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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@cccoco.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.

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

71

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

- 73 I. Program Plan Signature Page
- 74 II. Planning & Core Services
 - 75 A. Planning
 - 76 B. Orientation
 - 77 C. Assessment for Placement
 - 78 D. Counseling, Advising, and Other Education Planning Services
 - 79 E. Follow-up for At-Risk Students
 - 80 F. Other SSSP/Match Expenditures
- 81 III. Policies
 - 82 A. Exemption Policy
 - 83 B. Appeal Policies
 - 84 C. Prerequisite and Corequisite Procedures
- 85 IV. Professional Development
- 86 V. Attachments

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

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90 RESOURCES

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92 ➤ [Seymour-Campbell Student Success Act of 2012](#)

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94 ➤ [California Code of Regulations](#)

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96 ➤ [Chancellor's Office Student Equity web page](#)

97

98 ➤ [Accrediting Commission for Community and Junior Colleges](#)

99

100 ➤ [Chancellor's Office Basic Skills website](#)

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* 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 Success

Email: 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

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

194
195 The colleges work together to determine the feeder schools for which each college will
196 be responsible for providing early access and support services. For example, Crafton
197 Hills College provides orientation, assessment, counseling and SEP services through the
198 Student Orientation, Application, Assessment, and Advisement and Registration
199 (SOA³R) program to the Yucaipa/Calimesa and Redlands school districts, as well as
200 schools located in the eastern part of San Bernardino Unified School District. San
201 Bernardino Valley College provides similar services to the Bloomington/Colton, Rialto,
202 Fontana, and San Bernardino unified school districts, as well as districts in the mountain
203 communities. Both colleges provide assessment and abbreviated educational planning
204 at the high school sites. Personnel from CHC and SBVC met several times to assess,
205 develop, and implement student academic dismissal standards. The colleges also
206 agreed that dismissal status at one of the colleges would not impact the student's status
207 or enrollment at the other.

208
209 The counseling staff at both colleges have collaborated to standardize MIS reporting.

210
211 **d. Briefly describe how the plan and services are coordinated with the student equity**
212 **plan and other district/campus plans (e.g., categorical programs) and efforts**
213 **including accreditation, self-study, educational master plans, strategic plans,**
214 **Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill**
215 **86), and departmental program review.**

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

225
226 **2. Describe the college's student profile.**

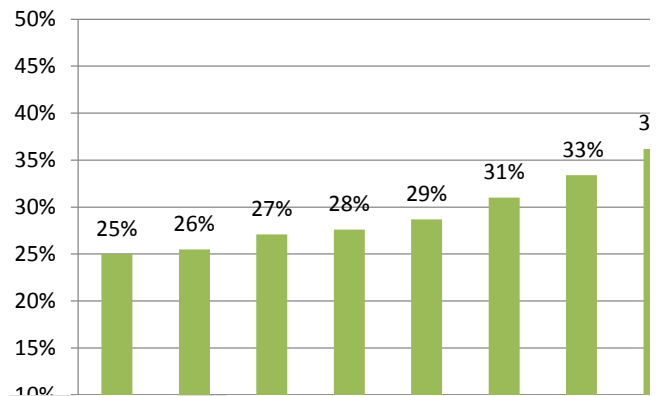
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228 Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 students of all
229 ages, interests, and backgrounds have utilized the outstanding educational opportunities
230 available at the college. Crafton currently serves over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

233

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

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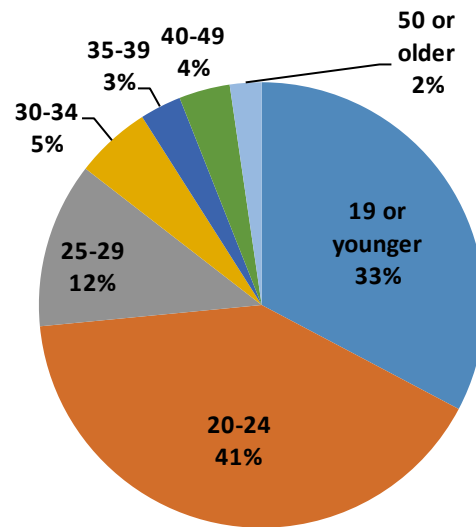
Fall 2014 Student Ethnicity		
Student Ethnicity	#	%
Asian	319	5.5
African American	458	7.8
Hispanic	2,560	43.8
Native American	79	1.4
Caucasian	2,418	41.3
Unknown	16	0.3
Total	5,850	100.



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

247

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
Unknown	1,914	32.7
Total	5,850	100.0
Average Age		23.7



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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.

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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.

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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

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

276 1. Were adjustments made to your orientation process based on outcomes from your 2014-15 277 program plan?

278 Last year we planned to revise the online orientation to include all the required information
 279 from section 55521. We also wanted to link videos, developed locally, that would explain
 280 CHC's counseling services, registration, and the use of the online ed plan. This year we are
 281 continuing to work with the vendor on making the changes. Also, as a pilot institution for
 282 the *Educational Planning Initiative* (EPI) we are waiting for implementation before we invest
 283 in creating tutorials of any of the new student processes.
 284
 285

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

287 In the 2014-2015 academic year, 2,058 first-time Crafton students received orientation.
 288

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

290 The target population for completing orientation is all first-time Crafton Hills College
 291 students. Of the 3,112 first-time Crafton students in 2014-2015, 181 (6%) were exempt
 292 from orientation. Accordingly, 70% ($2,058/2,931 = 70.2$) of first-time Crafton Hills
 293 College students completed orientation in 2014-2015. Using the 80% rule to identify
 294 groups that were less likely to complete the orientation process indicates that students
 295 who are 20 years old or older were substantially less likely to complete the orientation
 296 process. There was no disproportionate impact by ethnicity or gender. However,
 297 African American and Native American students were less likely to complete the
 298 orientation process than Hispanic students. In addition, females were less likely to
 299 complete the orientation process when compared to males.
 300

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:

- 326 • Description of available programs, support services, financial aid assistance and how
- 327 they can be accessed (DSPS, EOPS, Transfer Center, Health and Wellness, Tutoring
- 328 Center, Library, Veterans Services, Child Care Services, Bookstore, Honors Program,
- 329 Student Success Program)
- 330 • Academic Calendar and important timelines
- 331 • Registration and college fees
- 332 • Available education planning services
- 333 • SSSP processes
- 334 • Other new student processes
- 335 • Transfer processes
- 336 • Important terminology used in college
- 337 • How to use the college published schedule of classes and set up a personal class
- 338 schedule
- 339 • Student Success strategies (time management, learning styles)
- 340 • Student life and student engagement
- 341 • Policies and procedures including:
- 342 ○ Academic Honesty
- 343 ○ Standards of Conduct
- 344 ○ Classroom Etiquette
- 345 ○ Discrimination and Harassment
- 346 ○ Title IX

347
 348 The college is continuing to work with the vendor to make updates to the orientation to cover
 349 the following mandated areas:

- 350 • Maintaining registration priority
- 351 • Pre-requisite/co-requisite challenge process
- 352 • Maintaining Board of Governors Fee Waiver
- 353 • Introduction to campus facilities

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

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# 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	Responsible for maintenance and	GF

	Programmer/Analyst – Technology and Education Support Services Staff (TESS)	programming of software application in relationship to the district student information system - Ellucian Colleague	
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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

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C. Assessment for Placement

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

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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.

