September of 2014, well within the two year timeline required by Title 5 Education code (§55003(g)).

Figure 1: Timeline For Identifying and Implementing Multiple Measures Used to Place Student Into Math Courses



Using segmentation modeling, course success of students who assessed after March 2013 and completed a subsequent math course in either Fall 2013 or Spring 2014 was predicted by entering into the model the test score and responses from twelve of the background questions dealing with math performance. Segmentation modeling is useful in situations where the overall goal is to divide a population into segments that differ with respect to a designated criterion (Borges & Cherpitel, 2001; Hannover & Kordy2005). In short, CART modeling affords researchers the opportunity to examine the interaction and impact of a large number of distinct categorical predictor variables (i.e. educational background characteristics) on a categorical dependent variable (i.e. math course success) (Strobl, Malley, & Tutz, 2009). CART modeling initially identifies the best predictor variable, conducting a splitting algorithm that further identifies additional statistically significant predictor variables and splits these variables into smaller subgroups (SPSS, 2001; Strobl et al.). CART modeling merges categories of a

predictor variable that are not significantly different. This merging, combined with the splitting algorithm, ensures that cases in the same segment are homogeneous with respect to the segmentation criterion, while cases in different segments tend to be heterogeneous with respect to the segmentation criterion.

As it relates to the current studies, segmentation modeling has a number of distinct advantages over other statistical methods traditionally used to examine categorical data (e.g., chi-square, regression analysis, etc.). Utilizing segmentation modeling, researchers can easily determine whether specific aspects of numerous categorical predictor variables interact to provide a more accurate identification of sub-populations relative to the dependent variable identified in each study. For example, students who used the preview practice sheets that are available on the CHC website and have taken elementary algebra or higher might be more likely to successfully complete MATH-090 than students have not (Hannover & Kordy, 2005). Additionally, since segmentation modeling evaluates all of the values of each potential predictor variable for statistically significant differences, it can be assumed that variables that are not included in the final model do not differ in respect to the dependent variable. As an illustration, if a student's response to whether they are very capable of succeeding in a math class does not load as a predictor of course success, it can be assumed that it is not a predictor variable and that statistically significant differences between responses to this question do not exist in regard to predicting course success. Finally, segmentation modeling can be displayed in an easy-to-visualize decision tree, producing results that are easier to interpret and more user-friendly than traditional exploratory statistical methods.

The twelve background questions selected as candidate predictors for the segmentation model include:

1. How confident are you that you can still accurately do problems from your last math class?
 - a. Not confident at all
 - b. I might be able to do some of them
 - c. Very confident
2. Select the answer that best describes you when you read textbooks or other informational text.
 - a. I frequently do not understand written material no matter how many times I read it
 - b. I usually need to read material several times before I understand
 - c. I sometimes need to read material more than once before I understand
 - d. I usually understand what I read the first time through
3. What grade did you receive in your highest-level math course?
 - a. D or F or No Credit
 - b. C or Credit
 - c. A or B
4. What best describes your attitude toward math?
 - a. I have always had trouble with math; I wish I didn't have to take it.

- b. I don't like math or am scared by it, but I can probably pass a math class if I give a good effort.
 - c. I like math and work to succeed.
- 5. Highest-level math class that you have ever taken?
 - a. Basic or Consumer Math
 - b. Pre-Algebra or Introduction to Algebra
 - c. Elementary Algebra--Algebra 1
 - d. Geometry
 - e. Intermediate Algebra --Algebra 2
 - f. Trigonometry, College-Level Algebra or Mathematical Analysis
 - g. Pre-Calculus, Calculus, or Higher Math
- 6. I am very capable of succeeding in my Math class
 - a. Not true
 - b. Somewhat true
 - c. Very true
- 7. How many hours a week do you plan to devote to homework and study for you math class?
 - a. Less than 4 hours
 - b. More than 4 hours but less than 10 hours
 - c. As much time as it takes to pass
- 8. How confident are you when figuring a discount by percentage or computing the tip on a restaurant check?
 - a. I can't do those kinds of calculations even with a calculator.
 - b. I need a calculator for those kinds of calculations.
 - c. I can do those kinds of calculations with pencil and paper.
 - d. I do those kinds of calculations in my head.
- 9. Did you take advantage of the Preview Practice sheets that are available on our website?
 - a. No, I didn't
 - b. Yes and I feel it will help me
- 10. When you take a math class, how often do you read your textbook to learn material?
 - a. Rarely or never; I prefer to use notes from class to learn.
 - b. Occasionally; only when I don't understand a concept from class.
 - c. Frequently; it helps supplement the in-class instruction.
- 11. When I do not understand something in math I:
 - a. Try to figure it out myself.
 - b. Ask other students or my friends.
 - c. Ask the instructor right then or right after class.
- 12. How long has it been since your last math class?
 - a. Less than 2 years
 - b. 2-5 years
 - c. More than 5 years

The model resulted in the following increases in predicted success rates of students when background questions were used to supplement the test scores to determine math course placement:

Course Placement	Success Rate	Predicted Improved Success Rate with Predictor Variables				Accuracy of Model
		First	Second	Third	Fourth	
MATH-942/943	75%	92%	100%	-	-	88%
MATH-952/953	80%	83%	91%	-	-	94%
MATH-090 (hi ARITH score)	56%	88%	100%	-	-	100%
MATH-090 (low EA score)	55%	58%	61%	65%	70%	73%
MATH-090 (hi EA score)	58%	62%	74%	100%	-	70%
MATH-095 (low EA score)	57%	63%	100%	-	-	96%
MATH-095 (hi EA score)	54%	68%	100%	-	-	86%
MATH-108/115 (low CM score)	79%	91%	100%	-	-	100%
MATH-108/115 (hi CM score)	91%	100%	-	-	-	100%
MATH-102/103	75%	89%	100%	-	-	100%

When selecting the educational background measures recommended above, the following helped to inform the recommendation:

1. Was the increase in the success rate substantial? For example, is increasing the success rate from 55% to 58% substantial enough to warrant the requirement? Substantial refers to whether the success rate had an effect size that was .10 or higher, usually indicating a success rate increase of 5% or higher.
2. Did the additional requirement of an educational background measure reduce the number of students to where almost no one could either remain in the placement range or move-up to a higher a placement range because too few students had the educational background characteristic? In this case, the additional educational background characteristic was not added because too few students would be able to meet the requirement.

