Student Success and Support Program Plan
(Credit Students)

2014-15

San Bernardino Community College District
Crafton Hills College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report 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

September 9, 2014

CONTENTS

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Crafton Hills College

District 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.*

Signature of College SSSP Coordinator: _____
Name: Ms. Kirsten S. Colvey _____ Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____
Name: Dr. Rebeccah Warren-Marlatt _____ Date: _____

Signature of the Chief Instructional Officer: _____
Name: Dr. Bryan Reece _____ Date: _____

Signature of College Academic Senate President: _____
Name: Ms. Denise Allen Hoyt _____ Date: _____

Signature of College President: _____
Name: Dr. Cheryl A. Marshall _____ Date: _____

Signature of District Chancellor: _____
Name: Mr.Bruce Baron _____ Date: _____

Contact information for person preparing the plan:
Name: ___ Kirsten S. Colvey __ Title: Dean of Student Services, Counseling and Matriculation _____
Email: kcolvey@craftonhills.edu _____ Phone: ___ 909-389-3327 _____

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIA. CORE SERVICES
I. ORIENTATION

> 1. **Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).**

At Crafton Hills College, all incoming students ~~except those who can demonstrate they are exempt~~ are expected to participate in orientation. The College reasons that all students can benefit from an overview of the programs, policies and procedures of the college before they begin at Crafton Hills College. For this reason, the College has determined that completion of orientation is required before students may participate in assessment.

The audience for orientation at Crafton Hills College includes all incoming students who are new to Crafton Hills College. Based on prior years Crafton receives approximately 10,000 applications per year. Because orientation is the matriculation step that falls between application and assessment, the college estimates that annually, as many as 2,200 students assess and almost 5,000 participate in orientation.

The general orientation to the college is provided in an online format. All entering students, regardless of entry point or special program are required to participate in the online orientation. Online orientation is offered in English and Spanish and in accessible formats. Orientation participation is recorded for all students but is also available in a "guest" format (http://www.craftonhills.edu/Apps/Orientation/chc.asp).

The College has a well-established process for providing outreach and gateway services to graduating seniors. Since 2003, the Senior Orientation, Application, Assessment, Advisement, and Registration (SOA[3]R) 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. SOA[3]R is offered to seniors enrolled at CHC's eight top feeder

September 9, 2014

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, 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 SOA^{3}R program, participants are given upgraded priority for registration in their first semester. Online orientation is an important component of the SOA^{3}R (Senior Orientation Application, Assessment, Advisement and Registration) Program.

In addition to the general orientation process, some programs require program-specific orientations which eligible students must access. EOPS provides its own face to face orientation process for students entering the program for the first time, and DSPS has an online orientation process for new students requesting services.

Improvement Plans

In the next year the College will revise the online orientation to include all the required information from section 55521. Additional videos developed locally that explain CHC's counseling services, registration, and the use of Student Planner will be linked to the online orientation to make it more useful to students.

2. **Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.**

The number of positions involved in providing orientation is four. These are described below.

Number	Title	Description
1	Dean of Student Services, Counseling and Matriculation	Responsible for annual revision of orientation program for compliance and relevance and for interaction with college community, vendor and technical support staff regarding maintenance and updates
1	Web Developer	Responsible for development and maintenance of orientation web pages and links to online product
1	Senior Programmer/Analyst Technology and Educational Support Services Staff (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian
1	User Liaison (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian

Because orientation is provided in an online format, no staff members are directly involved in providing this service. However, because students must complete orientation before they participate in assessment, several staff members are involved with checking students' completion

of orientation on the online administrative site before scheduling an assessment appointment or walk-in ==appointment==. The District Technology and Educational Services staff provides occasional support to ensure that the program links successfully to the district student information system (Ellucian) to record participation in orientation for MIS purposes.

The development of the orientation involved staff, faculty and administrators who provided information and guidance on the content and organization of the final product. Participants in the planning process included the Vice President of Student Services, the Dean of Student Services/Counseling and Student Success, the Dean of Student Services/Student Support, the Director of EOPS/CARE/CalWORKS, the Coordinator of Admissions and Records, the Coordinator of the Transfer Center, the Learning Disabilities Specialist, the Student Success Advisor, counselors, the Dean of English, Mathematics and Instructional Support, the Dean of Career and Technical Education, the Dean of Arts and Sciences, the Director of Student Life, and the Director of Financial Aid. These individuals annually review the orientation and provide revisions and updates.

3. **If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.**

In 2011 Crafton Hills College entered into a ==$50,000== contractual agreement with Cynosure New Media to develop and maintain the online orientation product on a one-time cost basis.   There is no annual subscription cost and minor changes can be requested as needed, but major changes will require a new contract for services such as video production, re-formatting, and re-organization.

Assistance from the San Bernardino Community College District (SBCCD) Technology and Educational Support Services (TESS) is required to maintain the server and program as well as provide and support the programming necessary to record participation in the orientation to the student record in Ellucian, the district's student information system.