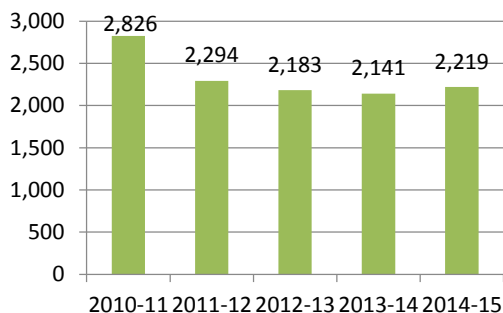
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2. a. How many students were provided assessment services in 2014-15?

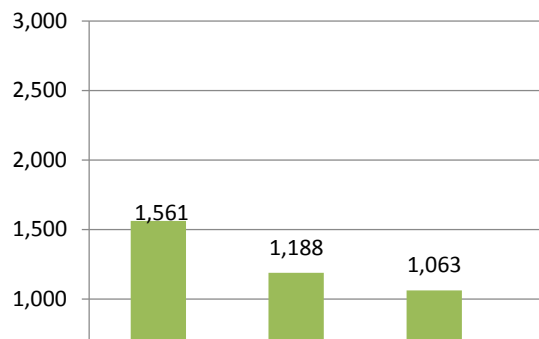
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In the 2014 – 2015 academic year, 2,219 people were provided assessment services. Of these, 1,101 (50%) earned a grade on record (GOR) in the 2014 – 2015 academic year. A GOR refers to the following grades: A, B, C, D, F, I, P, NP, or W. The number 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%.

Assessed



Assessed and Earned GOR



386

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

388 The target population for assessment includes first-time Crafton students, first-time
 389 Crafton students who have not completed English or math at another college, and first-
 390 time Crafton students from another college who were assessed more than two years
 391 prior to their entry at Crafton. Of the 3,112 first-time Crafton students in 2014-2015,
 392 529 (17%) were exempt from assessment. Accordingly, 64% ($1,651/2,583 = 63.9$) of
 393 first-time Crafton Hills College students completed the assessment process in 2014-
 394 2015. Using the 80% rule to identify groups that were less likely to complete the
 395 assessment process indicates that the following groups were disproportionately
 396 impacted: Asian students and students 20 years old or older. There was no
 397 disproportionate impact by gender. In addition to Asian students, African American
 398 students were also less likely to complete the assessment process; however, this
 399 difference was not substantial. When looking at gender, females were less likely to
 400 complete the assessment process when compared to males.

401

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

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*Reference group.

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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

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

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

473
474 Assessment is a component of the SOA³R (Senior Orientation Application, Assessment,
475 Advisement and Registration) Program provided to graduating high school seniors. SOA³R
476 guides high school seniors through the components of the CHC enrollment processes and
477 supports their transition to college. Currently, CHC takes the SOA³R program to eight local
478 high schools.

479
480 Participation in pre-test practices is encouraged of all students. Information is provided
481 about pre-test preparation in the online student orientation and on the college’s
482 assessment webpage. Students who call for assessment information are also routinely
483 informed about the pre-test options. Students are directed to the assessment calendar to
484 find the dates and times available for assessment. Students who come to assess are queried
485 about their preparation and are given an opportunity , if they choose, to review the pre-test
486 materials and re-schedule at a later date. The Tutoring center offers pre-assessment
487 mathematics workshops. Pre-assessment English workshops will be implemented.

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489

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

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

497
498 b. When were tests approved by the CCCCO and what type of approval was granted?

499 Accuplacer was given Probationary approval on 3/1/2014

500
501 c. When were disproportionate impact and consequential validity studies last completed?

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

504

505

506 5. a. What multiple measures are used?

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

511 Demographic questions collect data on:

- 512 • disability
- 513 • whether English is the student's primary language
- 514 • the student's comfort with using English
- 515 • whether English is the parents' primary language
- 516 • educational level of parents

517 Educational background questions collect data on:

- 518 • whether the student has graduated from high school
- 519 • highest level of math completed in high school
- 520 • highest grade earned in a math course
- 521 • number of hours the student uses math in his/her personal life
- 522 • number of years the student took English in high school
- 523 • whether the student took advanced placement English courses
- 524 • number of years taught in English in the classroom
- 525 • number of years since high school
- 526 • whether the student is a first-time college student
- 527 • whether the student is a first-generation college student
- 528 • high school GPA
- 529 • whether the student attended a Pre-Assessment Math Workshop
- 530 • whether the student reviewed the assessment test practice worksheets, and
- 531 • experience in writing

532 Self-efficacy questions collect data on:

- 533 • self-confidence in the student's math abilities
- 534 • self-confidence in the student's ability to accurately answer math questions
- 535 • belief in the student's ability to succeed
- 536 • self-confidence in describing texts the student has read
- 537 • whether the student believes s/he is a good student
- 538 • belief in the student's ability to schedule time to accomplish school tasks
- 539 • belief in the student's ability to do well in school and on school tasks
- 540 • belief in the student's ability to receive excellent grades
- 541 • belief in the student's ability to understand difficult course material
- 542 • self-confidence in the student's ability to learn basic course concepts
- 543 • self-confidence in the student's ability to understand most complex course material
- 544 • self-confidence in the student's ability to do an excellent job on assignments and
- 545 tests
- 546 • expectation to do well in his/her courses
- 547 • belief in the student's ability to master the course skills
- 548 • self-confidence in the student's ability to do well regardless of some courses' and
- 549 teachers' level of difficulty
- 550 • belief in the student's ability to study to perform well on tests

551 Learning habits questions collect data on:

- 552 • whether the student reads or writes daily
- 553 • number of hours the student intends to devote to math homework and study
- 554 • number of hours the student intends to devote to study for each class
- 555 • number of hours the student intends to devote to reading
- 556 • number of hours the student intends to devote to other commitments
- 557 • number of hours devoted to reading for pleasure
- 558 • time spent reading a math textbook
- 559 • importance of learning to read well
- 560 • importance of learning to write well
- 561 • attitude toward mathematics
- 562 • steps taken to clarify confusion in math courses

