

Plans for Matriculation >> 2012 - 2013

Matriculation (Student Success and Support Program) CHC Non-Instructional Program Review 2012-2013

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Name :

2012 - 2013 Matriculation (Student Success and Support Program) CHC Non-Instructional Program Review 2012-2013

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Version: 8

Group: 2012 - 2013

Type: CHC Non-Instructional Program Review 2012-2013

Last Modified On: 2/20/2013 1:50:28 PM

Last Modified By: Kirsten Colvey

State: Submitted (Finalized)

State By: Kirsten Colvey

Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics and representativeness of population served)?
- d. What kind of services you provide? - **Rubric Item:** [Pattern of Service](#) - How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)?

The Matriculation Program was created as a result of the Seymour/Campbell Matriculation Act of 1987. Based on a concern that community colleges were revolving door institutions, the passage of this law required that colleges offer all incoming students a specific set of services to help direct them and support them during their time at the institution. The Matriculation Act required that the college provide support through application, orientation, assessment, counseling/advisement, and follow-up services. The law did not mandate that a student participate in these services but instead required the college to provide documentation that all non-exempt (students who had met the intent of each component through other means) were offered the services. Crafton Hills College has been offering Matriculation services to students since passage of the law. Funding was provided by the state to support this initiative. The funding provided support for orientation, assessment, counseling and follow-up as well as supplemental support to assure access to the application. In 2007 as a result of the economic downturn the state reduced the allocation for Matriculation by 65%. Current Matriculation funding can only support assessment costs (staff and purchase of testing materials) and some part-time counseling staff. As a result the program has had to go through review and revision so that it could meet the intent of the law.

In September of 2012 Governor Brown signed into law the Seymour/Campbell Student Success Act of 2012 (SB 1456). This law replaces the original legislation passed in 1987 to create the Matriculation Program. The name of the new program is the Student Success and Support Program. There are two primary differences between the mandates of the original law and this one with reference to services. The funded services have been reduced from the original seven to three - ASSESSMENT, ORIENTATION, and COUNSELING/ADVISEMENT (as demonstrated through the development of a informed student educational plan (SEP). The new law **mandates** that all new students to the college participate in these services prior to enrolling in their first semester. Priority registration for a student is also tied to the completion of these three services. The new law will require a major restructuring of the services as they were offered through the original Matriculation program. At the time of the writing of this document the state is still in the process of developing the new Title 5 regulations that will govern the implementation of the Student Success and Support Program.

The program review presented will provide historical information about the original Matriculation Program. Any evaluation of the program should take into consideration that not all the original processes will be a part of the new program and that those that are may be significantly altered to meet the requirement that they are mandated for all new students.

a. Organization (including staffing and structure) - The organizational structure of Matriculation is complex as it requires interaction of many constituencies at the college. Primary fiduciary responsibility lies with the Dean of Student Services, Counseling and Matriculation. Staff that support the Counseling and Assessment Components report directly to the Dean. There is also the involvement of faculty administration and staff from mathematics, English and Reading, Research and Planning, Admissions and Records, Student Life and Title V although these staff do not have direct reporting lines to the Dean. The Matriculation Program encompassed activities from application, through follow-up. The program is funded through both a categorical state allocation and general funds of the college. The application process resides with the Admissions and Records Office and two (5) staff from that office are directly

involved with the processing of incoming applications. Orientation has historically been provided in an on campus face-to-face setting but is now primarily handled through our new online model. While orientations were provided on campus, staff, faculty and administrators (10-15 individuals) from many different areas and programs on campus were involved in the presentation as well as staff and student workers to support the events. Assessment is staffed by one FT Senior Student Services Technician and student workers. Assessment is offered 10 months of the year on both an appointment and walk-in basis. Counseling of new students is handled through New Student Advising Sessions. Three Counselors (drawn from a pool of 3 FT and 6 PT counselors) student workers (2-3 per session) and staff (1) were involved in each of the sessions. Ongoing counseling of continuing students is provided on a one-to-one basis in the counseling office with a counselor (3 FT and 4 PT) on a walk-in or appointment basis depending on the time of year. Follow-up is handled by the Student Success Advisor through the use of an online early alert system. Students identified by instructors as at-risk of doing poorly in their classes are contacted by email with information on how to respond. The Student Success Advisor also follows up with basic skills, developmental students and probation students by phone and face to face. The other components of Matriculation are Research and Evaluation which is coordinated through the office of Institutional Effectiveness and coordination and training which is handled by the Dean of Student Services, Counseling and Matriculation.

b. Mission, or primary purpose - The mission of matriculation is to provide services to assure that incoming students are provided with the tools and information which allow them to successfully meet their educational goals. The primary purpose of the program is to increase the persistence, retention and success of students who enter the college through a specific set of services designed to help students matriculate successfully through the college.

c. Whom you serve (including demographics and representativeness of population served)?
- The Matriculation Program is charged with serving all new (non-exempt) students entering the college. While the college has been required to offer these services to all students not all entering students will participate in some or all of the services offered through Matriculation. The demographics for the program are those of the students who participate in matriculation services. The following provides a summary of the information provided through the CCCC Data Mart on data collected through MIS regarding gender, age and ethnicity for each of the Matriculation Components. Data reports are provided for each under the attachments to this program review. It is important to note that the way data is collected and reported for each of the components of Matric varies. Orientation and Assessment are counted once for each student so the data reports for each term represent every student that has ever completed those components. Counseling and Follow-up on the other hand are only reported by semester. The number reported is the actual number of service contacts provided in that term. This number is not carried forward. It is also important to note that when the new Student Success Initiative mandates are put in place these numbers should eventually match the demographics of all students enrolled since all students will be required to participate.