4. **Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.**
   Orientation Checklist (Required Policy or Procedure)
   (1) Academic expectations and progress and probation standards pursuant to section 55031;
   (2) Maintaining registration priority pursuant to section 58108;
   (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
   (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
   (5) Description of available programs, support services, financial aid assistance, and
   campus facilities, and how they can be accessed;

(6) Academic calendar and important timelines.
(7) Registration and college fees.
(8) Available education planning services

The current CHC online orientation includes information or access to information about items 5-8 on the checklist. Some of the items are covered by linking the student to the specific information on the web page.   Items 1- 4 on the checklist are not currently covered as part of the online orientation but are planned to be added prior to registration for Spring 2015. Items 1-4 above are currently available to students through the student handbook, the college web page, and the college catalog.

5. **Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.**

Orientation Procedures

Students are required to complete orientation before they participate in assessment to ensure that they have had access to information regarding preparation for assessment, the steps to enroll and register. All new students to the college, including transfer students, are required to complete orientation to access priority registration. The College feels that all students attending Crafton Hills College for the first time can benefit from participating in orientation so they can become better acquainted with the college, its procedures, resources, and policies.

6. **Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.**

STAFFING COSTS	PERCENT	SALARY AND BENEFITS	ANNUAL COST
Dean of Student Services, Counseling and Matriculation	5	150,458	7,523
Web Developer	5	110,708	5,535
Senior Programmer/Analyst (TESS)	5	128,200	6,410
User Liaison (TESS)	5	79,684	3,985
Dean of Institutional Effectiveness, Research and Planning	5	151,000	7,550
TOTAL ANNUAL STAFFING COST			$31,003

ITEM/CONTRACTUAL AGREEMENT	DESCRIPTION	ANNUAL COST
Cynosure New Media Contract	Cost of online orientation revision	$25,000

II. ASSESSMENT AND PLACEMENT

1. **Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).**

The following student types will be provided with assessment services:
- New first time college students
- New students to CHC who have placements from another college that are more than two years old and/or have not completed any math or English courses at another college.
- Returning and current students who have not completed math and/or English and whose prior assessment results are more than two years old.

Based on the number of applicants to Crafton Hills College and the number of students assessed in the last year we anticipate that as many as 2,500 students will participate in assessment in the coming year.

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, 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.

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 AB/BC subscore of 3 can be placed at the appropriate level in the calculus sequence at Crafton.
- Students completing EAP in their junior year of high school with a score of Ready or "3" 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 "2" or Conditional can also be placed if they meet certain other criteria. For students who have a conditional score in mathematics they must have taken and completed a course higher than intermediate algebra with a "C" in their senior year at high school.   For a conditional 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.
- Students who feel that they have the skills and abilities to enroll in an English or mathematics course that requires a 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 challenge request and process as determined by the department and a member of that department (usually the chair) makes the final decision regarding whether the challenge is approved within 5 working days of submission.

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.

Improvement Plans

There are activities directed at creating more pathways to placement in English and mathematics, especially for students who have recently graduated from high school. The mathematics department is working on aligning curriculum with local high schools so that students who successfully complete certain courses at a local high school may be placed in mathematics courses at Crafton Hills College without having to participate in assessment. Research and Planning is looking at the use of high school grades as a means of placement.

2. **Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.**

The number of positions involved in providing assessment is 9. These are described below.

Number	Title	Description
1	Senior Student Services Technician	Lead staff position for the maintenance and implementation of assessment services
1	Dean of Student Services, Counseling and Matriculation	Responsible for program compliance and interaction with college community, vendor and technical support staff regarding maintenance and updates
1	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
4	Student Workers	Student provides login support and assists the Senior Student Services Technician in maintaining the integrity of the testing environment.
1	Senior Programmer/Analyst (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian
1	User Liaison (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian

3. **Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.**
   - **If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.**
   - **If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.**
   - **Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)**

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. Students who are not in the area can participate in the test if they can find an institution (usually another community college) to administer and proctor the examination. Crafton Hills College works with staff at the other college to set the student up on the test and supervise the session.

Multiple Measures and Integration into the Assessment System

Crafton Hills College uses the Accuplacer Assessment for placement into math, English, and reading courses. Currently, the college does not offer ESL courses. In addition to the assessment score, students are also placed into a course based on their response to multiple educational background questions. The Accuplacer placement rules were written to provide a course placement based on a student's assessment score and educational background characteristics. As an illustration, students are placed into the English course that is one level below transfer level English if the assessment score and the educational background weighting results in a combined reading and English score that is from 75 to 93. The following educational background characteristics are included in the weighted score: hours spent studying outside of class, reading for pleasure, importance of educational goals, importance of learning to read and write well, self-reported reading skill level, and the frequency in which the student reads and writes outside of school. Both the English and math Faculty review the appropriateness of the cut-scores, content validity, and the weighted educational background measures on a regular basis and within the six-year Title 5 educational code time frame. Specifically, the English faculty reviewed the cut-scores, content validity, and weighted educational background measures in 2013 and decided to keep the current placement cut-scores and weighted background measures. The math faculty completed a review in 2013 and decided to collect data to revise the weighted background measures. The Office of Institutional Effectiveness, Research, and Planning is currently facilitating this review and will have the revised educational background measures in place in September 2014. Research and input from the math faculty informed the development of the revised educational background measures.