563 Plans while at the college collect data on:

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

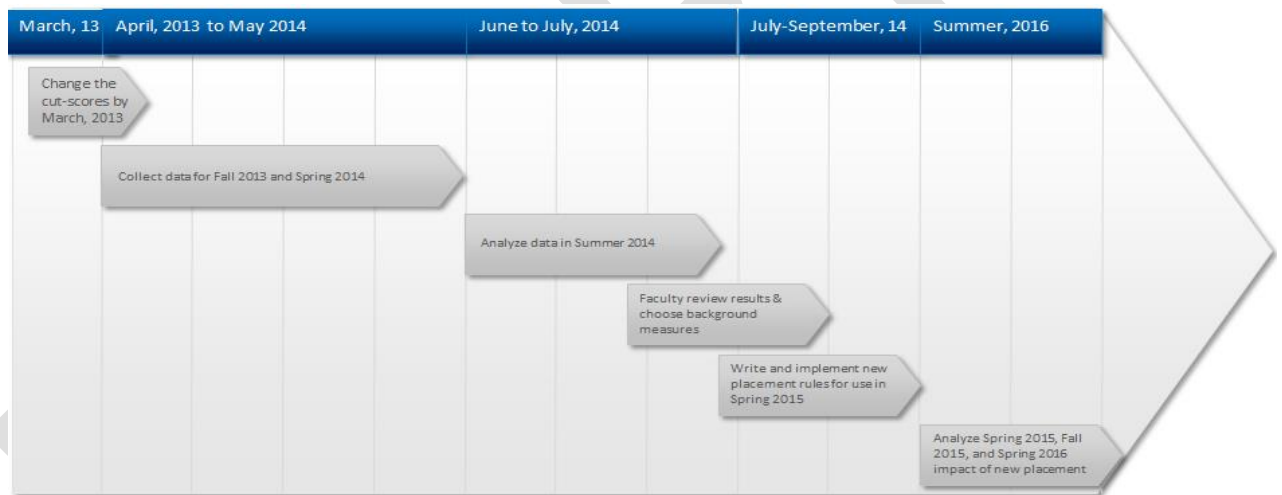
570

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

574

575 In early 2012, the Math Department requested that the Office of Institutional
 576 Effectiveness, Research, and Planning (OIERP) conduct a content and cut-score
 577 validation study of Accuplacer’s Arithmetic, Elementary Algebra, and College Level Math
 578 Assessment Tests. At the completion of the research, the Math Department decided to
 579 continue with the cut-scores and multiple measures in its current form, while continuing
 580 to examine the multiple measures. In early 2013, the Math Department had expressed
 581 concerns that they did not conceptually understand the multiple measures in their
 582 current form. As a result, the Math Department worked with the OIERP to develop a
 583 research plan for identifying multiple measures that helped to increase the likelihood of
 584 students successfully completing math courses in which they were placed and that
 585 conceptually made sense (see Figure 1). The process for identifying the background
 586 measures that predict success for students taking math courses started in March 2013
 587 and was completed in September of 2014, well within the two year timeline required by
 588 Title 5 Education code (§55003(g)).
 589

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



592
 593
 594 Using segmentation modeling, course success of students who assessed after March
 595 2013 and completed a subsequent math course in either Fall 2013 or Spring 2014 was
 596 predicted by entering into the model the test score and responses from twelve of the
 597 background questions dealing with math performance. Segmentation modeling is useful
 598 in situations where the overall goal is to divide a population into segments that differ
 599 with respect to a designated criterion (Borges & Cherpitel, 2001; Hannover &
 600 Kordy2005). In short, CART modeling affords researchers the opportunity to examine
 601 the interaction and impact of a large number of distinct categorical predictor variables
 602 (i.e. educational background characteristics) on a categorical dependent variable (i.e.
 603 math course success) (Strobl, Malley, & Tutz, 2009). CART modeling initially identifies
 604 the best predictor variable, conducting a splitting algorithm that further identifies
 605 additional statistically significant predictor variables and splits these variables into
 606 smaller subgroups (SPSS, 2001; Strobl et al.). CART modeling merges categories of a

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

611
612 As it relates to the current studies, segmentation modeling has a number of distinct
613 advantages over other statistical methods traditionally used to examine categorical data
614 (e.g., chi-square, regression analysis, etc.). Utilizing segmentation modeling, researchers
615 can easily determine whether specific aspects of numerous categorical predictor
616 variables interact to provide a more accurate identification of sub-populations relative
617 to the dependent variable identified in each study. For example, students who used the
618 preview practice sheets that are available on the CHC website and have taken
619 elementary algebra or higher might be more likely to successfully complete MATH-090
620 than students have not (Hannover & Kordy, 2005). Additionally, since segmentation
621 modeling evaluates all of the values of each potential predictor variable for statistically
622 significant differences, it can be assumed that variables that are not included in the final
623 model do not differ in respect to the dependent variable. As an illustration, if a student's
624 response to whether they are very capable of succeeding in a math class does not load
625 as a predictor of course success, it can be assumed that it is not a predictor variable and
626 that statistically significant differences between responses to this question do not exist
627 in regard to predicting course success. Finally, segmentation modeling can be displayed
628 in an easy-to-visualize decision tree, producing results that are easier to interpret and
629 more user-friendly than traditional exploratory statistical methods.

630
631 The twelve background questions selected as candidate predictors for the
632 segmentation model include:

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

- 651 b. I don't like math or am scared by it, but I can probably pass a math class if I give a
652 good effort.
- 653 c. I like math and work to succeed.
- 654 5. Highest-level math class that you have ever taken?
- 655 a. Basic or Consumer Math
- 656 b. Pre-Algebra or Introduction to Algebra
- 657 c. Elementary Algebra--Algebra 1
- 658 d. Geometry
- 659 e. Intermediate Algebra --Algebra 2
- 660 f. Trigonometry, College-Level Algebra or Mathematical Analysis
- 661 g. Pre-Calculus, Calculus, or Higher Math
- 662 6. I am very capable of succeeding in my Math class
- 663 a. Not true
- 664 b. Somewhat true
- 665 c. Very true
- 666 7. How many hours a week do you plan to devote to homework and study for you math
667 class?
- 668 a. Less than 4 hours
- 669 b. More than 4 hours but less than 10 hours
- 670 c. As much time as it takes to pass
- 671 8. How confident are you when figuring a discount by percentage or computing the tip on
672 a restaurant check?
- 673 a. I can't do those kinds of calculations even with a calculator.
- 674 b. I need a calculator for those kinds of calculations.
- 675 c. I can do those kinds of calculations with pencil and paper.
- 676 d. I do those kinds of calculations in my head.
- 677 9. Did you take advantage of the Preview Practice sheets that are available on our
678 website?
- 679 a. No, I didn't
- 680 b. Yes and I feel it will help me
- 681 10. When you take a math class, how often do you read your textbook to learn material?
- 682 a. Rarely or never; I prefer to use notes from class to learn.
- 683 b. Occasionally; only when I don't understand a concept from class.
- 684 c. Frequently; it helps supplement the in-class instruction.
- 685 11. When I do not understand something in math I:
- 686 a. Try to figure it out myself.
- 687 b. Ask other students or my friends.
- 688 c. Ask the instructor right then or right after class.
- 689 12. How long has it been since your last math class?
- 690 a. Less than 2 years
- 691 b. 2-5 years
- 692 c. More than 5 years
- 693

694 The model resulted in the following increases in predicted success rates of students
 695 when background questions were used to supplement the test scores to determine
 696 math course placement:
 697

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%

698
 699
 700 When selecting the educational background measures recommended above, the
 701 following helped to inform the recommendation:
 702 1. Was the increase in the success rate substantial? For example, is increasing the success
 703 rate from 55% to 58% substantial enough to warrant the requirement? Substantial
 704 refers to whether the success rate had an effect size that was .10 or higher, usually
 705 indicating a success rate increase of 5% or higher.
 706 2. Did the additional requirement of an educational background measure reduce the
 707 number of students to where almost no one could either remain in the placement range
 708 or move-up to a higher a placement range because too few students had the
 709 educational background characteristic? In this case, the additional educational
 710 background characteristic was not added because too few students would be able to
 711 meet the requirement.