Orientation - The total rates of students who had ever participated in orientation at Crafton Hills College each term ranged from between 22.7% and 11.5% from Fall 2009 to Spring

2012. The percentage of student participation declined every year. Since orientation opportunities have increased over the last few years it is difficult to say why there is a decrease other than that data collection processes have varied during that same term. This makes all the data suspect for orientation.

Gender - For the years of Fall 2009 through Spring 2012 percentage of female and male approximate (within 1 or 2 percentage points) the numbers for the entire college. For example for spring 2012 51.50% of the students who had completed orientation were female and 48.33% were male. The numbers for Crafton for the same term are female - 50.60% and male - 49.22%.

Age - For spring 2012 term - These numbers are different from the CHC student population. It is difficult to say why there is so much difference. It is particularly interesting that there is such a low number in the under 19 group as they are the primary source of our new student population. I will be checking with our MIS person to investigate why this might be occurring

19 and under - CHC 28.43% Orientation 1.58%

20-24 - CHC 41.15% Orientation 32.96%

25-29 - CHC 12.77% Orientation 23.61%

30-34 - CHC 6.22% Orientation 17.43%

35-39 - CHC 3.32% Orientation 8.39%

40-49 - CHC 4.91% Orientation 11.56%

50+ - CHC 3.19% Orientation 4.43%

Ethnicity - Ethnicity participation rates in orientation vary slightly from those rates in the general population of students. Filipino, Native American, Pacific Islander participation rates were so low I have chosen not to include them here. A comparison of participation rates for the major ethnic groups are:

African American - CHC 4.1% Orientation 3.1%

Asian - CHC 4.36% Orientation 3.1%

Hispanic - CHC 37.29% Orientation 34.80%

White Non-Hispanic - CHC 47.08% Orientation 51.97%

Assessment - From Fall 2009 to Spring 2012 range from 87% to 92.81% of all students enrolled during each term have completed assessment.

Gender - For the years of Fall 2009 through Spring 2012 percentage of female and male approximate (within 1 or 2 percentage points) the numbers for the entire college. For example for spring 2012 51.50% of the students who had completed orientation were female and 48.33% were male. The numbers for Crafton for the same term are female - 50.60% and male - 49.22%.

Age - Comparison participation rates for Spring 2012 by age are:

19 and under - CHC 28.43% Assessment 27.59%

20-24 - CHC 41.15% Assessment 44.26%

25-29 - CHC 12.77% Assessment 12.73%

30-34 - CHC 6.22% Assessment 5.96%

35-39 - CHC 3.32% Assessment 3.08%

40-49 - CHC 4.91% Assessment 4.06%

50+ - CHC 3.19% Assessment 2.28%

Ethnicity - Participation rates by ethnicity in assessment vary slightly from those rates in the general population of students. Filipino, Native American, Pacific Islander participation rates were so low they are not reportable. Comparison participation rates for the major ethnic groups are:

African American - CHC 4.1% Assessment 3.7%

Asian - CHC 4.36% Assessment 4.18%

Hispanic - CHC 37.29% Assessment 36.92%

White Non-Hispanic - CHC 47.08% Assessment 4.79%

Counseling - Counseling participation rates are collected and reported by term. The overall participation rates in counseling for spring 2012 was 60.39%

Gender - For spring 2012 53.84% of the students who had completed counseling were female and 46.15% were male. The numbers for Crafton for the same term are female - 50.60% and male - 49.22%.

Age - Participation rates for Spring 2012 by age are:

19 and under - CHC 28.43% Counseling 28.93%

20-24 - CHC 41.15% Counseling 37.97%

25-29 - CHC 12.77% Counseling 15.34%

30-34 - CHC 6.22% Counseling 7.54%

35-39 - CHC 3.32% Counseling 3.46%

40-49 - CHC 4.91% Counseling 4.71%

50+ - CHC 3.19% Counseling 2.02%

Ethnicity - Participation rates by ethnicity in counseling vary slightly from those rates in the general population of students. Filipino, Native American, Pacific Islander participation rates were so low they are not reportable. Comparison participation rates for the major ethnic groups are:

African American - CHC 4.1% Counseling 5%

Asian - CHC 4.36% Counseling 4.42%

Hispanic - CHC 37.29% Counseling 41.35%

White Non-Hispanic - CHC 47.08% Counseling 42.16%

Follow-up - Follow-up participation rates are reported by term. For Spring 2012 the participation rates were 4.38%. It is important to note that participation is not a choice made by students. For follow-up students are identified and reported by faculty and counselors as having issues that may affect their success. Increases in follow-up participation will depend on the level of commitment faculty have in the early alert process.