Students can also be placed using other placement methods. These methods include:
- Students who have completed prerequisite courses at the college or another college will be placed into English or mathematics 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 in English or mathematics.
- Students are also placed based on Advanced Placement (AP) and Early Assessment Program (EAP) results.   Students who receive a score of "3" or better on the AP exam in Language and Composition or Composition and Literature will be placed into a freshman composition course. Students completing Calculus AB, BC or who have a AB/BC sub score of "3" can be placed at the appropriate level in the calculus sequence at Crafton.
- Students completing EAP with a score of Ready or 1in 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 "2" or Conditional can also be placed if they meet certain other criteria. For students who have a conditional score in mathematics they must have taken and completed a course higher than intermediate algebra with a grade of "C" in their senior year at high school.   For a conditional English score the students must have successfully completed an English class at their high school that meets the English Reading and Writing Course (ERWC) standards. This information is provided on their high school transcripts.

4. **Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.**

Crafton Hills College 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.

5. **Describe college or district policies and practices on:**
    a. *Pre-test practice* **- Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.**

Participation in pre-test practices is encouraged for all students.   Information is provided in the online student orientation and on the college's assessment webpage about pre-test preparation. 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 to review the pre-test materials and re-schedule at a later date, if they choose. The Tutoring center offers pre-assessment mathematics workshops. Pre-assessment English workshops will be implemented.

    b. *Re-take* **- How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?**

Currently the district policy and administrative procedure is based on the Title 5 regulations for the former Matriculation program. Since Crafton Hills College is part of a multi-college district the policies will need to be revised with participation from both colleges. The district is currently reviewing and updating all district policies and administrative procedures. The policy for SSSP will be revised in the next year.

Students are allowed to retake the assessment every two years. This is consistent with College Board guidelines for the administration of the Accuplacer placement instrument. However, if there is a reason that the administration of the instrument is invalid (e.g. administration is interrupted or testing environment is disrupted, student is unable to complete the testing session due to medical or emotional issues) the student is eligible to take the assessment at any time. There are no conditions placed on students who are eligible to retake the test after the two-year period. Students may also take the A+dvancer Learning Diagnostic & Coursework and retest at any time after they complete the coursework. A+dvancer is an online assessment preparation system. A link to the system is available on the CHC Assessment website.

    c. **Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?**

Currently the practice is to honor Accuplacer placement results for two years from the date the student took the assessment. EAP scores are good one year from the date of graduation from high schoo,l and AP scores never expire.   Crafton Hills College does not accept high school grades for placement at this time. The district policy and administrative procedure is based on the Title 5 regulations for the former Matriculation program. Since Crafton Hills College is part of a

multi-college district, the policies will need to be revised with participation from both colleges. The district is currently reviewing and updating all district policies and administrative procedures. The new policy for SSSP will be revised in the next year.

6. **Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?**

Crafton Hills College accepts Advanced Placement (AP), College Level Examination Program (CLEP) and the Early Assessment Program (EAP) for placement and to exempt students from the college assessment process. A student can place both into English and mathematics with an AP score. A CLEP score can also be used to place a student into mathematics.

The college accepts "college ready" designation on the EAP for placement. Crafton Hills College will also accept a "conditionally ready score" with proof that the student successfully completed a designated English Reading and Writing Course (ERWC) for English during their senior year at high school. For mathematics a conditional score is accepted if the student completed a higher level mathematics than the course they completed in their junior year during their senior year. We accept these scores for placement for one year after graduation from high school. If more than a year has passed since the student graduated from high school, the student will be required to take the assessment for placement.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

POSITION	PERCENT	SALARY AND BENEFITS	ANNUAL COST
Senior Student Services Technician	100	79,775	79,775
Dean of Student Services, Counseling and Matriculation	5	150,548	7,523
Research Analyst	5	87033	4,351
Dean of Institutional Effectiveness, Research and Planning	10	166,916	16,692
Student Workers	100	25,920	25,920
Senior Program/Analyst (TESS)	3	128,200	3,846
User Liaison	3	79,684	2,391
TOTAL ANNUAL STAFFING COST			**$140,498**

ITEM	Units	ANNUAL COST
Accuplacer Test Units	8000	$14,800
Computer Stations	20	30,000
TOTAL ANNUAL COST		**$34,800**

The employment of an additional permanent Student Services Technician I to assist with assessment is planned as well but may be postponed until the ~~impact~~ amount and stability of the new allocation formula on actual resources to the college can be determined.

III. COUNSELING, ADVISING, AND OTHER EDUCATION PLANNING SERVICES

1. **Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)**

All students of the college are encouraged to use counseling and advising services of the college. As per the Student Success Act mandates, all new, non-exempt students are required to participate in processes to develop both an abbreviated and a comprehensive educational plan in order to maintain priority status for registration. Continuing students (who were enrolled prior to the implementation of SSP) are encouraged to participate in these services. It is anticipated that approximately 1,700 students annually will interact with a counselor to develop an abbreviated SEP. Of this group of students it is expected that 1,105 will complete a comprehensive SEP within the first 30 units or 2 semesters. Individuals who are continuing students as of the fall 2014 implementation of the SSSP will be encouraged to participate in counseling and to work with a counselor to develop an SEP. Their participation, however, will not be a condition for maintaining their registration priority.

Delivery methods for counseling, advising and SEP development will vary depending on the specific needs and circumstances of the student. Before they register for classes, new first time students to college will 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 electronic SEP application and meet with a counselor to develop an abbreviated SEP for up to two semesters.

Students entering Crafton Hills with fewer than 15 units from another college or university will 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, they will meet individually with a counselor to develop either an abbreviated or comprehensive SEP, depending on which is more appropriate.