712 Reviewing the results of the segmentation model, the Math Department chose to
 713 implement selected background question responses as multiple measures in
 714 determining student course placements.
 715

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

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

- 724 5. the importance a student places on learning to read
725 6. the importance a student places on learning to write
726 7. the student's belief in his/her ability to describe what s/he has read
727 8. whether the student reads and writes daily
728 9. number of years enrolled in high school English
729 10. whether the student enrolled in high school Advanced Placement English courses
730

731 Similar to Math Department Faculty, the English Department requested a validation
732 study of the English assessment tests in early 2013. The OIERP conducted a study of high
733 school graduates in 2012 who completed the assessment test and subsequently
734 received a grade on record in an English class the following Fall term. The English
735 Department accepted the results of the validation study which found that the current
736 test score and multiple measure scheme in its current form were placing students
737 accurately for success in English.
738

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

741 The multiple measures identified in the processes above are integrated into
742 Accuplacer's placement algorithms in two ways. For English assessment tests, responses
743 to select background questions may adjust up to 14% of the student's test score. This
744 slight weighting of the background questions allows a student to place into a higher
745 course if the student earns a score toward the maximum score within the cut-score
746 range. For example, if a student scores relatively high within the cut-score range for
747 placement in ENGL-010, preparation for college writing and provides responses to
748 background questions that predict course success in ENGL-101, freshman composition,
749 the student will receive a placement result of ENGL-101.
750

751 For math assessment tests, responses to select background questions may lead a
752 student to a higher or lower placement of the current test cut-score range depending on
753 how the segmentation model predicts their course success. For example, if a student
754 scores within the cut-score range for placement into MATH-095, intermediate algebra,
755 and provides responses to background questions that predict course success in MATH-
756 102, college algebra, the student will receive a placement result of MATH-102.
757

758
759 **c. Do these measures meet the multiple measures requirement per title 5, sections 55502**
760 **and 55522?**

761 Yes, the multiple measures processes meet the requirements per Title 5, sections 55502
762 and 55522.
763

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

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

774
 775 The College also accepts placement results from other colleges with equivalent course
 776 sequences if the assessment was completed within two years of enrollment. If the English
 777 or mathematics course into which the student placed is not equivalent to a course at
 778 Crafton, the student is directed to take a partial assessment in that discipline.

779
 780 **7. How are the policies and practices on re-takes and recency made available to students?**

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

785
 786 **8. Complete the chart below outlining the staff associated with assessment for placement and**
 787 **the source used to fund the position. These staff listed below should match those in your**
 788 **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	Responsible for maintenance and	Match/GF

	Programmer/Analyst (TESS)	programming of software application in relationship to the district student information system	
?	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

790
791
792
793
794
795

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

796
797

D. Counseling, Advising, and Other Education Planning Services

798
799
800
801
802

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

803
804
805 The Crafton Hills College Counseling Department is looking to find ways to address any
806 unmet need. Research to determine which student groups are not participating fully so that
807 those groups can be targeted for increased intrusive interaction.

808

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

809
810
811 The target population for counseling, advising and education planning services includes
812 all students of the college. First-time Crafton students and continuing students at the
813 college who have not developed an educational plan in the past are prioritized to
814 receive an SEP. Between the dates of April 1 2014 and June 30, 2015, 6828 students
815 were provided counseling, advising and education planning services. Of this number,
816 1924 received an abbreviated SEP and 1929 received a comprehensive SEP. These
817 numbers include new students to Crafton that did pre-enrollment advising in spring of
818 2014.

819

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

820
821

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

825
 826

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

828
 829

830 Of the first-time Crafton and none-SEP 2014-2015 students, 2,069 (38%) saw a
 831 counselor in 2014-2015. Using the 80% rule to identify first-time Crafton and Non-SEP
 832 2014-2015 students that were less likely to meet with a counselor in the 2014-2015
 833 academic year indicates that the following group was disproportionately impacted:
 834 students 20 years old or older. There was no disproportionate impact by ethnicity or
 835 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.

836
837
838

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

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

848

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

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

855

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

863

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

869

870 First-time students who remain at the college past their first semester and are subject
871 to the SSSP regulations have an opportunity to participate in workshops (with a student:
872 counselor ratio of 15:2) directed either at transfer or associate/certificate level to
873 develop a comprehensive SEP. This may occur in the first or second semester of their
874 enrollment at the college. After they develop their comprehensive SEP, students are
875 encouraged to check in with counseling to update their SEP as they get closer to their
876 goal attainment or if they change their educational goal. These meetings are currently
877 provided in person or online (online counseling is not yet available but is expected to be

878 implemented within the next academic year). Some students receive advising and
879 complete their comprehensive SEP as part of a learning community course where a
880 counselor is assigned to teach a student development course or is assigned to support a
881 learning community. Student development courses focus on academic success and
882 personal growth.

883
884 Advising and development of an abbreviated SEP is part of the SOA³R (Senior
885 Orientation Application, Assessment, Advisement and Registration) Program to assist
886 students coming from high school with the new enrollment process and transition to
887 college. Currently, CHC takes the SOA³R program to eight local high schools.

888
889

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

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

893

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

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

902

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

908

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

915

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

918 New Student Advising (NSA) is a three hour group meeting with students new to college
919 covering the information to build an abbreviated student education plan. Counselors,
920 Master students and Interns work together presenting transfer, associate, and
921 certificate requirements. Other areas covered during NSA include prerequisites,

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

932
933 Abbreviated student education plans developed during SOA³R follow the same process
934 as used in the NSA. This early outreach program to local high school seniors allows
935 these students to complete the admissions application, online orientation, assessment
936 testing and abbreviated student education plan during their spring semester.