Gender - For spring 2012 39.84% of the students who had completed counseling were female and 59.76% were male. The numbers for Crafton for the same term are female - 50.60% and male - 49.22%.

Age - For spring 2012 the comparison participation rates for follow-up services were:

19 and under - CHC 28.43% Follow-up 10.35%

20-24 - CHC 41.15% Follow-up 54.98%

25-29 - CHC 12.77% Follow-up 20.31%

30-34 - CHC 6.22% Follow-up 5.97%

35-39 - CHC 3.32% Follow-up 3.58%

40-49 - CHC 4.91% Follow-up 3.18%

50+ - CHC 3.19% Follow-up 1.59%

Ethnicity - Participation rates by ethnicity in follow-up vary slightly from those rates in the general population of students. Filipino, Native American, Pacific Islander participation rates were so low they are not reportable. Comparison participation rates for the major ethnic groups are:

African American - CHC 4.1% Assessment 1.5%

Asian - CHC 4.36% Assessment 4.78%

Hispanic - CHC 37.29% Assessment 37.05%

White Non-Hispanic - CHC 47.08% Assessment 48.20%

d. What kind of services you provide? How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)?

Orientation - Until last semester orientation was offered in an on campus format. Students who applied and completed assessment were invited to participate. The on-campus orientation is two hours in length and includes a presentation and a tour of campus. Orientations have been offered every day during the summer registration period. Starting in fall 2012 Crafton added online an online orientation and scaled down the on campus orientations to once a week. At that point orientation was required for all students who wished to take the assessment. For students entering Crafton for spring 2013 they were offered the opportunity to participate in orientation online or on-campus. Orientation is also offered at eight local feeder high schools as part of the SOA3R process where the entire enrollment process from application to preparation for registration is provided. Prior to the development of the online orientation orientation was offered as a course (PCD 050 Freshman Orientation) taught at the high school.

Assessment - Assessment requires a proctored setting. Currently, assessment is provided year round with the exception of March and October (where there is limited assessment so that there is time for system maintenance). Assessment is done in an appointment or walk-in basis. During peak registration periods assessment is done only on a walk-in basis. During non-peak registration periods it is offered on an appointment basis only. A calendar is maintained on

the CHC Assessment web page giving the dates and times of the available appointments. Students must call or come into the office to set up an appointment. Due to the limits of staffing, assessment is offered starting at 9am with students being able to complete testing as late as 6pm. Starting in September assessment staff verify that the student has completed the online orientation before a student is allowed to assess. Assessment is also offered at eight local feeder high schools as part of the SOA³R process where the entire enrollment process from application to preparation for registration is provided.

Counseling - Counseling is provided 5 days a week (except during summer 4/10 schedule and winter and spring breaks) year round. Counselors are generally available from 9am to 6pm M-Th and 9am and 1pm on Friday. Counseling is provided by FT and adjunct counseling staff. Students can see a counselor on a walk-in or appointment basis. Appointments are typically reserved for SEP development and for special populations such as honors students, veterans and financial aid term dismissal. Students who have other issues or questions are encouraged to meet with a counselor when they come in. All SEP development, veterans counseling and financial aid issues are addressed on an appointment basis only due to the length of time required for the appointment and the necessity to access information from a variety sources to successfully address the purpose of the appointment. Counselors answer questions that do not violate FERPA by email and phone as they are able. Counselors participate in SOA³R. They go to the high schools and provide a first semester schedule (plan) with students who participate. In the two years eAdvising (online SEP) has been phased in. Currently, all EOPS, Veteran and students enrolled in specific programs (learning communities, Left Lane, Honors) are all given online SEPs. Full implementation is in process and is dependent on the roll out of Degree Audit and the implementation of the the student interaction portion of eAdvising.

Follow-up - Follow-up services are provided in several ways. The Student Success Advisor is the primary staff member involved in providing follow-up services. Starting in spring of 2012 SARS ALRT - a web based early alert system linked to SARS database - that allows faculty to log in through web advisor and send alerts to students they identify as needing early intervention. The system sends an email directly to the student identifying the area(s) of concern recommending a course of action. The system also makes referrals to support services on campus and provides a report that can be sent to each department with the names of students who have been referred so the department can follow-up with the student. The Student Success Advisor pulls reports for these students and follows up with all students currently on probation or in a developmental course by phone. The Student Success advisor also follows up with students referred by counselors or faculty separate from the early alert process.