Reviewing the results of the segmentation model, the Math Department chose to implement selected background question responses as multiple measures in determining student course placements.

The English placement tests—reading comprehension and sentence skills—use ten background questions as multiple measures in determining student placement results. The background questions used in placement in reading and sentence skills tests include:

1. number of years since the student was in high school
2. number of hours outside of class the student plans to devote to studying
3. whether the student reads for pleasure
4. the student's education goals

5. the importance a student places on learning to read
6. the importance a student places on learning to write
7. the student's belief in his/her ability to describe what s/he has read
8. whether the student reads and writes daily
9. number of years enrolled in high school English
10. whether the student enrolled in high school Advanced Placement English courses

Similar to Math Department Faculty, the English Department requested a validation study of the English assessment tests in early 2013. The OIERP conducted a study of high school graduates in 2012 who completed the assessment test and subsequently received a grade on record in an English class the following Fall term. The English Department accepted the results of the validation study which found that the current test score and multiple measure scheme in its current form were placing students accurately for success in English.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

The multiple measures identified in the processes above are integrated into Accuplacer's placement algorithms in two ways. For English assessment tests, responses to select background questions may adjust up to 14% of the student's test score. This slight weighting of the background questions allows a student to place into a higher course if the student earns a score toward the maximum score within the cut-score range. For example, if a student scores relatively high within the cut-score range for placement in ENGL-010, preparation for college writing and provides responses to background questions that predict course success in ENGL-101, freshman composition, the student will receive a placement result of ENGL-101.

For math assessment tests, responses to select background questions may lead a student to a higher or lower placement of the current test cut-score range depending on how the segmentation model predicts their course success. For example, if a student scores within the cut-score range for placement into MATH-095, intermediate algebra, and provides responses to background questions that predict course success in MATH-102, college algebra, the student will receive a placement result of MATH-102.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes, the multiple measures processes meet the requirements per Title 5, sections 55502 and 55522.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Crafton Hills College (CHC) is one of two colleges in the San Bernardino Community College District. CHC shares a number of courses in common with San Bernardino Valley College. Crafton Hills College automatically accepts the placement results of former SBVC students if the assessment was taken within two years prior to enrollment at CHC, as long as there is an equivalent course at both colleges. However, at present, students placing into any course below Freshman Composition in English at SBVC must complete the assessment at Crafton, since our pre-collegiate English sequence is not equivalent to SBVC's.

The College also accepts placement results from other colleges with equivalent course sequences if the assessment was completed within two years of enrollment. If the English or mathematics course into which the student placed is not equivalent to a course at Crafton, the student is directed to take a partial assessment in that discipline.

7. How are the policies and practices on re-takes and recency made available to students?

The policies and practices regarding re-takes and recency are available to students as part of the Assessment Orientation and the Assessment Policy agreement they review and sign before they take the exam. The information is also available on the assessment web page and in the catalog.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Senior Student Services Technician	Lead staff position for the maintenance and implementation of assessment services	SSSP
1	Student Services Tech II	Support staff position for the maintenance and implementation of assessment services	SSSP
.15	Dean of Student Success	Responsible for program compliance and interaction with college community, vendor and technical support staff regarding maintenance and updates	Match/GF
.25	Dean of Institutional Effectiveness, Research and Planning	Provide analysis of assessment data; validate cut scores, perform multiple measures validation studies, perform quantitative analysis of assessment program, perform prerequisite validation studies for courses and programs	Match/GF
4	Student Workers	Student provides login support and assists the Senior Student Services Technician in maintaining the integrity of the testing environment.assessment	SSSP

?	Senior Programmer/Analyst (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system	Match/GF
?	User Liaison (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system –Ellucian	Match/GF
?	Admissions and Records Evaluator	The Admissions and Records Evaluator is directly involved in providing placement services for students who completed English and/or Math at another college.	Match/GF

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Assessment Test Units	SSSP	20,000
6000	Computers for Assessment Center	SSSP	?
5000	Assessment Tools for Career/Learning Styles and College Readiness	SSSP	\$4,000

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

The Crafton Hills College Counseling Department is looking to find ways to address any unmet need. Research to determine which student groups are not participating fully so that those groups can be targeted for increased intrusive interaction.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

The target population for counseling, advising and education planning services includes all students of the college. First-time Crafton students and continuing students at the college who have not developed an educational plan in the past are prioritized to receive an SEP. Between the dates of April 1 2014 and June 30, 2015, 6828 students were provided counseling, advising and education planning services. Of this number, 1924 received an abbreviated SEP and 1929 received a comprehensive SEP. These numbers include new students to Crafton that did pre-enrollment advising in spring of 2014.

b. What percentage of the target population does this represent?

The target population includes all first-time Crafton students and students who earned a GOR in 2014-2015, and did not have a student educational plan (SEP). In 2014-2015 there were 5,451 first-time Crafton students or students who did not have an SEP.

b. What percentage of the target population does this represent?

Of the first-time Crafton and none-SEP 2014-2015 students, 2,069 (38%) saw a counselor in 2014-2015. Using the 80% rule to identify first-time Crafton and Non-SEP 2014-2015 students that were less likely to meet with a counselor in the 2014-2015 academic year indicates that the following group was disproportionately impacted: students 20 years old or older. There was no disproportionate impact by ethnicity or gender.

Percent of First-Time and Non-SEP Students who Met with a Counselor by Ethnicity, Age, and Gender			
Ethnicity	#	N	%
Asian	140	367	38.1%
African American	188	501	37.5%
Hispanic*	923	2,339	39.5%
Native American	34	106	32.1%
Caucasian	779	2,121	36.7%
Missing	5	17	29.4%
Total	2,069	5,451	38.0%
Age			
19 or younger*	837	1,661	50.4%
20-24	666	1,947	34.2%
25-29	252	803	31.4%
30-34	119	383	31.1%
35-39	67	218	30.7%
40-49	79	264	29.9%
50 and above	49	174	28.2%
Total	2,069	5,450	38.0%
Gender			
Female	1,068	2,838	37.6%

Male*	998	2,602	38.4%
Missing	3	11	27.3%
Total	2,069	5,451	38.0%

*Reference group.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

The Crafton Hills College Counseling Department is looking at how to streamline processes to increase the number of students they can serve and to assure that all students needing an SEP to maintain priority are served in a timely fashion. In the next year, counselors will consider restructuring how services are offered. Counselors are also looking to increase in-reach efforts in order to catch students who have not connected with the office or have put off planning their educational pathway. We are also providing EOPS with SSSP partial funding to support an additional EOPS counselor to provide entering EOPS students with SSSP services.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

Advising is provided prior to enrollment as part of the enrollment process, during the first two semesters or within 30 units and ongoing as needed. All new non-exempt students are required to participate in this process if they wish to maintain their priority enrollment status.