937
938 **b. Describe the type of assistance provided to students to develop a comprehensive**
939 **education plan and the scope and content of the plan.**

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

946
947 During the SEP workshop, with the assistance of Counselors, Master students and
948 Interns, the student builds the comprehensive plan continuing from what was
949 developed on the abbreviated plan adding at least one semester or more of courses to
950 build the comprehensive student education plan. Courses planned into the
951 comprehensive student education plan include courses from the CSUGE, IGETC,
952 Associate Degree general education pattern, or Private/out of state course
953 requirements and/or student's major.

954
955 Students who have accumulated more than 15 units, have units from another institution
956 or have specific needs or requirements related to their special status (Veterans,
957 students on probation, and learning community students) do not participate in the SEP
958 workshop because these students typically have units that must be evaluated which
959 takes extra time. In this case, the student makes an appointment in the counseling
960 office to complete their comprehensive student education plan one-on-one with a
961 counselor.

962
963 **5. Identify any technology tools used for, or in support of, counseling, advising and other**
964 **education planning services, such as an education planning tool or degree audit system.**

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

972
 973 **6. Complete the chart below outlining the staff associated with counseling, advising and**
 974 **education planning services and the source used to fund the position. These staff listed**
 975 **below should match those in your budget plan. Additional lines may be added.**
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 977

# 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 in relationship to the district student	Match/GF

		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

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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	?

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E. Follow-Up for At-Risk Students

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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.

1008 **b. What percentage of the target population does this represent?**

1009 When looking at the students in the target population, 1,346 basic skills or probationary
 1010 students received follow-up services in 2014-2015. Accordingly, 64% ($1,346/2,091 = 64\%$) of
 1011 Crafton students who were enrolled in a basic skills course or on probation received follow-up
 1012 services. When looking at basic skills students only, 67% received follow-up services compared
 1013 to 64% of students on probation, suggesting that a larger effort needs to be dedicated to
 1014 students on probation. Using the 80% rule to identify groups that were less likely to follow-up
 1015 services indicates that the only group disproportionately impacted was Native American
 1016 students. There was no disproportionate impact by age or gender. Examining ethnicity further
 1017 illustrates that African American students were the most likely to receive follow-ups services
 1018 followed by Hispanic students.
 1019

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

1020 *Reference group.
 1021
 1022
 1023

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

1024 In addition to the increase in staffing to provide follow-up support (1 counselor and 1 Senior
1025 Student Services Technician) the college is participating as a pilot institution for the
1026 implementation of Starfish Retention Solution as a part of the EPI (Educational Planning
1027 Initiative). It is hoped that the new tool will increase faculty participation in early alert and will
1028 facilitate better tracking of students by counselors and other support staff so that assistance
1029 can be provided on a timelier basis.
1030

1031 **3. a. What types of follow-up services are available to at-risk students?**

1032 Follow-up services are coordinated through the Student Success Program which is staffed by a
1033 counselor and two Student Success Advisors (Senior Student Services Technician). Students are
1034 identified by the program through enrollment in basic skills courses, through the college's
1035 online Early Alert system, and as a result of their placement on probation. With instructor
1036 permission the Student Success Advisor visits most basic skills course sections during the first
1037 two weeks of school to inform students about the services provided by the Student Success
1038 Program and the counseling department. Students who are struggling or have some life event
1039 or circumstances that interferes with schooling are encouraged to come in to see the Advisor
1040 for information and referral to college and community resources. The assigned counselor and
1041 the Student Success Advisors works collaboratively with instructors to provide intrusive follow-
1042 up with students.
1043

1044 All the services provided by the college to support students are available for at-risk students.
1045 The goal is to encourage students, using intrusive means if necessary, to engage with these
1046 resources. The Student Success Advisors contact the student through mail, email and by the
1047 telephone to check on the student and ask about his or her experience and progress in school.
1048 Students who are in need of intervention or support are referred to and sometimes escorted to
1049 support programs on campus including, DSPP, EOPS, financial aid, Career Center and Tutoring
1050 Center.
1051

1052 Students on academic or progress probation are directed to attend a probation workshop and
1053 are required to meet one-on-one with a counselor to develop a probation contract in order to
1054 continue at the college. The probation workshop informs students about the types and levels of
1055 probation and strategies to regain their satisfactory academic standing. In the contract, the
1056 counselor specifies which courses the student will take and what other activities the student
1057 will participate in during the semester in order to provide a structured plan to help the student
1058 off of probation. Counselors typically mandate participation in activities such as workshops,
1059 tutoring, or participation in specified support programs as a condition of continued enrollment.
1060 Students who do not have an SEP are required to meet with a counselor to develop a plan
1061 before they can register.
1062

1063 Follow-up is also provided by a number of programs designed to serve specific populations of
1064 students including EOPS and DSPP. Crafton Hills College also has a summer bridge program for
1065 students in basic skills and developmental education called Left Lane. The program is designed
1066 in such a way that students are monitored and provided ongoing follow-up during the first year
1067 of attendance. Plans are in development to add a peer advisor component to Left Lane to

1068 encourage engagement and to expand support to first time college students. This program is
 1069 led by the Coordinator of Tutoring and the Lead Counselor for follow-up and is supported by
 1070 the Student Success Advisors and Tutoring Center Staff.

1071
 1072 Curriculum and workshops designed specifically to address the needs of undecided and at risk
 1073 students have been developed. Topics will address the prevailing issues that lead to academic
 1074 or progress probation, including time management, goal setting, study skills, and behaviors
 1075 leading to academic success.

1076
 1077 **b. How and when are students notified of these services?**

1078 Students are notified about follow-up services through orientation, class visits, referral by
 1079 faculty and counselors, Early Alert contacts, Left Lane program participation, email contacts and
 1080 phone contact by the Student Success Program.

1081
 1082 **c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.**

1083 Services are provided face-to-face in group and on an individual basis. Students can get
 1084 assistance through individual appointments, workshops, and beginning in fall 2016, specific
 1085 courses designed to assist them in becoming successful students. Student Success Advisors also
 1086 directly contact students by telephone and email if they have been identified as at risk through
 1087 early alert or other referrals. The college is participating as a pilot institution for the
 1088 implementation of Starfish Retention Solution as a part of the EPI (Educational Planning
 1089 Initiative).

1090
 1091 **d. Are instructional faculty involved in monitoring student progress? Do they participate in early
 1092 alert systems?**

1093 Teaching faculty were involved in the set up and design of the user interface with the SARS
 1094 ALRT early alert tool that Crafton Hills College acquired to improve the effectiveness of its early
 1095 alert processes. Special workshops have been provided as part of professional development.
 1096 Each semester a reminder with instructions are sent out via email and paper to adjunct and full-
 1097 time faculty. This year the college sent a team to the "Leading From the Middle Academy" with
 1098 the specific goal of identifying methods and strategies to improve faculty participation. Plans
 1099 are being made to work directly with department chairs and the Professional Development
 1100 Committee to provide training in the tool and with the academic deans and academic senate to
 1101 encourage faculty participation. Also with the implementation of Starfish Retention Tool it is
 1102 hoped that the ease of access to the tool will improve faculty participation.