First-time students who retain at the college and are subject to the SSSP regulations will 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 will be 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 meeting will be provided in person or online (Online counseling is not yet available but is expected to be implemented within the next academic year). Some students will 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.

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.

Improvement Plans

The most significant new initiative for counseling at Crafton Hills College will be the development of online/distance advisement services. The counseling faculty is working on the project throughout 2014-2015.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Online Services – To assure confidentiality, only general ==enrollment and program== information is provided via electronic means. Students email the counseling office with questions that are forwarded to counselors to reply to. Educational Plan development or counseling that requires specific reference to a student's academic record is not provided electronically, although CHC intends to identify tools and develop processes that will allow more complete online counseling support in the next year.

Group services – Students can participate in workshops to complete both their abbreviated and comprehensive educational plans. Other workshops to assist students in selection of a major, career goal and/or transfer goal are also available and provide some of the personal and career development experiences for students. All of these workshops are led year-round by counselors. New students are directed to workshops for their first counseling contact at the college. At peak enrollment periods, the College offers two new student advising workshops per day with an average of 30 students per session.

Individual counseling services – Students can receive educational, personal and career counseling in an individual counseling session. During peak registration times individual sessions are available on a walk-in basis, are limited to twenty minutes and are available to assist continuing students with specific questions about courses for the following semester. At non-peak times, in the academic year, appointments range from 30 minutes to an hour and the types of services available to students are expanded. Follow-up with students who participate in career and transfer workshops is typically done as part of an individual appointment. Students who are close to reaching their academic goal will also meet individually with counselors.

Individual counseling is available to students through appointments and on a walk-in basis. Students will expect two days to two weeks wait for these appointments 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.

Walk-in counseling is available year-round.   Wait times for walk-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.

3. **Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.**

The abbreviated SEP is developed for the majority of ~~these~~ <mark>new</mark> students in the New Student Advising workshop. Groups of up to 25 students meet with three counselors, counselor interns and Master Students (peer advisors). The workshop provides a review of educational pathways, an introduction into the selection and registration of courses and then has the student participate via the Student Planner (online SEP) in developing a one to two semester SEP. After instruction by Master Students on how to use Student Planner students enter their English and mathematics courses form their placement test or other placement measures and then with the guidance of the counselors and counseling interns (under the supervision of a qualified counselor), identify courses that meet their educational goals and enter them into the Student Planner. Master students and counseling interns circulate to assist students with the process of creating the plan in Student Planner. When they have finished selecting courses they meet with a counselor who reviews, revises and approves the student's plan. The abbreviated plan is available to students electronically to provide direction as they register for courses through the student portal. Depending on the student the plan is one to two semesters in length.

4. **Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.**

The majority of new students to Crafton Hills College will be directed to a Student Educational Plan workshop to develop their comprehensive SEP. <mark>These workshops are offered throughout the academic year except during peak registration periods.</mark>   There are separate workshops designed for students who are planning to transfer to a university and for students who are planning to complete a program of study (AA/AS or certificate) at the college. At the workshop students are given information about the course of study required to reach their particular educational goal. Then students are guided through the process of selecting courses and adding them to their educational plan. The workshops are staffed with 2 counselors and counselor interns who answer questions related to students' course selection and Master Students, or peer advisors who guide students in the use of the Student Planner electronic SEP tool. After the student has entered their draft comprehensive SEP into the Student Planner, they meet individually with the counselor to review, revise and approve the plan.

All students who have completed a comprehensive SEP are directed to make an individual appointment within the next two semesters, or if they change their educational goal, to review progress and make necessary revisions to their plan. Students are also directed to the transfer center for assistance in selection and preparation for transfer to the university or college of their choice.

Students who come to the SEP workshop who are still unsure of their educational goal or major will be directed to Career Services to work with a counselor and staff to do some exploration.

Coursework, workshops and individual counseling are available to assist students in their selection of an educational and career goal.

5. **Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).**

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Number	Title	Description
4	FT Counselors (30 contact hours per week)	provide professional educational, career and personal counseling to students
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
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
9	PT Adjunct Counselors (3.41 FTE counselors at @1200 hours per year)	provides professional educational, career and personal counseling to students.
2	Counseling Interns	Assist FT and PT counselors with the providing of educational planning services
10	Master Students	Assist students with learning to use the electronic planning tool and other college resources during New Student Advising and SEP workshops. .
1	Senior Programmer/Analyst (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian
1	System Analyst	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian
1	User Liaison (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian
1	Dean of Student Services Counseling and Matriculation	Responsible for program compliance and interaction with college community, vendor and technical support staff regarding maintenance and

updates

Total FT and PT counseling hours - 7200 hrs (FT) + 7896 hrs PT / 2080 = 7.25

In order to meet the additional demands of the SSSP requirements additional adjunct counselors will be hired for the upcoming academic year. Employment of additional full-time counselors is planned as well but will be postponed until the ~~impact~~ amount and stability of the new allocation formula ~~on actual resources to the college~~ can be determined.

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6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

Crafton Hills college uses Ellucian applications to provide online planning, degree audit and registration processes.   Counselors use Student Planner collaboratively with students to create and maintain their SEP.

The abbreviated SEP is, which is up to two semesters in length is developed by both the student and the counselor. With the assistance of interns and Master Students the student first enters required English and mathematics course sequences into the system. They then add general education or major courses that understand meet their educational objective. The counselor then meets with the student individually to review and approve the plan. At this time counselors may revise the plan to better meet the student's specific need.