Delivery methods for counseling, advising and SEP development vary depending on the specific needs and circumstances of the student. Before they register for classes, new, first time students to college begin by attending a New Student Advising session, where in a group setting they will be given general information about the requirements for completing their educational goal, receive instruction on the use of the electronic SEP application and meet with a counselor to develop an abbreviated SEP for up to two semesters.

Students entering Crafton Hills College with fewer than 15 units from another college or university also participate in New Student Advising. If a new student to Crafton Hills College has more than 15 units from other colleges or universities that need to be considered in the development of the SEP, the or she meet individually with a counselor to develop either an abbreviated or comprehensive SEP, whichever is more appropriate.

First-time students who remain at the college past their first semester and are subject to the SSSP regulations have an opportunity to participate in workshops (with a student: counselor ratio of 15:2) directed either at transfer or associate/certificate level to develop a comprehensive SEP. This may occur in the first or second semester of their enrollment at the college. After they develop their comprehensive SEP, students are encouraged to check in with counseling to update their SEP as they get closer to their goal attainment or if they change their educational goal. These meetings are currently

provided in person or online (online counseling is not yet available but is expected to be implemented within the next academic year). Some students receive advising and complete their comprehensive SEP as part of a learning community course where a counselor is assigned to teach a student development course or is assigned to support a learning community. Student development courses focus on academic success and personal growth.

Advising and development of an abbreviated SEP is part of the SOA³R (Senior Orientation Application, Assessment, Advisement and Registration) Program to assist students coming from high school with the new enrollment process and transition to college. Currently, CHC takes the SOA³R program to eight local high schools.

b. Is drop-in counseling available or are appointments required?

Drop-in counseling is available for general questions and counseling issues. SEP's are only developed during appointments.

c. What is the average wait time for an appointment and drop-in counseling?

Individual counseling is available to students through appointments and on a walk-in basis. Students can expect two days to two weeks wait between the time they make the appointment and the time they meet with the counselor, depending on the time of year and demand. Appointments during peak registration times are limited to Financial Aid Term Dismissal students and Veterans students as they have very particular requirements to continue receiving financial support. Full hour appointments are available the remainder of the year.

Drop-in counseling is available year-round. Wait times for drop-in counseling vary depending on the time of year. In peak registration times wait times for walk-in counseling are from one-half hour to as long as three hours. During the remainder of the year wait times do not typically exceed one-half hour but can be longer if fewer counselors are available.

The counseling office is moving to a new facility starting in November of 2015. The new facility will allow Counseling to revise processes and procedures to better accommodate the needs of students. The facility will accommodate a drop-in quick question format and will allow for more appointments to be available. The facility also has a dedicated workshop room providing an opportunity for counselors to expand services to include more group activities and processes.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.

New Student Advising (NSA) is a three hour group meeting with students new to college covering the information to build an abbreviated student education plan. Counselors, Master students and Interns work together presenting transfer, associate, and

certificate requirements. Other areas covered during NSA include prerequisites, building a balanced schedule, navigating the Webadvisor registration system, and email setup. When all this information has been covered, the student begins developing the abbreviated student education plan. The student begins with his or her assessment results planning his or her first two semesters of English and math courses. After which, we plan other courses related to the student's program of study with the consideration of unit load the student can handle and placements levels. The other courses planned into the abbreviated student education plan could include courses from the CSUGE, IGETC, Associate Degree general education pattern, or transfer requirements to a private/out of state school. Also, courses towards the student's major can be included on the abbreviated plan.

Abbreviated student education plans developed during SOA³R follow the same process as used in the NSA. This early outreach program to local high school seniors allows these students to complete the admissions application, online orientation, assessment testing and abbreviated student education plan during their spring semester.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

After the student has completed their abbreviated student education plan in either an NSA meeting or during SOA³R, the student has up to three semesters to complete a comprehensive student education plan. For most first time students the develop a comprehensive SEP plan during a workshop. Students attend one of two focused SEP workshops. Students choose between a Transfer SEP workshop or Associate/Certificate SEP workshop. The SEP workshop they choose depends on their educational goal.

During the SEP workshop, with the assistance of Counselors, Master students and Interns, the student builds the comprehensive plan continuing from what was developed on the abbreviated plan adding at least one semester or more of courses to build the comprehensive student education plan. Courses planned into the comprehensive student education plan include courses from the CSUGE, IGETC, Associate Degree general education pattern, or Private/out of state course requirements and/or student's major.

Students who have accumulated more than 15 units, have units from another institution or have specific needs or requirements related to their special status (Veterans, students on probation, and learning community students) do not participate in the SEP workshop because these students typically have units that must be evaluated which takes extra time. In this case, the student makes an appointment in the counseling office to complete their comprehensive student education plan one-on-one with a counselor.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

We currently use Ellucian Student Planner in developing the students abbreviated and comprehensive education plans. To access Student Planner, the student must login to Webadvisor. Webadvisor is also where students can access their assessment results which helps in mapping out the SEP. Crafton Hills College is participating as a pilot institution in the Educational Planning Initiative (EPI) Educational Planning Tool/Degree Audit System (EPT/DAS). Once implemented the new Hobson's Educational Planning Tool and Degree Audit System will replace the Ellucian Student Planner.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
7.25	FT Counselor	Provides educational, career and personal counseling to students	SSSP/Match/GF
1	FT Science, Technology, Engineering and Mathematics (STEM) Counselor (30 contact hours per week)	provides specialized counseling and educational planning services to students planning on entering a STEM field	Title V Grant
1	FT Transfer Coordinator/Counselor (30 contact hours per week)	provides specialized counseling and educational planning services to students planning on transferring to a university	Match/GF
?	PT Adjunct Counselors (? FTE counselors at @1200 hours per year)	Provides educational, career and personal counseling to students.	SSSP/GF
?	Counseling Interns	Assist FT and PT counselors with the providing of educational planning services	SSSP
?	Master Students	Assist students with learning to use the electronic planning tool and other college resources during New Student Advising and SEP workshops.	SSSP/GF
1	Evaluator	Provides Evaluation of transcripts for students transferring from other institutions to assist counselors in the efficient delivery of ed planning services. The position also maintains degree audit.	SSSP
?	Short Term Hourly Support	One time support to transfer Ellucian Ed Plans to the new Hobson's Educational Planning Tool	SSSP
?	Senior Programmer/Analyst (TESS)	Responsible for maintenance and programming of software application	Match/GF

		in relationship to the district student information system -Ellucian	
?	System Analyst (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian	Match/GF
?	User Liaison (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian	Match/GF

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	License for Online Counseling Tool – Prep Talk	SSSP	?
5000	License for Online Counseling Services: College Source	SSSP	?
5000	Travel for Counselors/staff related to SSSP	SSSP	?