1103
 1104
 1105 **4. Complete the chart below outlining the staff providing follow-up services and the source used to
 1106 fund the position. These staff listed below should match those in your budget plan. Additional lines
 1107 may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
2	Senior Student	Coordinates follow-up activities, provides	SSSP

1108

	Services Tech	intrusive contact with at risk students and manages early alert process, including maintenance of SARS ALRT and follow-up with students referred by faculty.	
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

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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

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F. Other SSSP/Match Expenditures

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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,	SSSP	\$3000

	printed materials)		

1124
1125
1126
1127
1128
1129

- 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	?

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1131
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1133

SECTION III. POLICIES

1134

A. Exemption Policy

1136

- 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.

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1140

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

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1142
1143

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.

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1149

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.

1150

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:

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1152
1153

New students may obtain an assessment exemption if they have:

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

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- 1161 3. Scored 3 or higher on the Advanced Placement Test (College Board) in English
- 1162 and/or mathematics. (Provide documentation)
- 1163 4. Participated in the CSU EAP Process at high school and have been determined
- 1164 “Standards Exceeded” for college level coursework or determined “Standards Met”
- 1165 and have completed appropriate coursework during the senior year. This exemption
- 1166 expires one year after graduating from high school.
- 1167 5. Enrolled in courses at Crafton Hills College solely to maintain certificate or license
- 1168 requirements.
- 1169 6. Taken a placement exam at another college in the last two years and can provide
- 1170 scores and placement recommendations from that college.
- 1171

1172 **2. What percentage of your student population is exempt (list by category)?**

1173
 1174 The student population was defined as all first-time Crafton Hills College students in 2014-
 1175 2015. The two exemption categories include exemption from assessment or exemption
 1176 from orientation. Six percent of the 2014-2015 first-time Crafton students were exempt
 1177 from orientation, 18% were exempt from assessment, and 21% of students were exempt
 1178 from assessment and/or orientation.
 1179

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

1180
 1181
 1182 **B. Appeal Policies**

1183
 1184 **Describe the college’s student appeal policies and procedures. If these policies are posted on**
 1185 **the college’s website, also provide the link below.**
 1186

1187 The Academic Exceptions Committee reviews academic petitions based on extenuating
 1188 circumstances and hears student appeals. The committee, which meets weekly on Thursdays
 1189 on an as-needed basis, includes the Admissions and Records Coordinator, the Dean of Student
 1190 Services and Student Development, the Director of EOPS/CARE/CalWORKS, a member of the
 1191 Counseling Faculty, a DSPS representative, Admissions and Records Evaluator, and a faculty
 1192 representative of the Mathematics, public Safety and Services, Foreign Language or English, and
 1193 Anatomy and Physiology disciplines, as well as one Student Senate representative. This
 1194 confidential group adjudicates appeals concerning course repetition with and without
 1195 substandard work, exceptions to the remedial coursework limit, and other academic
 1196 regulations.
 1197

1198 Time-sensitive student appeals for courses added after census and overlapping and multiple
1199 enrollments are adjudicated by the Coordinator of Admissions and Records, and appeals are
1200 reviewed by the Dean of Student Services/Student Development. Students may appeal the
1201 outcome to the Academic Exceptions Committee.
1202
1203

1204 The Financial Aid Appeals Committee advises the Director of Financial Aid regarding appeals
1205 related to term dismissal and other appeals related to financial aid. The committee meets
1206 twice monthly. Membership includes the Director of Financial Aid, an Academic Counselor and
1207 two instructional faculty members, and an additional Student Services manager.

1208 http://www.craftonhills.edu/Current_Students/Financial_Aid/Academic_Progress
1209
1210

1211 Student grade appeals are governed by Board Policy and Administrative Procedure 5540. The
1212 process includes an informal and a formal resolution process. The informal process entails a
1213 meeting with the faculty member who issued the grade (or the Chair, in the faculty member's
1214 absence), and if the issue is not resolved, the Department Chair or designee. The formal
1215 process includes three steps, including conference with the Division Dean, investigation by the
1216 Director of Admissions and Records, and a hearing. The issue may be resolved at any of the
1217 three steps.

1218 [http://craftonhills.smartcatalogiq.com/en/2015-2016/Catalog/Section-III-What-You-Need-To-
1219 Know/Standards-of-Student-Conduct-and-Disciplinary-Procedures/Student-Grade-Appeals](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)
1220
1221

1222 Appeals regarding any aspect of the SSSP process are directed to the Dean of Student Success
1223 and Support including:
1224

- 1225 1. Review of placement decisions.
- 1226 2. Waiver and challenge of prerequisites.
- 1227 3. Complaint of unlawful discrimination. If a student feels that assessment, orientation
1228 counseling, prerequisites, or any other SSSP procedures are being applied in an unfair
1229 manner.

1230 [http://www.craftonhills.edu/Current_Students/Counseling/Student_Success_and_Supp
1231 ort_Plan/Exemption_from_SSSP](http://www.craftonhills.edu/Current_Students/Counseling/Student_Success_and_Support_Plan/Exemption_from_SSSP)
1232

1233 Any prerequisite or co-requisite may be challenged by a student on one or more of the grounds
1234 listed below. The student shall bear the initial burden of showing that grounds exist for the
1235 challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the
1236 student shall be permitted to enroll in the course in question. Grounds for challenge are:

- 1237 1. The prerequisite or co-requisite has not been established in accordance with the
1238 District's process for establishing prerequisites and co-requisites;
- 1239 2. The prerequisite or co-requisite is in violation of Title 5 of the Education Code;
- 1240 3. The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in
1241 an unlawfully discriminatory manner;

- 1242 4. The student has the knowledge or ability to succeed in the course or program despite
1243 not meeting the prerequisite or co-requisite;
- 1244 5. The student will be subject to undue delay in attaining the goal of his or her Student
1245 Educational Plan because the prerequisite or co-requisite course has not been made
1246 reasonably available;
- 1247 6. The student seeks to enroll and has not been allowed to enroll due to a limitation on
1248 enrollment established for a course that involves intercollegiate competition or public
1249 performance, or enrollment in one or more of the courses has been limited to a cohort
1250 of students. The student shall be allowed to enroll in such a course if otherwise he or
1251 she would be delayed by a semester or more in attaining the degree or certificate
1252 specified in his or her Student Educational Plan; and
- 1253 7. The student seeks to enroll in a course which has a prerequisite established to protect
1254 students' health and safety, and the student demonstrates that he or she does not pose
1255 a threat to himself or herself or others.

1256 [http://www.craftonhills.edu/Admissions and Records/Enroll/Enrollment Policies/Prerequi](http://www.craftonhills.edu/Admissions_and_Records/Enroll/Enrollment_Policies/Prerequi)
1257 [sites](http://www.craftonhills.edu/Admissions_and_Records/Enroll/Enrollment_Policies/Prerequi)

1262 **C. Prerequisite and Corequisites Procedures**

1263
1264 Provide a description of the college's procedures for establishing and reviewing prerequisites
1265 and corequisites in accordance with title 5 section 55003 and procedures for considering
1266 student challenges. If these policies are posted on the college's website, also provide the link
1267 below.