When it is time for the student to develop a comprehensive educational plan (3 or more semesters) they again access Student Planner and, based on the information provided to them in the workshop they had attended, create a draft plan to submit to a counselor for review. Sitting with the student, the counselor assesses the draft plan and revises and approves it.

If a counselor meets with a student individually, they will develop, revise and approve the plan with the student present.

Degree Audit functions have been used by evaluators and counselors and ~~but now~~ are now available to students as a part of the Student Planner system. Counselors also use and instruct students on the use of planning tools such as assist.org.

7. **Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.**

POSITION	NUMBER	PERCENT	SALARY AND BENEFITS	ANNUAL COST
FT Counselor	4	100	110,000	440,000
Adjunct Counselor	9	80	254,800	203,840
Evaluator	2	100	173,094	173,094
Master Students	10	60	64,800	38,880
Counseling Intern	2	100	19,008	19,008
Clerical Staff	2	100	143,811	71,906
Senior Programmer/Analyst Student Planner (TESS)	1	30	128,200	38,460
User Liaison Student Planner (TESS)	1	30	79,684	23,905
Dean of Student Services, Counseling and Matriculation	1	40	150,548	60,220
System Analyst – SARS (TESS)	1	15	102,024	15,304
Senior Programmer/Analyst- SARS (TESS)	1	10	128,200	12,820
User Liaison- SARS (TESS)	1	5	79,684	3,985
Dean of Institutional Effectiveness, Research, and Planning	1	5	166,915.68	8346
TOTAL ANNUAL STAFFING COST				**$1,109,768**

ITEM/CONTRACTUAL AGREEMENT	DESCRIPTION	ANNUAL COST
Ellucian	Student Planner license cost	4.732
Hardware	Purchase and maintenance	5,120
SARS	SARS Grid license	$5,024
TOTAL ANNUAL COST		**$10,924**

IV. FOLLOW-UP FOR AT-RISK STUDENTS

> 1. **Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:**
>   a. **Types of services are available to these students; how they are notified and when.**

Students enrolled in basic skills courses, students who have not identified an educational goal and students who are on academic or progress probation are considered at-risk at Crafton Hills College. Currently, CHC provides follow-up services to only to those students who are have placed into basic skills courses or who have been placed on either academic probation or progress probation through academic standing processes. Students who have not identified an educational goal or course of study are not currently being identified by the institution for follow-up services unless they are included by virtue of their academic standing status. Crafton Hills College estimates that 2,981 students will receive follow-up services of some kind during the 2014-15 academic year.

Follow-up services are coordinated through the Student Success Advisor program. 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.   The Student Success Advisor visits all basic skills courses 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 interfere with schooling are encouraged to come in to see the advisor for information and referral to college and community resources. The Student Success advisor works collaboratively with willing 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 Advisor contacts the student through mail, email and by the telephone to check on the student and ask about their 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 Services and tutoring.

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 has developed 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 semester of attendance.

Development of curriculum designed specifically to address the needs of undecided and at risk students is in process. 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.   Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.

Some instructors require that students complete an SEP as an assignment. Students on probation are required to get an SEP in order to continue in college.   Since it is difficult to create a comprehensive SEP without a clear educational goal, strategies will need to be developed to identify such students and engage them in a process to select their goal. We hope that through the development of a robust career services program many students will be able to do the exploration necessary to make an informed decision regarding their choice of major and educational objectives.

c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
Services are provided face-to-face in group and on an individual basis. Students can get assistance through individual appointments, workshops, and - in the future -, specific courses designed to assist them in becoming successful students.

d.   How teaching faculty are involved or encouraged to monitor student progress and develop or 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. Faculty were introduced to the process at the fall in-services. 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. Unfortunately, there is minimal participation in the use of the program. 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.

Improvement Plans

Crafton Hills College will focus on two initiatives to improve follow-up services to students at the college. First, faculty and administrators from instructional programs will be asked to participate in a discussion about how the college can improve participation in early alert. Secondly, counselors will review and revise activities and programs directed at intervention for students on probation. Counselors are also working on the development of new curriculum to assist students, particularly at-risk and undecided students, with identifying their educational and career goals and dealing with issues that may impede their success at the college.

2. **Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).**

The number of positions involved in providing follow-up services is 21.

Number	Title	Description
1	Senior Student Services Technician	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.
4	FT Counselors (30 contact hours)	Provide professional educational, career and personal counseling to students who are at risk.
9	PT Adjunct Counselors (3.41 FTE Counselors @ 1200 hours per year)	Provide professional educational, career and personal counseling to students who are at risk.
1	Dean of Student Services, Counseling and Matriculation	Responsible for program compliance and interaction with college community, vendor and technical support staff regarding maintenance and updates
4	Master Students	Provides peer support for at risk students
1	Senior Programmer/Analyst (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian
1	User Liaison (TESS)	Responsible for maintenance and programming of software application in relationship to the district student information system -Ellucian

3. **Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.**

Crafton Hills College uses SARS ALRT Early Alert System to facilitate the reporting of students who are struggling in their classes and might benefit from intervention. Faculty login to their faculty account where a link to SARS ALRT is provided. When they enter SARS ALRT they

are prompted to select a class or a student. All class rosters are uploaded into SARS so that it provides each instructor with a list of only their students.   The instructor then selects "concerns" or reasons for each student to whom they decide to send an early alert as well as actions they would like the student to take.   The program customizes an email from the instructor to the student informing the student of their concerns and providing them with specific actions to address the concern or referrals for assistance. The Student Success Advisor receives a copy of every alert sent by an instructor. The Student Success Advisor provides follow-up with the selected student to ensure that they have seen the email and to offer assistance and support. Departments to which the student is referred through the Early Alert process are provided with the student's contact information so that they can also follow through.   If a student follows up with the recommendations and referrals and receives services from an office where the student is required to check in using a SARS product, the instructor is alerted by email.