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Crafton Hills College is working on a plan to completely revamp follow-up services at the college. New staff have been hired, including 1 FTE Counselor to lead the development and implementation of the follow-up program and an additional Senior Student Services Technician to increase efforts to provide intrusive follow-up with at risk students.

2. a. How many students were provided follow-up services in 2014-15?

The target population for at-risk students includes all students on probation and students in enrolled in basic skills courses. In 2014-2015, 1,102 students earned a GOR in a basic skills course, and 1,286 students were on probation. The number of unduplicated students on probation and/or enrolled in a basic skills course was 2,091 in the 2014-2015 academic year.

Follow-up services are provided to at risk students who receive an early alert, have contact with the student success program, and or receive follow-up counseling contacts. In 2014-2015, 313 students received an early alert, 1,017 had a student success contact through the student success office, and 4,374 students met with a counselor to do follow-up.

b. What percentage of the target population does this represent?

When looking at the students in the target population, 1,346 basic skills or probationary students received follow-up services in 2014-2015. Accordingly, 64% ($1,346/2,091 = 64\%$) of Crafton students who were enrolled in a basic skills course or on probation received follow-up services. When looking at basic skills students only, 67% received follow-up services compared to 64% of students on probation, suggesting that a larger effort needs to be dedicated to students on probation. Using the 80% rule to identify groups that were less likely to follow-up services indicates that the only group disproportionately impacted was Native American students. There was no disproportionate impact by age or gender. Examining ethnicity further illustrates that African American students were the most likely to receive follow-ups services followed by Hispanic students.

Percent of Students who Received Follow-Up Services by Ethnicity, Age and Gender			
Ethnicity	#	N	%
Asian	52	85	61.2
African American	128	184	69.6
Hispanic	723	1,112	65.0
Native American	21	43	48.8
Caucasian	420	665	63.2
Missing	2	2	100.0
Total	1,346	2,091	64.4
Age	#	N	
19 or younger	606	940	64.5
20-24	462	718	64.3
25-29	135	207	65.2
30-34	53	89	59.6
35-39*	39	58	67.2
40-49	32	49	65.3
50 and above	19	30	63.3
Total	1,346	2,091	64.4
Gender	#	N	%
Female*	681	1,050	64.9
Male	663	1,038	63.9
Missing	2	3	66.7
Total	1,346	2,091	64.4

*Reference group.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

In addition to the increase in staffing to provide follow-up support (1 counselor and 1 Senior Student Services Technician) the college is participating as a pilot institution for the implementation of Starfish Retention Solution as a part of the EPI (Educational Planning Initiative). It is hoped that the new tool will increase faculty participation in early alert and will facilitate better tracking of students by counselors and other support staff so that assistance can be provided on a timelier basis.

3. a. What types of follow-up services are available to at-risk students?

Follow-up services are coordinated through the Student Success Program which is staffed by a counselor and two Student Success Advisors (Senior Student Services Technician). Students are identified by the program through enrollment in basic skills courses, through the college's online Early Alert system, and as a result of their placement on probation. With instructor permission the Student Success Advisor visits most basic skills course sections during the first two weeks of school to inform students about the services provided by the Student Success Program and the counseling department. Students who are struggling or have some life event or circumstances that interferes with schooling are encouraged to come in to see the Advisor for information and referral to college and community resources. The assigned counselor and the Student Success Advisors works collaboratively with instructors to provide intrusive follow-up with students.

All the services provided by the college to support students are available for at-risk students. The goal is to encourage students, using intrusive means if necessary, to engage with these resources. The Student Success Advisors contact the student through mail, email and by the telephone to check on the student and ask about his or her experience and progress in school. Students who are in need of intervention or support are referred to and sometimes escorted to support programs on campus including, DSPS, EOPS, financial aid, Career Center and Tutoring Center.

Students on academic or progress probation are directed to attend a probation workshop and are required to meet one-on-one with a counselor to develop a probation contract in order to continue at the college. The probation workshop informs students about the types and levels of probation and strategies to regain their satisfactory academic standing. In the contract, the counselor specifies which courses the student will take and what other activities the student will participate in during the semester in order to provide a structured plan to help the student off of probation. Counselors typically mandate participation in activities such as workshops, tutoring, or participation in specified support programs as a condition of continued enrollment. Students who do not have an SEP are required to meet with a counselor to develop a plan before they can register.

Follow-up is also provided by a number of programs designed to serve specific populations of students including EOPS and DSPS. Crafton Hills College also has a summer bridge program for students in basic skills and developmental education called Left Lane. The program is designed in such a way that students are monitored and provided ongoing follow-up during the first year of attendance. Plans are in development to add a peer advisor component to Left Lane to

encourage engagement and to expand support to first time college students. This program is led by the Coordinator of Tutoring and the Lead Counselor for follow-up and is supported by the Student Success Advisors and Tutoring Center Staff.

Curriculum and workshops designed specifically to address the needs of undecided and at risk students have been developed. Topics will address the prevailing issues that lead to academic or progress probation, including time management, goal setting, study skills, and behaviors leading to academic success.

b. How and when are students notified of these services?

Students are notified about follow-up services through orientation, class visits, referral by faculty and counselors, Early Alert contacts, Left Lane program participation, email contacts and phone contact by the Student Success Program.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Services are provided face-to-face in group and on an individual basis. Students can get assistance through individual appointments, workshops, and beginning in fall 2016, specific courses designed to assist them in becoming successful students. Student Success Advisors also directly contact students by telephone and email if they have been identified as at risk through early alert or other referrals. The college is participating as a pilot institution for the implementation of Starfish Retention Solution as a part of the EPI (Educational Planning Initiative).