1268
1269 Board Policy (BP) and Administrative Procedure (AP) 4260 describes the college's procedures
1270 for establishing and reviewing prerequisites and co-requisites. [BP 4260](#) states that the college
1271 curriculum committee is authorized to establish prerequisites and co-requisites and that all
1272 standards shall be established in accordance with title 5 education code.

1273
1274 [AP 4260](#) states that prerequisites and co-requisites are necessary to ensure that students
1275 succeed in their coursework and have access to the courses they require. To balance the
1276 concerns between success and access, the college developed the administrative procedure for
1277 establishing and reviewing prerequisites. The procedures for establishing prerequisites and co-
1278 requisites for a course are briefly summarized below.

- 1279 1. The curriculum committee approves as a separate action from approving the course
- 1280 2. The prerequisite or co-requisite is an appropriate and rational measure of a student's
1281 readiness that is demonstrated by a content review
- 1282 3. The content review needs to include the identification and review of the prerequisite or
1283 co-requisite that develops the body of knowledge and/or measures skills identified
- 1284 4. Need to match the knowledge and skills in the targeted course and those developed or
1285 measured by the prerequisite or co-requisite

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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.

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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

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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

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1394 **Attachment B, Organizational Charts**

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1396 Figure 1. College Organizational chart

1397 Figure 2. Student Services organizational chart

1398 Figure 3. Governance organizational chart

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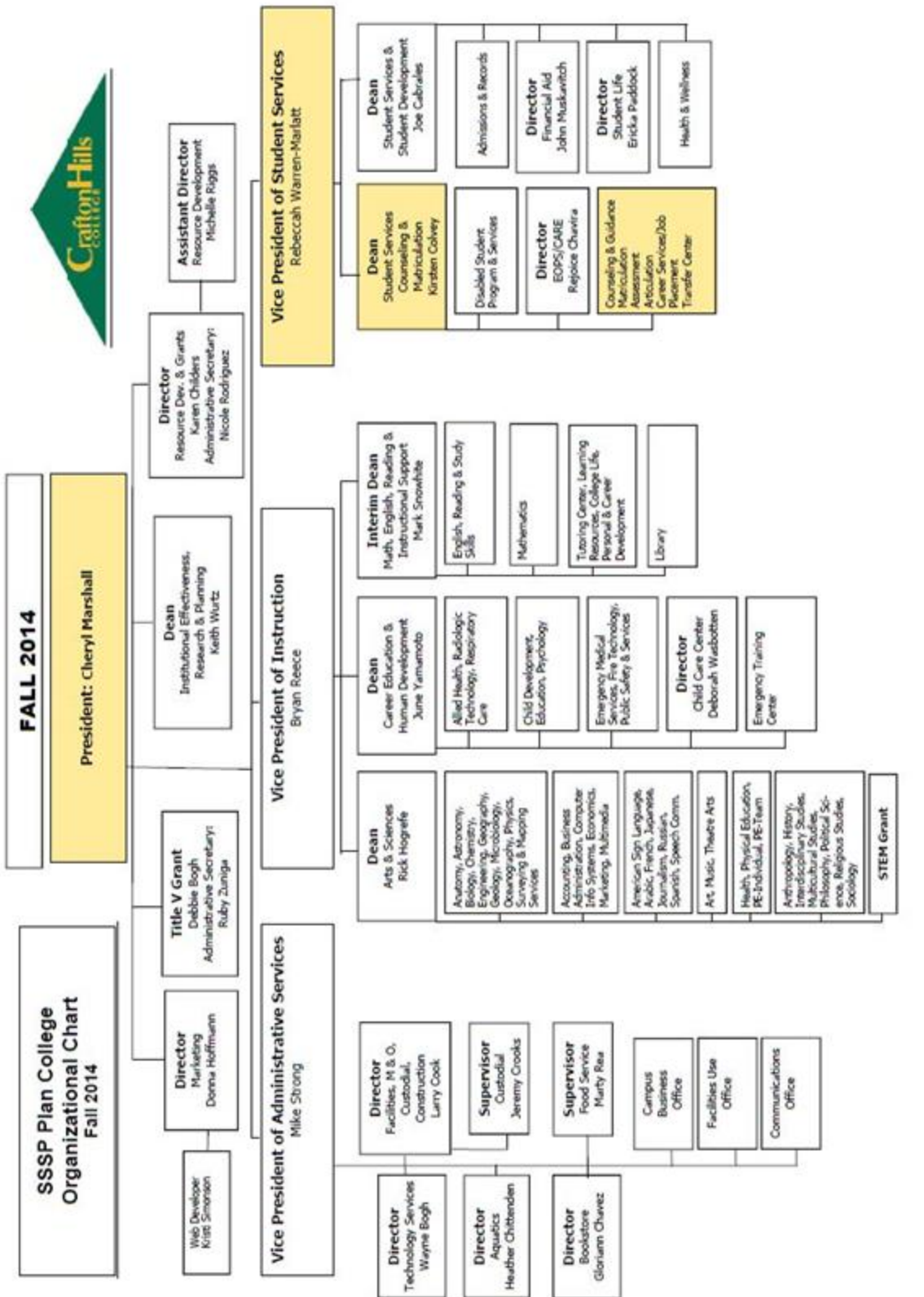
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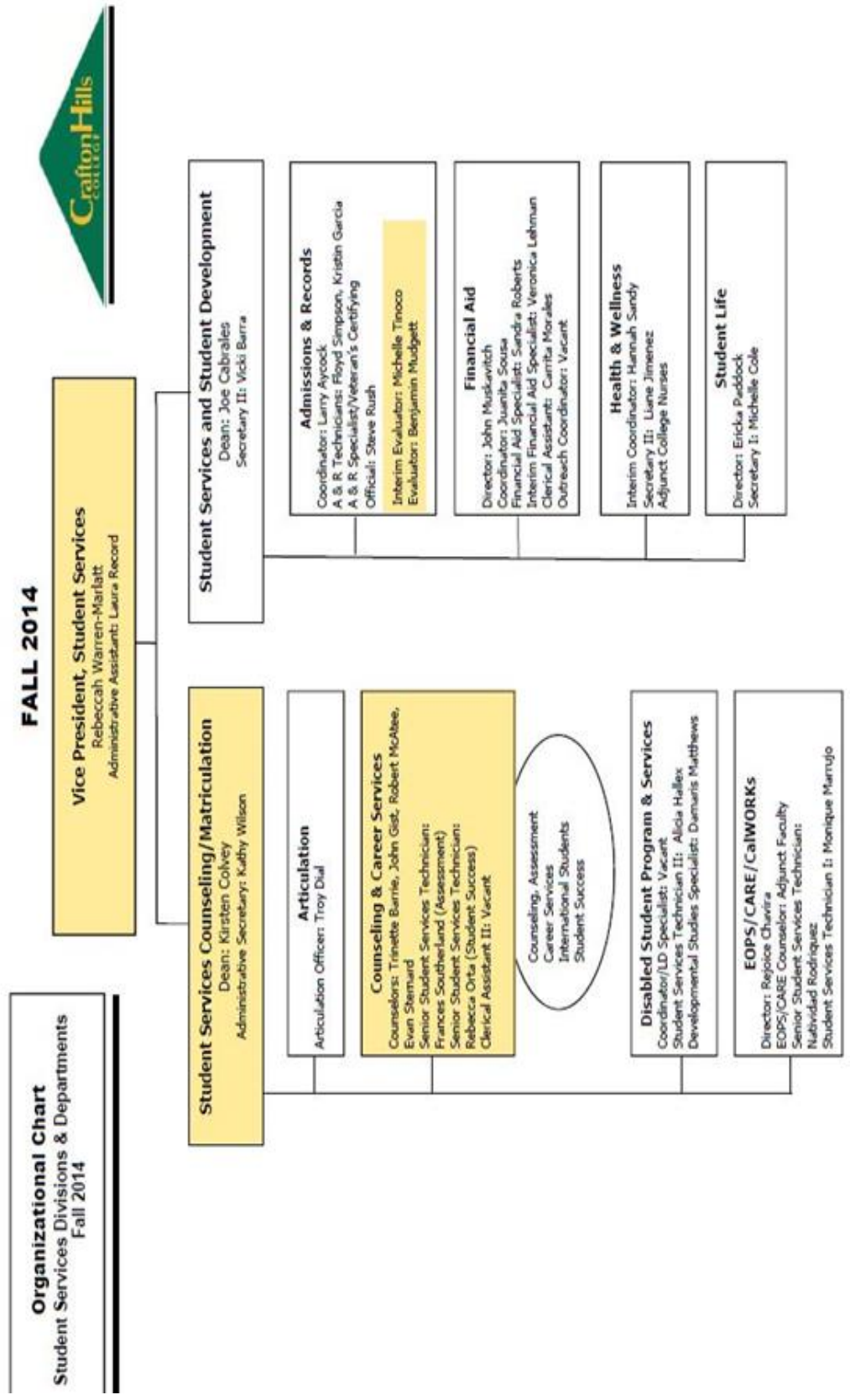
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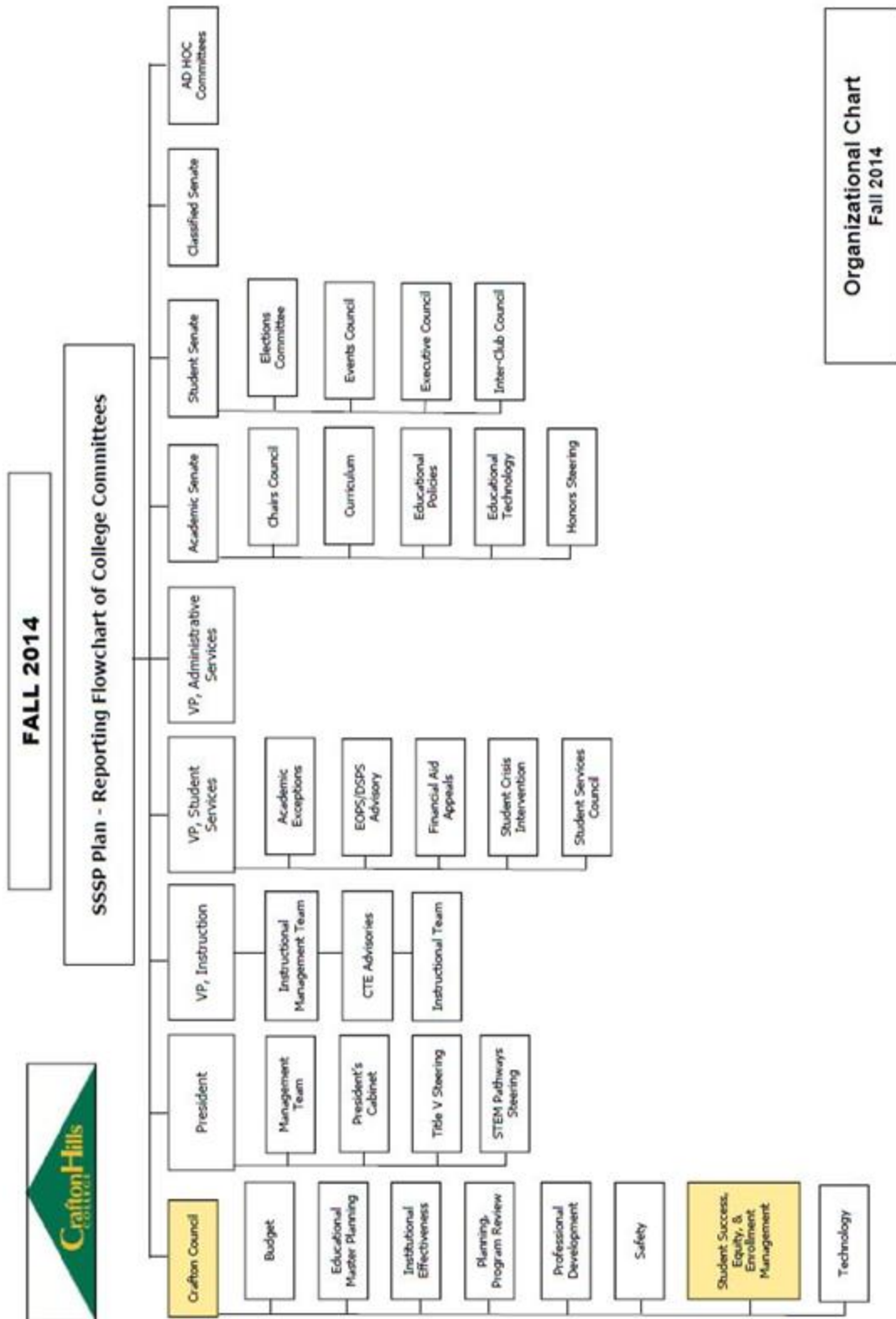
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Organizational Chart
Fall 2014

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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*

- 1483 **Other representatives by position:**
- 1484 **Dean of Student Services, Student Success** (Kirsten Colvey)
- 1485 **Dean of Instruction, English, Mathematics and Instructional Support** (Mark Snowwhite)
- 1486 **Vice President of Instruction** (Dr. Bryan Reece)
- 1487 **Vice President of Student Services** (Dr. Rebecca Warren-Marlatt)
- 1488 **Dean of Student Services, Student Support** (Joe Cabrales)
- 1489
- 1490 Within the membership, there shall be a minimum of two managers, two faculty, two classified staff,
- 1491 and two students

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