4. **Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.**

POSITION	NUMBER	PERCENT	SALARY AND BENEFITS	ANNUAL COST
Student Success Advisor	1	100	73,583	73,583
Counselor	1	20	470,008	94,001
Adjunct Counselor	9	20	254,800	50,960
Dean of Student Services, Counseling and Matriculation	1	20	150,548	30,110
Master Students	10	30	64,800	19,440
System Analyst – SARS (TESS)	1	10	102,024	10,202
Senior Programmer/Analyst SARS (TESS)	1	5	128,200	6,410
User Liaison- SARS (TESS)	1	5	79,684	3,985
Dean of Institutional Effectiveness, Research, and Planning	1	5	166,915	8,346
TOTAL ANNUAL STAFFING COST				**$299,037**

ITEM	DESCRIPTION	ANNUAL COST
Hardware	Purchase and maintenance	1,440
SARS	SARS ALRT License	2,512
TOTAL COST		**$3,952**

IIB.   RELATED DIRECT PROGRAM SERVICES (DISTRICT MATCH FUNDS ONLY)
I. INSTRUCTIONAL RESEARCH

> **1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.**
>
> The Crafton Hills College Office of Institutional Effectiveness, Research, and Planning (OIERP) provides research annually to facilitate evidence-based decision making for the CHC Student Success and Service Program. For example, in 2013 the OIERP completed a study to identify educational background predictors of math course success by cut-score range (see *Educational Background Predictors of Math Course Success by Assessment Cut-Sore*). In addition, in 2013-2014 the OIERP conducted 13 research studies to help inform decision making for the CHC Student Success and Service Programs. The research studies ranged from student surveys evaluating the Crafton's Student Orientation, Application, Assessment, Advising, and Registration Program (SOA^{3}R, see <u>Spring 2014 SOA^{3}R Evaluations</u>) to analysis of term-to-term retention, course completion and success of CHC DSPS students (see <u>Analysis of Student Performance to Students Utilizing CHC DSPS in the 2012-2013 Academic Year</u>). To view additional SSSP studies conducted by the CHC OIERP, please see the <u>Student Services Research website</u>. Reviewing the Student Services Research website demonstrates how the OIERP annually conducts research directly related to the evaluation of SSSP Services.

II. TECHNOLOGY

> **1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.**
>
> Currently, at Crafton Hills College, orientation and student educational planning are provided through online delivery methods.   The orientation is accessible to students online through their log-in into WebAdvisor, the Ellucian portal.   Students can also access Student Planner and their SEP through the portal but must, at this time, complete it in a face-to-face group or individual counseling session.
>
> **Improvement Plans**:
>
> Within the next academic year, the College will implement Degree Audit for student use. In addition, the College will work with District Computing Services to identify a means to provide advisement in an online format. Since the SEP is already available online and students will be able to use degree audit, the College will be well situated to implement online advising service by fall 2015.

IIC.   TRANSITIONAL SERVICES ALLOWED FOR DISTRICT MATCH

> 1. **Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.**
>
> Crafton Hill College does not plan to use previously non-allowable expenditures for match or as SSSP plan components.

DRAFT

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. **Exemption Policy**
   Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

   The District exemption policy, ==included in Board Policy 5050==, has not been updated since the SSSP was implemented. The Administrative ~~Regulation~~==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 "READY" for college level coursework or determined "CONDITIONALLY READY" 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. **Appeal Policies**
   Describe the college's student appeal policies and procedures.

   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 DSPS

representative, 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.

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.

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.

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.

3. Prerequisite Procedures
    Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

The Crafton Hills College faculty creates, develops, and evaluates all courses, programs, certificates, and degrees with the support of instructional administrators and staff. Curriculum and prerequisites are reviewed at least every six years. The Curriculum Committee is a committee of the Academic Senate, charged with overseeing the approval and deletion of courses and programs, the modification of courses and programs, the periodic review of course outlines, review of degree and certificate requirements, approval of modifications to degree and certificate requirements, approval of prerequisites and co-requisites, and Distributed Education components.

The Office of Institutional Effectiveness (OIERP) routinely analyzes strategies and evaluates quality of instruction through its Academic Success studies (see 2014 Post-Implementation Prerequisite Validation Studies and Prerequisite Validation Study: Examination of English as a Prerequisite to Anthropology, Art, Philosophy, and Speech Courses). In addition, courses are analyzed to determine if prerequisites, corequisites, and advisories on recommended preparation are in order. Prerequisite validation studies are completed by the OIERP within a six-year research cycle or on an as-needs basis.