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Teaching faculty were involved in the set up and design of the user interface with the SARS ALRT early alert tool that Crafton Hills College acquired to improve the effectiveness of its early alert processes. Special workshops have been provided as part of professional development. Each semester a reminder with instructions are sent out via email and paper to adjunct and full-time faculty. This year the college sent a team to the "Leading From the Middle Academy" with the specific goal of identifying methods and strategies to improve faculty participation. Plans are being made to work directly with department chairs and the Professional Development Committee to provide training in the tool and with the academic deans and academic senate to encourage faculty participation. Also with the implementation of Starfish Retention Tool it is hoped that the ease of access to the tool will improve faculty participation.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
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2	Senior Student Services Tech	Coordinates follow-up activities, provides intrusive contact with at risk students and manages early alert process, including maintenance of SARS ALRT and follow-up with students referred by faculty.	SSSP
5	FT Counselors (30 contact hours per week)	Provide professional, educational, career and personal counseling to students who are at risk.	Match/GF
1	FT Counselors (30 contact hours per week)	Provide professional, educational, career and personal counseling to students who are at risk.	SSSP
?	PT Adjunct Counselors (FTE Counselors @ 1200 hours per year)	Provide professional, educational, career and personal counseling to students who are at risk.	SSSP
?	Dean of Student Services, Student Success	Responsible for program compliance and interaction with college community, vendor and technical support staff regarding maintenance and updates	Match/GF
?	Master Students	Provides peer support for at risk students	SSSP/GF
?	Senior Programmer/Analyst (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian	Match/GF
?	User Liaison (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian	Match/GF

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Marketing costs (e.g. banners, printed materials)	SSSP	\$3000

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount
4000	Office Supplies for SSSP Activities	SSSP	?

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

The District exemption policy, included in Board Policy 5050, has not been updated since the SSSP was implemented. The Administrative Procedure reads as follows:

EXEMPTIONS

Although all students are given the opportunity to participate, each college has elected to exempt certain students from orientation, assessment and counseling/advisement (Section 55532(a). Exempted students are identified and informed through the matriculation process. Exemption criteria are outlined in the Matriculation Plan for each college.

The district is currently reviewing and revising its policies and administrative regulations. The policy that impacts the SSSP will be revised as part of that process.

Current practice at Crafton has been amended to meet the exemption guidelines listed in the revised section 55532. Exemptions are granted based on the following:

New students may obtain an assessment exemption if they have:

1. Completed an associate degree or higher. (Provide transcript)

2. Completed prerequisite courses with a grade of "C" or better. If prerequisite courses have not been completed in both mathematics and English, the student must take the assessment in the area not met. (Provide transcript)
3. Scored 3 or higher on the Advanced Placement Test (College Board) in English and/or mathematics. (Provide documentation)
4. Participated in the CSU EAP Process at high school and have been determined "Standards Exceeded" for college level coursework or determined "Standards Met" and have completed appropriate coursework during the senior year. This exemption expires one year after graduating from high school.
5. Enrolled in courses at Crafton Hills College solely to maintain certificate or license requirements.
6. Taken a placement exam at another college in the last two years and can provide scores and placement recommendations from that college.

2. What percentage of your student population is exempt (list by category)?

The student population was defined as all first-time Crafton Hills College students in 2014-2015. The two exemption categories include exemption from assessment or exemption from orientation. Six percent of the 2014-2015 first-time Crafton students were exempt from orientation, 18% were exempt from assessment, and 21% of students were exempt from assessment and/or orientation.

Number and Percent of 2014-2015 Crafton Hills College Students Exempt by Category			
Exempt Category	#	N	%
Assessment	571	3,112	18.3
Orientation	181	3,112	5.8
Unduplicated Total	644	3,112	20.7

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

The Academic Exceptions Committee reviews academic petitions based on extenuating circumstances and hears student appeals. The committee, which meets weekly on Thursdays on an as-needed basis, includes the Admissions and Records Coordinator, the Dean of Student Services and Student Development, the Director of EOPS/CARE/CalWORKS, a member of the Counseling Faculty, a DSPS representative, Admissions and Records Evaluator, and a faculty representative of the Mathematics, public Safety and Services, Foreign Language or English, and Anatomy and Physiology disciplines, as well as one Student Senate representative. This confidential group adjudicates appeals concerning course repetition with and without

substandard work, exceptions to the remedial coursework limit, and other academic regulations.

Time-sensitive student appeals for courses added after census and overlapping and multiple enrollments are adjudicated by the Coordinator of Admissions and Records, and appeals are reviewed by the Dean of Student Services/Student Development. Students may appeal the outcome to the Academic Exceptions Committee.

The Financial Aid Appeals Committee advises the Director of Financial Aid regarding appeals related to term dismissal and other appeals related to financial aid. The committee meets twice monthly. Membership includes the Director of Financial Aid, an Academic Counselor and two instructional faculty members, and an additional Student Services manager.

http://www.craftonhills.edu/Current_Students/Financial_Aid/Academic_Progress

Student grade appeals are governed by Board Policy and Administrative Procedure 5540. The process includes an informal and a formal resolution process. The informal process entails a meeting with the faculty member who issued the grade (or the Chair, in the faculty member's absence), and if the issue is not resolved, the Department Chair or designee. The formal process includes three steps, including conference with the Division Dean, investigation by the Director of Admissions and Records, and a hearing. The issue may be resolved at any of the three steps.

<http://craftonhills.smartcatalogiq.com/en/2015-2016/Catalog/Section-III-What-You-Need-To-Know/Standards-of-Student-Conduct-and-Disciplinary-Procedures/Student-Grade-Appeals>

Appeals regarding any aspect of the SSSP process are directed to the Dean of Student Success and Support including:

1. Review of placement decisions.
2. Waiver and challenge of prerequisites.
3. Complaint of unlawful discrimination. If a student feels that assessment, orientation counseling, prerequisites, or any other SSSP procedures are being applied in an unfair manner.

http://www.craftonhills.edu/Current_Students/Counseling/Student_Success_and_Support_Plan/Exemption_from_SSSP

Any prerequisite or co-requisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course in question. Grounds for challenge are:

1. The prerequisite or co-requisite has not been established in accordance with the District's process for establishing prerequisites and co-requisites;

2. The prerequisite or co-requisite is in violation of Title 5 of the Education Code;
3. The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite;
5. The student will be subject to undue delay in attaining the goal of his or her Student Educational Plan because the prerequisite or co-requisite course has not been made reasonably available;
6. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or enrollment in one or more of the courses has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan; and
7. The student seeks to enroll in a course which has a prerequisite established to protect students' health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

[http://www.craftonhills.edu/Admissions and Records/Enroll/Enrollment Policies/Prerequisites](http://www.craftonhills.edu/Admissions_and_Records/Enroll/Enrollment_Policies/Prerequisites)

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

Board Policy ([BP](#)) and Administrative Procedure ([AP](#)) 4260 describes the college's procedures for establishing and reviewing prerequisites and co-requisites. [BP 4260](#) states that the college curriculum committee is authorized to establish prerequisites and co-requisites and that all standards shall be established in accordance with title 5 education code.