2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Service area demographics
- c. Requirements of four-year institutions
- d. Requirements of prospective employers

- e. Job market
- f. Developments in the field (both current and future)
- g. Competition from other institutions
- h. Requirements imposed by regulations, policies, standards, and other mandates

a. Budgetary constraints or opportunities - As mentioned in the last Program Review Matriculation is still reeling under a 65% cut in the allocation from the state. Currently, Matriculation allocation dollars only support assessment staff, placement test units and .85 FTE funding for adjunct counselors. The balance of the adjunct counselor pool who provide services to students served by specially funded programs such as learning communities, Santos Manuel gifts, and Left Lane initiative funds. Without these additional funds it would be impossible to serve students in these programs.

h. Requirements imposed by regulations, policies, standards, and other mandates- As discussed in the prior section the Matriculation Program is being replaced with the Student Success and Support Program with significant changes in expectations and services starting in the fall of 2014. Colleges have until Fall 2014 to plan for these changes and implement them. There is significant implications particularly for counseling services since the initiative requires that ALL entering students receive a complete and "informed" (student has participated in a process -usually with a counselor - to discuss their educational goal) Student Educational Plan (SEP) by the end of the first term. Currently, except for the special populations referred to above, students only receive a full SEP if they voluntarily come to meet with a counselor. The sheer volume of new students each term would overwhelm current resources.

3. Progress on SLOs

Rubric Item: [Service Area and/or Student Learning Outcomes: Process](#)

- a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review.
- b. Please describe any improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SLOs, please discuss here.

Matriculation developed the following SAOs to evaluate the effectiveness of the program. These SAO's are consistent with the effectiveness measures used by the state and other institutions and so provide a comparison point to other research done regarding Matriculation.

- **SAO 1** – Non-exempt students who complete the matriculation process (i.e. application, assessment, orientation, and counseling) will retain (semester to semester) in college.
- **SAO 2** – Non-exempt students who complete the matriculation process (i.e. application, assessment, orientation, and counseling) will persist in their courses.

a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review. - All the research done directly and indirectly related to the above SAOs has demonstrated that matriculation processes assist in the persistence, retention and success of students. Limited research has been done on the impact of orientation and assessment on these SAOs as it is difficult to isolate the impact of these from the overall impact of combined matriculation services. Also there has been ongoing revision of the orientation program over the last several years making any meaningful evaluation difficult. Counseling on the other hand has been repeatedly called out as having significant and sometimes substantial impact on student persistence and retention.

b. Please describe any improvements made by your unit as a result of the outcomes assessment process. - The positive impact interaction with a counselor has on the factors of persistence, retention and success has supported the increased integration of counselors into a variety of college student success initiatives such as learning communities, Left Lane and Santos Manuel grant activities. Ultimately it has helped in supporting the decision to begin restoration of counseling positions at the college

c. What is your plan for continuously completing the assessment cycle? - With the implementation of the components of the new Student Success and Support Program (SSSP) in the next two years and the significant regulatory and statutory changes to be addressed it may require revision of the current SAOs. A new plan for assessment will need to be developed at that time. In the mean time research investigating the efficacy of orientation, assessment and counseling will be ongoing and can inform any decisions that need to be made about changing how the services are offered. The assessment process is currently under revision. Investigation of multiple measures and changes in curriculum will be followed by evaluation of these changes.

4. Quantitative and Qualitative Results

Please provide...

a. Rubric Item: A list of any quantitative or qualitative measures you have chosen to gauge your [program's effectiveness](#) (e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, etc.). Provide at least two.

b. Rubric Item: A summary of the results of these measures. (Please be sure to set a target and provide the reasoning for the [target](#) that has been set.)

c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

Counseling

The results of the research conducted by the office of Research and Planning in 2010-11 were as follows:

- Students who have contact with a counselor are substantially ($ES = .22$) and statistically significantly ($p < .001$) more likely to successfully complete their courses (74.6%) than

students who did not have contact with a counselor (64.7%) during the 2009 – 2010 academic year.

- Students who have contact with a counselor an average of three times a year are substantially (ES = .22) and statistically significantly ($p < .001$) more likely to successfully complete their courses than students who have less than two contacts a year
- Students who had contact with a counselor in Fall 2009 were substantially (ES = .44) and statistically significantly ($p < .001$) more likely to persist to Spring 2010 (76.8%) than students who did not see a counselor in Fall 2009 (56.0%).

This study has not been replicated since 2010-11. Since the research required to evaluate the above SAOs is part of the ongoing research required by the matriculation program the development of a schedule for research will dictate the frequency of the re-evaluation of these SAO's.

In addition to the above, the results from the Santos Manuel program study for the 2010-11 academic year supported the importance of counseling in the success of students.