Students who feel that they have the skills and abilities to enroll in an English or mathematics course that requires a 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 challenge request and process as determined by the department and a member of that department (usually the chair) makes the final decision regarding whether the challenge is approved, within five working days of submission.

4. **Professional Development**
    Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

The College plans to continue to offer professional development related to SSSP implementation and design through the Professional Development Committee, which is a committee of the Academic Senate, and through the Student Success and Engagement, Enrollment Management, and Matriculation Committee (SSEEM), which is a participative governance committee that reports to Crafton Council, the central governance body of the College.

The College began to increase awareness of the Student Success Act of 2012 in fall 2012. Presentations during In-Service were provided to the entire campus by the Dean of the Office of Institutional Effectiveness, Research and Planning (OIERP) regarding the first implementation phase of the task force recommendations. A presentation regarding strategies related to student success, basic skills, and equity research was provided by OIERP staff at several well-attended open forums.

A Fall 2013 research brief generated by the OIERP and distributed to the campus via email addressed student need for math and English courses. The data from this study informed the scheduling of additional pre-collegiate math and English courses in the spring of 2014.

Studies examining student success outcomes of the first two cohorts of the Left Lane Project, a pilot program designed to implement the requirements of the Student Success legislation, showed increased student success and fall to spring retention relative to the general population. This information was broadly shared with the college community in workshop and written briefs.

The Student Success and Engagement, Enrollment Management, and Matriculation (SSEEMM) Committee engaged in several professional development activities designed to increase the knowledge base and skill level of participants. Participants researched and shared information regarding deep learning and student engagement, and resiliency.

Presentations on the SSSP were provided to the entire campus at In-Service day in the fall of 2013, all Student Services employees at a workshop the same day, and to participants in the CHC Colleagues Helping Colleagues (CHC)[2] program, a professional development group pairing new employees with seasoned mentors, during fall 2013.

Student panel presentations to the CHC[2] group in fall 2013 and during the spring 2014 in-service day were provided to promote better understanding of the ways in which students connect with staff and faculty, and how they become academically engaged.

A presentation to the entire campus at In-Service Day in fall 2013 covered the mandates of the new Student Success Plan, including the focus on core services, the new funding formula, educational planning, incentives tied to student progress, and the implementation timeline.

Improvement Plans

Campus dialogue will take place about the importance of student follow-up and the responsibility of all student services and instructional personnel in that endeavor. The Professional Development Committee and SSEEM will coordinate workshops to acquaint instructional faculty with the use of the College's early alert system and to increase participation in the use of the instrument as a means of student follow-up.

5. **Coordination with Student Equity Plan and Other Planning Efforts**
    Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, 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 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.

6. **Coordination in Multi-College Districts**
    In districts with more than one college, describe how policies and Student Success and Support Program 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 Student Orientation, Application, Assessment, and Advisement Services 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

<mark>districts, as well as districts in the mountain communities.</mark> 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 has collaborated to standardize the counseling reason codes for MIS reporting.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

 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

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.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, 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). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses.

You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

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 Colvey   Title: Dean, Student Services