[AP 4260](#) states that prerequisites and co-requisites are necessary to ensure that students succeed in their coursework and have access to the courses they require. To balance the concerns between success and access, the college developed the administrative procedure for establishing and reviewing prerequisites. The procedures for establishing prerequisites and co-requisites for a course are briefly summarized below.

1. The curriculum committee approves as a separate action from approving the course
2. The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness that is demonstrated by a content review

3. The content review needs to include the identification and review of the prerequisite or co-requisite that develops the body of knowledge and/or measures skills identified
4. Need to match the knowledge and skills in the targeted course and those developed or measured by the prerequisite or co-requisite

In addition to obtaining the review of the faculty in the discipline or department and the curriculum committee, the College must also meet one of the requirements listed below to establish a prerequisite or co-requisite.

1. The course outline of record specifies at least three of the campuses of the UC and CSU systems that reflect in their catalogs that the equivalent course has an equivalent prerequisite
2. Prerequisites establishing communication or computational skill requirements must be established on a course-by-course basis and must include a list of specific skills a student must possess in order to be ready to take the course and research must be conducted and provided

In addition, the college must also examine each prerequisite and co-requisite for disproportionate impact every six years and adopt a plan to address disproportionate if it is found. Finally, the college must review each prerequisite/co-requisite every six years to determine if it continues to provide a balance between success and access to the target course. [AP 4260](#) also states that a student who does not meet a prerequisite/co-requisite can challenge the process by providing satisfactory evidence to enter the course.

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

Build on a series of campus workshops we had introduced last year on students' "Funds of Knowledge" to promote a better understanding and engagement of our at-risk students.

Seek professional learning opportunities and resources for building students' academic and career dispositions and attitudes. Our college will be applying for entry into the *Habits of Mind Community of Practice* (2015-2016), sponsored by 3CSN, in order to increase our capacity to influence students' expectations and values and to build their intellectual habits of mind through orientation, counseling, and classroom opportunities.

Engage at conferences best known for their focus on Student Success and Student Success Programming. Teams from our college will be attending the following conferences in 2015-2016: *Strengthening Student Success Conference*, sponsored by the RP Group, Oct 7-9, 2015; *the 48th Annual College Reading and Learning Association Conference* (including the pre-conference "Integrated Reading and Writing Summit"), Nov 5-8, 2015; *On Course National Conference: Helping Colleges Improve Student Success and Retention*, Apr 7-9 2016.

In addition, the implementation of the EPI (Educational Planning Initiative) will require significant professional development for staff on implementing the new processes and technology surrounding Degree Audit, SEP development and student follow-up.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

Attachment A**Student Success and Support Program Plan Participants**

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: Kirsten S. Colvey Title: Dean of Student Success

Stakeholder Group: Manager, Student Services, Supervising Administrator SSSP, SSEEM
Committee Co-Chair

Name: Dr. Keith Wurtz Title: Dean of Institutional Effectiveness, Research
and Planning

Stakeholder Group: Manager, Research and Planning

Name: Dr. Rebecca Warren-Marlatt Title: Vice President, Student Services

Stakeholder Group: Senior Management, Co-Chair Planning and Program Review

Name: Dean Papas Title: Professional Development Coordinator and
Department Chair, English

Stakeholder Group: Professional Development, English Department, Faculty, Department
Chairs, SSEEM Committee Co-Chair and Academic Senate

Name: Robert McAtee Title: Department Chair, Counseling

Stakeholder Group: Department Chair, Counseling, Counselor, Faculty and Academic
Senate

Name: Mark Snowwhite Title: Dean, Letters, Arts and Mathematics

Stakeholder Group: Instructional Management, Basic Skills Initiative

Name: Alicia Hallex Title: Student Services Technician II DSPS

Stakeholder Group: Classified, Disabled Student Programs and Services

Name: Andrew Chang Title: Director, Administrative Applications Systems

Stakeholder Group: Director, District Technology and Educational Support Services