Summary of Findings:

- Santos Manuel students who had an SEP (90%) were statistically significantly and substantially more likely to complete their courses than Santos Manuel students who did not have an SEP (75%)
- Santos Manuel students who had an SEP (73%) were statistically significantly and substantially more likely to successfully complete their courses than Santos Manuel students who did not have an SEP (38%)
- Santos Manuel students who had an SEP (87%) were statistically significantly and substantially more likely to be retained from fall to spring than Santos Manuel students who did not have an SEP (44%)

In the last year counseling was one of the components of the Left Lane Project (LLP). All students participating in the program were required to develop an Student Educational Plan (SEP) with a counselor. A study summarizing the results of Left Lane was recently completed. Although the study does not look at the impacts of each element of the program and its impact on the success of students, counseling played a significant role in the LLP and would contribute at least partially to any effects the program had on student success. The results were:

- Left Lane students were substantially (ES = .89) and statistically significantly ($p < .001$) more likely to earn a GOR in a math course their first semester (89%) at Crafton than non-Left Lane students (48%)
- Left Lane students were substantially (ES = .16) and statistically significantly ($p < .001$) more likely to successfully complete their Fall 2012 courses (79%) than non-Left Lane students (72%)

- Left Lane students were substantially (ES = .19) and statistically significantly ($p = .012$) more likely to be retained from Fall 2012 to Spring 2013 (87%) than non-Left Lane students (80%)
- Left Lane students who earned a GOR in math in Fall 2012 were substantially (ES = .17) more likely to enroll in math in the subsequent spring semester (55%) than non-Left Lane students (47%)
- Left Lane students who earned a GOR in English in Fall 2012 were statistically significantly ($p = .002$) and substantially (ES = .29) more likely to enroll in English in the subsequent spring semester (66%) than non-Left Lane students (52%).

Target for counseling - Persistence, retention, completion and successful completion measures will meet or exceed 80% for students who meet with a counselor or receive an educational plan.

Reasoning for target - The two studies above show the range of impact of counseling/SEP services as 73% to 90%. The goal is to achieve a minimum of 80% across all measures.

Orientation

On Campus

- Students who attend an orientation only are less likely to be retained than students who do not attend orientation and do not have a counseling contact.
- Students who attend an orientation are statistically significantly less likely to successfully complete their courses (56.5%) than students who did not attend an orientation or have a counseling contact (68.7%)
- Unlike retention and success, students who attended an orientation in summer or fall 2009 and earned a GOR in Fall 2009 were substantially (ES = .53) and statistically significantly ($p < .001$) more likely to persist to Spring 2010 (66.9%) than students who did not attend an orientation (41.4%)

Online

Recently, an analysis of satisfaction survey data from the online orientation was analyzed. The sample included 342 students taking the orientation between June 15 and September 30, 2012. On a four point Likert Scale (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree) mean responses ranged from between 3.36 (The online orientation answered my questions) to 3.60 (Overall, this Orientation will help me while I am a CHC student.)

Target for Orientation: With the recent and significant changes to how orientation is delivered no specific targets have been established. After baseline research is done examining the impact of the online orientation targets can be established. It would be expected that overall positive response to the online orientation will be maintained.

SOA³R

There have been other studies done to measure the effectiveness of matriculation services. In particular research was done on the SOA³R program with Yucaipa High School seniors. This research examined Yucaipa High School 2008 seniors who enrolled at CHC in the fall of 2008, and compared SOA³R and non-SOA³R participants on success, retention, and persistence. SOA³R refers to new Senior Orientation, Application, Assessment, Advising and Registration. SOA³R provides students with the opportunity to participate in the enrollment process required for new students. Crafton Hills Staff are available at the high school campus to assist prospective students with their applications, registration, and a first year Ed Plan. In addition, students are encouraged to enroll in PCD-050, a .25 unit new student orientation class which ensures priority registration for the fall semester. The effect of PCD-050 on SOA³R students was not examined because almost every SOA³R student had taken PCD-050. Success retention and persistence were also measured for the students who participated as compared to those who did not participate and attending Crafton Hills College starting Fall 2008. A request has been made to the Office of Research and Planning to duplicate this study for Yucaipa and to also do a study with Redlands High School data and Redlands East Valley High School data.

Summary of Findings:

- The fall 2008 CHC success rate of Yucaipa High School students who were SOA³R participants (75.3%) was statistically significantly and substantially higher than Yucaipa High School students who did not participate in SOA³R (57.6%).
- The fall 2008 CHC retention rate of Yucaipa High School students who were SOA³R participants (89.9%) was statistically significantly and substantially higher than Yucaipa High School students who did not participate in SOA³R (83.6%).
- SOA³R students persisted at a substantially higher rate (90.9%) than non- SOA³R students (83.1%)

SOA³R was used as a primary recruitment tool for the LLP last spring. After analysis of the data students who participated in LLP **and** SOA³R and the students who only participated in SOA³R succeeded in courses at a rate of 78% for both groups as opposed to students who did not participate in either (69%). Interestingly, students that were recruited through other means and did not participate in SOA³R had the highest success rate (82%). Students who participated in SOA³R and LLP retained from fall 2012 in math at a 54% rate as opposed to students who did not participate in either program (46%) and students who just participated in SOA³R retained fall to spring in math at a 51% rate. Students that participated in LLP and SOA³R retained from fall to spring at Crafton at a 90% rate as opposed to those that did not participate at a 76% rate.