Stakeholder Group: Administration

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

Stakeholder Group: Senior Administration

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

Stakeholder Group: Research and Planning

Name: Robert McAtee   Title: Department Chair, Counseling

Stakeholder Group: Counseling Faculty

Name: Frances Southerland   Title: Senior Student Services Technician

Stakeholder Group: Assessment and Classified Staff

Name: Rebecca Orta   Title: Senior Student Services Technician

Stakeholder Group: Student Success Program - Probation

Name: Michelle Tinoco   Title: President

Stakeholder Group: Classified Senate

Name: Dean Pappas   Title: Faculty

Stakeholder Group: Academic Senate and Professional Development Committee
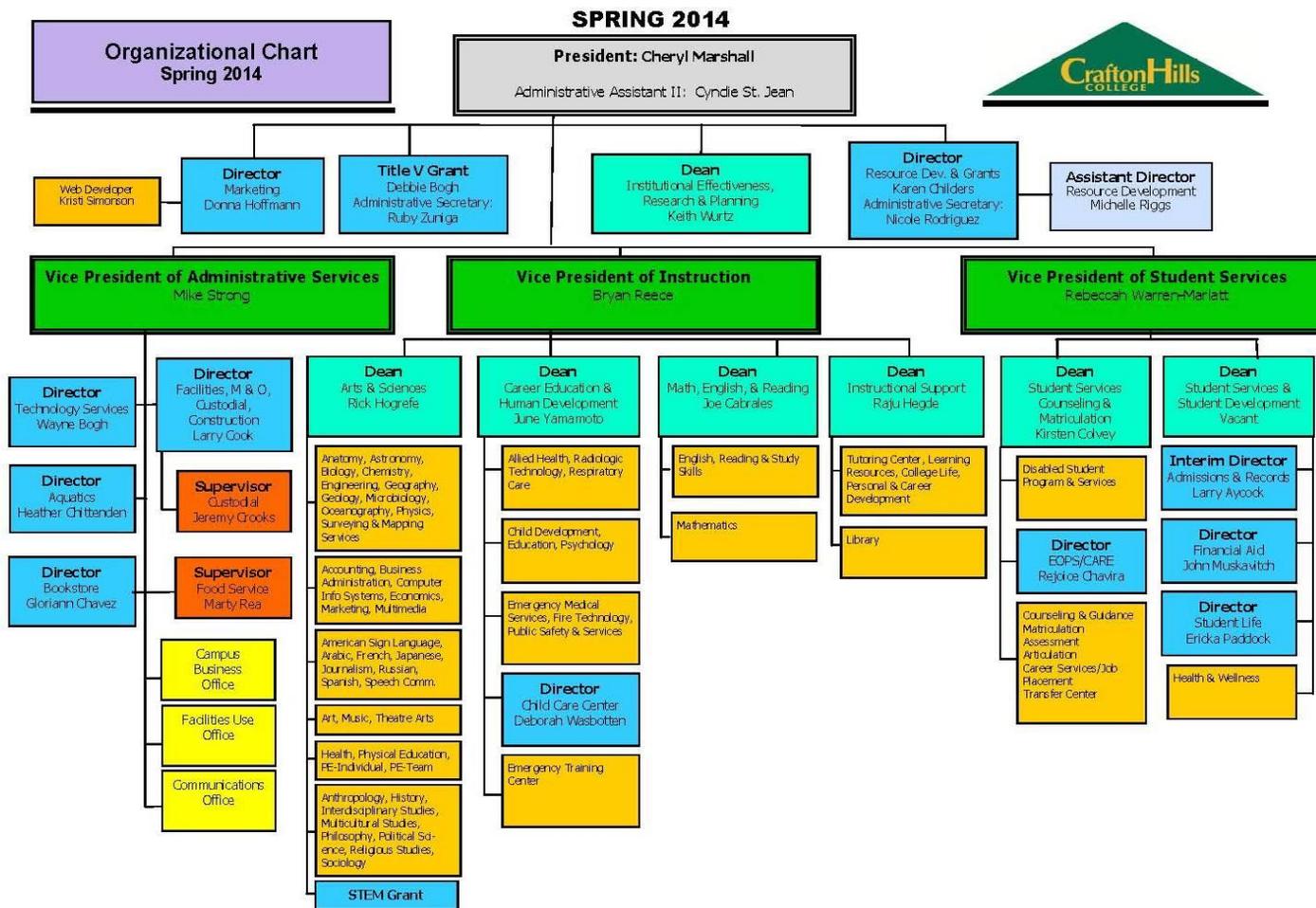
Name: Crystal Sultzbaugh   Title: President

Stakeholder Group: Student Senate

Name: Andrew Chang   Title: Director, Administrative Applications Systems

Stakeholder Group: District Technology and Educational Support Services

September 9, 2014

ATTACHMENT B, ORGANIZATIONAL CHARTS.

ATTACHMENT C, SSSP ADVISORY COMMITTEE.

Student Success and Engagement, Enrollment Management, and Matriculation (SSEEMM) Committee

Charge: The Student Success, Engagement, Enrollment Management, and Matriculation (SSEEM) Committee is charged with developing and overseeing the implementation of the Student Success Plan, the Student Equity Plan a comprehensive Enrollment Management Plan for the college. Specifically SSEEM Committee addresses the recruitment, admission, retention, and success of all students, including the development of support services and programs for transitioning at risk students to higher levels of learning.

Membership:

Two representatives each:
Admissions and Records *Larry Aycock, Coordinator, A&R; Ben Mudgett, Evaluator, A&R*
Arts and Science *Rick Hogrefe, Dean, Arts and Sciences; Jane Beitscher, Professor, History*
Counseling *Robert McAtee, Chair, Counseling; Kathy Wilson, Administrative Assistant, Division of Student Services/Counseling and Matriculation*
CTE and Human Development *June Yamamoto, Dean, CTE and Human Development*
Tutoring *Jonathan Townsend, Interim Coordinator, Tutoring; Luis Mondragon, Developmental Studies Specialist*
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 *Vacant*
Research and Planning *Keith Wurtz, Dean, Office of Institutional Effectiveness, Research, and Planning*
Student Life *Ericka Paddock, Director, Student Life*
Title V *Debbie Bogh Title V Activity Director (Counselor)*
STEM *Ernesto Rivera, STEM Activity Coordinator (Counselor)*

Additional representatives from:
- **Math** *Scott Rippy, Professor, Mathematics; Sherri Wilson, Professor, Mathematic*
- **English/Reading** *Lynn Lowe, Professor, Reading*; *Dean Papas, Professional Development Coordinator (Chair, English and Reading Department; Academic Senate), Liz Langenfeld, Professor, English; Ryan Bartlett, Professor, English*

Instructional Support *Karen Peterson,Tutoring Center*

September 9, 2014

Other representatives by position:
Dean of Student Services/Counseling and Matriculation (Kirsten Colvey)
Dean of Instruction, English, Mathematics and Instructional Support (Mark Snowhite)
Vice President of Instruction (Dr. Bryan Reece)
Vice President of Student Services (Dr. Rebeccah Warren-Marlatt)

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

Term: One Year

SSEEMM Core Group Leadership Team
Dean of Student Services/Counseling and Matriculation
Dean of Institutional Effectiveness, Research and Planning
Three Faculty Members
One Classified Staff Member

ADDITIONAL INFORMATION

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

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

DRAFT

September 9, 2014

RESOURCES

- Senate Bill 1456

- California Code of Regulations, Online

- Student Success and Support Program Student Equity Plan

- Accrediting Commission for Community and Junior Colleges

- Chancellor's Office Basic Skills web site