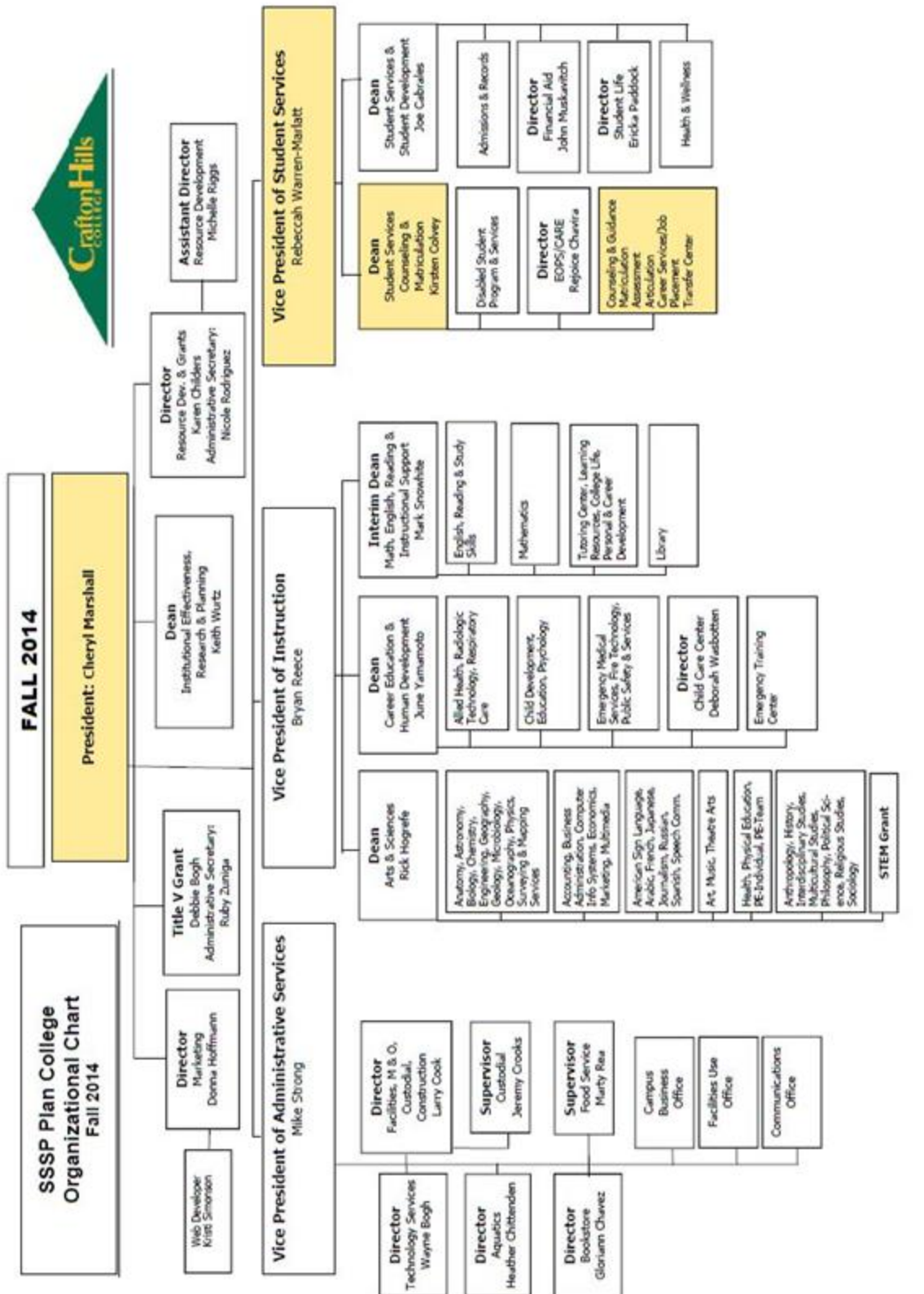
Attachment B, Organizational Charts

Figure 1. College Organizational chart

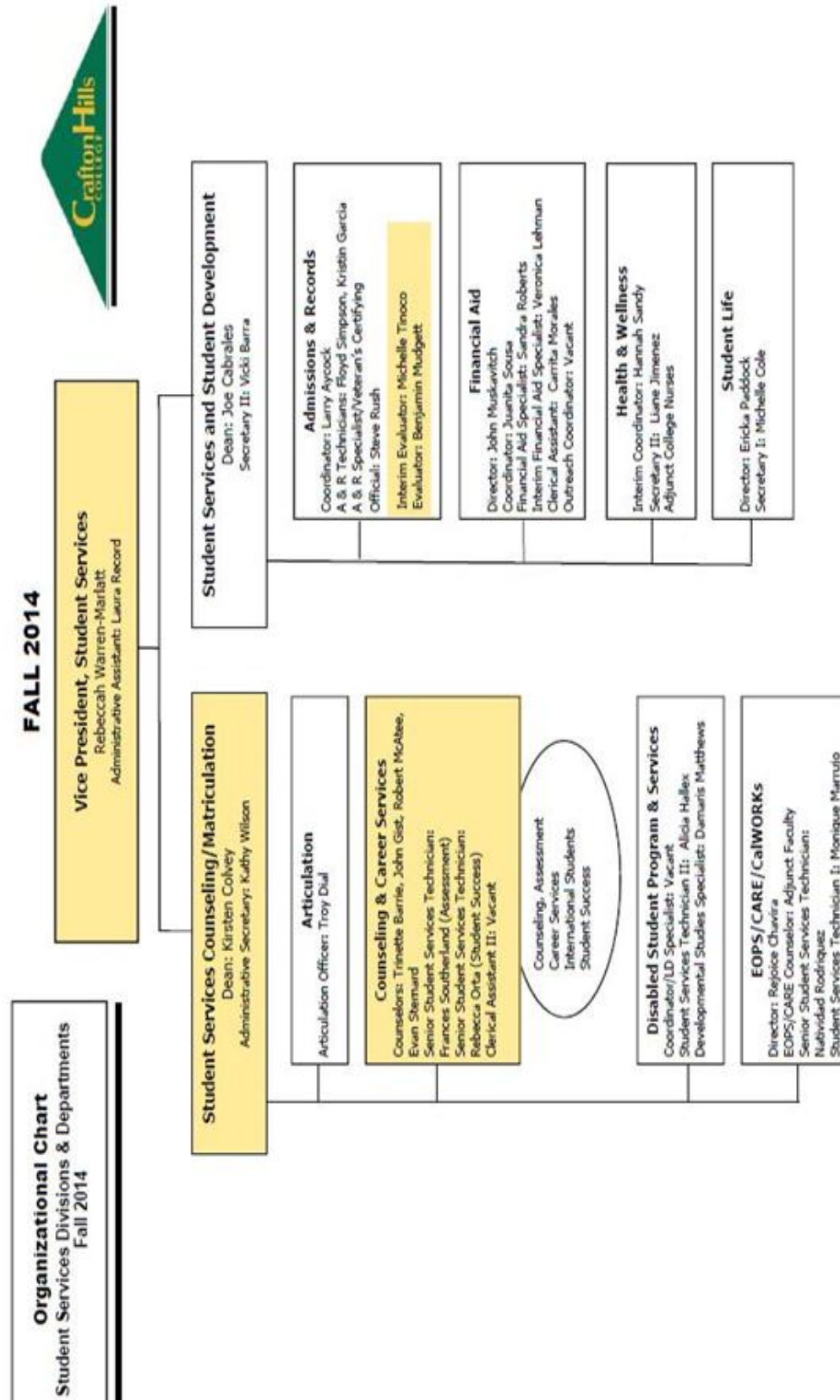
Figure 2. Student Services organizational chart