Target for SOA³R - The findings from this study suggest that the program has clear benefits for students. At this time the study has not been replicated though a request has been made of institutional research to duplicate this study not only for Yucaipa HS but for the other large high

schools participating in SOA³R over multiple years. It is hoped that the results from the 2008 YHS study will be replicated. At that time overall targets will be established for the entire program. If results are not duplicated across high schools who participate in the program we will need to investigate the reasons why so we can alter delivery to assure more uniform for the whole program.

Summary

In general, the results of the evaluation measures suggest that matriculation services, in particular counseling, are effective in supporting student retention, persistence and success. These results are consistent with other college and state-wide research on retention and persistence rates and matriculation. As of yet research cannot be done on more narrow and specific aspects of the matriculation process such as student educational plans since data has yet to be consistently collected. Improvement continues to need to be made still on the collection of data. With the efforts of a new Director of Research and Planning and a re-organized DCS office it is anticipated that some of the data collection issues will be resolved in the next year research that more narrowly examines the various components of Matriculation can be examined. Also the increased implementation of eAdvising will allow for a more systematic look at the impact of the SEP on persistence and retention.

5. Performance on Data Items

Please discuss your program's performance on each component of the applicable evaluation rubric (The rubric is available in Blackboard, the ORP Web Site, and in the PPR Handbook). If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it..

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item:** [Innovation and Service Enhancement](#)

ii) **Rubric Item:** [Partnerships](#) (Describe at least 2 external and/or internal partnerships)

Innovation and Service Enhancement

- Developed and implemented with campus-wide participation a interactive online orientation (July 2012). - **described in section 1 and 4 above.**
- Implementation of electronic Student Educational Plan (SEP) - **described in section 1 above.**
- Implementation of a web-based early alert system - **described in section 1 and 4 above**

Partnerships

Internal

- Left Lane - Planned and implemented pilot program for Left Lane with Division of English, Mathematics, Reading and Instructional Support. Participated directly in the recruitment, advising, and priority registration activities with these this group of

students. Also provided one-on-one counseling and SEP development for each Left Lane Student

- Title V - Worked collaboratively with Title V grant initiatives of Transfer and Honors initiatives. Staff assigned to work directly with Honors students in the development of an SEP. Staff released to participate in training and other professional development activities to improve their effectiveness as transfer counselors.

External

- Local Area High Schools - Worked directly with eight area high schools to provide SOA³R program for graduating seniors at the schools in order to improve and facilitate transition to Crafton Hills College
- FACE (Federation for A Competitive Economy) and the Inland Empire EAP (CSU Early Assessment Program) Collaborative -CHC is a founding member, along with FACE, of the Inland Empire EAP Collaborative (a group of professionals from Inland Empire colleges, universities and K-12 districts) whose goal was to promote the acceptance of EAP results in all community colleges and to increase intersegmental cooperation related to the improvement of student transition and success. The group was successful in obtaining full adoption of the EAP as a measure for placement at the area community colleges. CHC is currently involved with through the Collaborative in the intersegmental examination and conversation of the Common Core Standards.

6. Evaluation

What is going well and why? What is not going well and why? Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below (as applicable), along with any other areas you regard as significant.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Innovation
- Compliance with applicable mandates

Representativeness of population served - Each component has a different profile in terms of how representative the population served is of the total population of those groups at CHC. For example, since assessment has been defacto mandatory the total population served has been as high as 92% of all students enrolled. As a result all groups (gender, age, ethnicity) are served at the same rate they occur in the population. Orientation on the other hand is voluntary and only 11.5% of the enrolled students in Spring 2012 have ever participated in Orientation. With the move to online orientation as an option and the decision to require completion of orientation before a student is allowed to assess (change affects students starting in spring 2013) participation rates should begin to match those of assessment. Counseling participation rates are measured each term. 60.39% of all students at CHC saw a counselor during spring of 2012. Gender, age and ethnicity rates within this group closely mirrored that of the College as a whole during the same term. Follow-up services (early alert) has the smallest participation rates and like counseling are reported on a term to term basis and were only 4.38% for Spring 2012. Students do not choose to participate in follow-up services, rather faculty refer students who are struggling in their classes to the service via direct contact with a student service program (counseling, EOPS or DSPS) so we would not expect to see 100% participation. There is some interesting variation from Crafton group rates for follow-up services. For gender, males are referred at a significantly higher rate (59.76%) than their total representation in the CHC student population (49.22%). The following age groups are represented at a higher rate **20-24 years** - CHC 41.15% Follow-up 54.98%, **25-29 years** - CHC 12.77% Follow-up 20.31. There were minimal differences across ethnicities. So it appears that the student who is most likely to be referred for follow-up is male and between the ages of 20 and 29.

Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services) - The Matriculation Program has been successful in creating both alternative modes and schedules of delivery for nearly all the components required by regulation.

- Orientation is now offered in both an on-campus and online format allowing students to choose how they wish to participate.
- Assessment is offered in both an appointment and walk-in basis throughout the year. It is also offered directly to seniors at the high school within our primary feeder districts.
- Counseling is not currently available online but the SEP will soon be fully implemented in an online format for all students. Online counseling will become possible when all components of the online SEP become available (degree audit, WebAdvisor interactive interface that allows students to create an edplan and send it to a counselor for approval electronically. Expanded office hours will depend on adequate staffing to support those hours.
- The new software used for early alert provides web based access to faculty and interacts with other SIRS software to notify various student service and support departments about students who may be struggling in their coursework to allow for early intervention. Although this software has been implemented there has not been broad usage by faculty. Also students are not habituated to reading their campus email so many do not see the alerts in time to follow-up with appropriate recommended services

Partnerships (internal and external) - The Matriculation program has taken every opportunity to collaborate with both internal and external resources, programs, and

organizations. Collaboration is necessary to extend the reach of many of the services offered through the program. Participation in Left Lane and SOA³R has increased the number of students who have participated in all components of the matriculation process and the number of students receiving SEP. Participation in the Inland Empire EAP Collaborative has increased opportunities to facilitate transition of students from high school to CHC

Implementation of best practices -

Even with reduced resources and staffing there have been ongoing and mostly successful attempts to adopt best practices within the matriculation program. These include: inclusion of counselors in learning communities and other student success projects to provide a more holistic and collaborative approach to supporting student success, adoption of an online orientation with leading to mandatory orientation for all incoming students; implementation of an integrated early alert system for identifying at risk students.

Efficiency in operations - Compliance requirements coupled with limited resources has necessitated an ongoing re-evaluation of the efficiency of the activities and operations supporting matriculation services. Online Orientation has reduced the need for on-campus orientations (which are staff intensive), at the same time involvement of faculty, administrators and staff in the presentation of on-campus orientation has spread the responsibility and work load. Various scheduling schemes for assessment have been tried to maximize access and recognize the fact that there is only one staff member assigned to carry out this program. Even so, students rarely have to "wait in line" to assess and receive their results immediately so that they can continue with the enrollment process. Finding ways to both effectively and efficiently provide counseling services is more challenging. The fact that there are a total of approximately 4800 counseling hours available each year to serve a total student population of six to seven thousand students (unduplicated head) demonstrates this problem. Also, the seasonal nature of the matriculation processes, that are primarily linked to peak registration periods, makes staffing more challenging. While it is clear we need a good cadre of full-time counselors and staff to engage with students throughout the year we also need additional adjunct or part time staff to help handle the exponentially increased demand. The demand on counselor time to participate in some of the student success initiatives (e.g. learning communities, Left Lane) and meet the compliance requirements of other programs (financial aid, veterans) has begun to put a strain on staff resources during non-peak periods decreasing counselor availability for walk-in students and pushing appointment times out two weeks to a month.

Efficiency in resource use -Matriculation services are funded from a variety of sources. Categorical funds from the state are just adequate to pay for full time staff in assessment, student worker support in the summer peak registration time (when financial aid work-study is not available), some of the adjunct counselor support for peak times and assessment units. General fund pays for all the full-time counselor salaries and a small amount is available to pay for Senior Day costs and annual licensing costs for SARS ALRT and other software. All monies are accounted for in ongoing costs. There are no discretionary funds available. Staffing is distributed as efficiently as possible considering the limited resources available. We are fortunate to have had access from grants and other special funds to pay for additional adjunct counselor costs associated with those initiatives or we would not have been able to provide the counseling support requested. Counseling occurs all the days the college is

open including between semesters except during spring break. Counseling is available 40 hours a week to students. Counselors are scheduled so that there is always a full-time counselor available and so that all counselors, including part-time are available during peak registration periods. For coverage all staff including the dean provides support from front reception, to assessment to providing general information to students who come to speak to a counselor.

Staffing - All matriculation functions are understaffed. The staff assigned do a superb job of getting the work done - but sometimes corners must be cut to meet the demand and hours available. The only reason assessment works is that other staff in the office can "cover" for illness and vacation or as necessary during peak periods. The three full-time counselors do a yeoman's job meeting the needs of all the students and making time to provide extra support to special populations such as veterans, honors and term dismissal students. Fortunately, we have cadre of 4-6 part-time counselors that come in to fill in the holes in the schedule and to support the counselors. Unfortunately, not everything gets the attention it might if there was adequate staffing. For example, while probation students are served counselors do not have the time to give them the attention that might really make a difference. The new Student Success Act will put a significant new strain on these resources. Orientation is an excellent example of how collaboration can work since it is staffed not only by counselors and other staff from the counseling/matriculation area but also by faculty, administrators and staff from across the campus.

Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?) - If all the components of Matriculation are included there are several "units" that answer to more than one division supervisor involved. Under the original Matriculation program services are provided by staff in Admissions and Records, Counseling, Assessment, and by faculty and administrators from a variety of instructional and other non-instructional areas. To evaluate whether all "unit" members feel they participate is difficult since these members do not all answer to the Dean of Matriculation. For those that do, staff and faculty are encouraged to participate in college and district committees and are included in decision making that affects their positions and interaction with students. There are regular meetings of staff from counseling, assessment and student success areas.