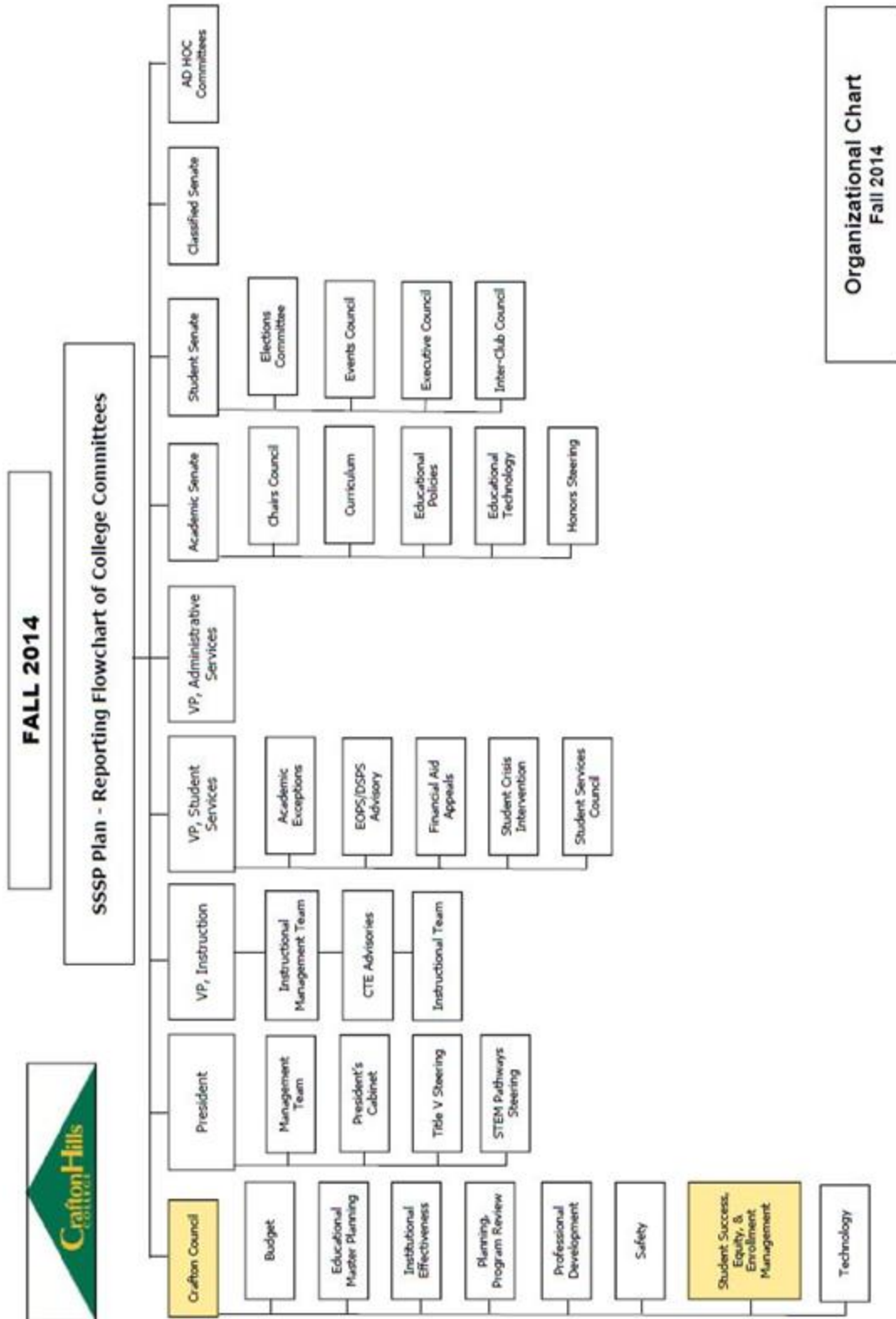
Figure 3. Governance organizational chart

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Attachment C, SSSP Advisory Committee.**Student Success, Equity and Enrollment Management (SSEEM) Committee**

Charge: The Student Success, Engagement, Enrollment Management and Matriculation Committee is charged with developing and overseeing a comprehensive Enrollment Management Plan, the Student Success Plan and the Student Equity Plan for the college. Specifically the Enrollment Management, Student Success, and Engagement Committee rely on research, evidence-based decision making, and the results from the learning assessments to address the recruitment, admission, retention, and success of all students, including the development of student support services and curriculum for transitioning basic skills students to higher levels of learning. The Enrollment Management, Student Success, and Engagement Committee meets twice per month.

Membership:**Two representatives each:**

Student Success and Support *Larry Aycock, Coordinator, A&R; Ben Mudgett, Lead Evaluator, A&R Social, Information and Natural Sciences Rick Hogrefe, Dean; (second vacant)*

Student Success *Robert McAtee, Chair, Counseling; Souts Xayaphanthong, Counselor; Kathy Wilson, Administrative Secretary, Division of Student Services/Counseling and Matriculation*

Letters, Arts and Mathematics *Mark Snowwhite, Dean, Letters, Arts and Mathematics; Dean Papas, Professional Development Coordinator and Chair, English Department*

CTE and Human Development *June Yamamoto, Dean, CTE and Human Development, (second vacant)*

Tutoring *Patricia Quach, Coordinator, Tutoring; Karen Peterson, Tutor Coordinator*

Students**One representative each from:**

DSPS *Alicia Hallex*

EOPS/CARE/CalWORKS *Rejoice Chavira, Director, EOPS/CARE/CalWORKS*

Financial Aid *John Muskavitch, Director, Financial Aid*

Library *Laura Winningham, Library Coordinator*

Research and Planning *Keith Wurtz, Dean, Office of Institutional Effectiveness, Research, and Planning*

Student Life *Ericka Paddock, Director, Student Life*

STEM *Ernesto Rivera, STEM Activity Coordinator (Counselor)*

Additional representatives from:

Math *Scott Rippy, Professor, Mathematics; Sherri Wilson, Professor, Mathematic*

English/Reading *Dean Papas, Professional Development Coordinator (Chair, English and Reading Department; Academic Senate), Ryan Bartlett, Professor, English*

Instructional Support *Karen Peterson, Tutoring Center*

Other representatives by position:

Dean of Student Services, Student Success (Kirsten Colvey)

Dean of Instruction, English, Mathematics and Instructional Support (Mark Snowwhite)

Vice President of Instruction (Dr. Bryan Reece)

Vice President of Student Services (Dr. Rebecca Warren-Marlatt)

Dean of Student Services, Student Support (Joe Cabrales)

Within the membership, there shall be a minimum of two managers, two faculty, two classified staff, and two students

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