Professional development and training - Staff and faculty that answer to the Dean of Matriculation attend any on campus professional development activities they choose. Counseling faculty regularly attend conferences and workshops within the southern California area related to their job responsibilities and are encouraged to attend any conferences or workshops out of the area - but are limited to those activities they can receive funding for from other campus entities (such as Title V Grant and Professional Development) since there are no travel funds available in the Matriculation budget. Title V has funded monthly transfer training meetings for all counselors.

Group dynamics (e.g., how well do unit members work together?) - The limited staffing available to provide the services mandated through the matriculation regulations demands that unit members work closely and cooperatively with each other. All unit members hold a shared commitment to students and their success. Everyone is committed to their role in serving the

student. Because of the limited shared non-student contact time communication between unit members is not always as complete as it should be.

Innovation - Limited resources demands a commitment to innovation. Services and programs provided by matriculation are under consistent review in an attempt to identify more efficient and effective processes for the delivery of services. This is demonstrated on a large scale by the implementation of an online orientation, online SEP and web based early alert system - all adopted with the intent of increasing student participation and improving the effectiveness and efficiency of services. In addition, new student advising processes have been implemented and revised over the last several years assuring more timely and consistent services to entering students and allowing counselors to more efficiently serve both new and continuing students.

Compliance with applicable mandates -

The Matriculation program is a categorical program funded through the state and compliance and services are regulated under Title 5 Education Code. Under the code it is required that colleges provide a clear and uniform pathway to all matriculating students and offer the services specified by the program. Under the Matriculation Program guidelines colleges must direct all students to the process of application, orientation, assessment, counseling. However, students are not mandated by law to participate in these services and may be exempt from the services for a variety of reasons. Currently, Crafton offers all the required services to all students. Students are offered the opportunity to participate and are directed through the steps during the new student enrollment process. The "First Steps" menu under the "Prospective Students" tab directs students through these components. Students also receive a welcome email from Admissions and Records after they successfully apply which outlines these steps. Crafton is also responsible under Title 5 regulations to provide follow-up (e.g. Student Success Program, Early Alert), training and evaluation and research and evaluation. Crafton has met all these compliance mandates as well. Follow-up is done primarily with probationary students and students who are identified through the early alert process. Unfortunately, there is not wide participation in early alert by faculty so its effectiveness can not be evaluated. Training is an ongoing and imbedded process carried on within the applicable units and through the campus shared governance process through presentations and through participation of faculty, staff and administrators in the Matriculation Advisory Committee. Research was a component added at the time the law was passed and funded to encourage colleges to begin the process of ongoing evaluation. Matriculation allocations funded many of the first institutional research positions at CCC in the state. Research involving many of the components is ongoing within the current research agenda of the college.

7. Vision and Mission

- a. Tell us your [vision](#): Where would you like your program to be three years from now?
- b. **Rubric Item (Alignment)**: Describe how your mission from question 1B, and vision align with and contribute to the college's [mission](#) and [vision](#), as specified in the CHC Educational Master Plan.)

Vision

The vision of the Crafton Hills College Matriculation Program is to be a significant contributor to the success of students through the provision of superior services and support.

Alignment

- **Vision** - *"The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation."*
In order for the college to achieve the vision it has put forward it must engage the student at first contact and support the student throughout their educational experience at the college. Matriculation services are designed specifically to provide that engagement and support for from first enrollment through goal completion.
- **Mission** - *"The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment."*
The matriculation Program advances "the education and success of students" through the provision of specific targeted services which assure that incoming students are provided with the tools and information which allow them to successfully meet their educational goals. The program supports a "quality learning environment" through these services and contributes to student success by preparing and supporting the student throughout their educational career.

8. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Three-Year Action Plan.

- **1 - Goal - Improvement of Service Levels**
Provide level of Matriculation services to support the goals of the Student Success Task Force recommendations for Counseling, Assessment and Orientation
Priority Rank:
1
Objectives:
 - **1.1 - Objective - Counseling Services**
Priority Rank:
1
Original Start Date:
07/01/2011
Original End Date:
06/30/2021
Revised Start Date:
07/01/2011
Revised End Date:
06/30/2021
Responsible Person:
Kirsten Colvey
Resource Requests:
 - **1.1.r1 - Full-time counselor replacement**
Description

Replace 2 FTE Counselor positions not refilled after retirement and reassignment.

Rationale

1. The counseling office staff has been reduced by 2 FTE in the last two years through attrition by retirement and reassignment. However, the number of students and number of contacts have remained constant over the same time period (See 1011_Counseling_Services.ashx.pdf in supporting documents) Counseling is a key component of the matriculation process. Evaluation of these services through the SLO process shows that contact with counselors has a significant effect on retention, persistence and success (See 1011_Matriculation_SAO.docx in supporting documents)

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

First Year Cost/Savings:

\$158,000.00/\$0.00

Second Year Cost/Savings:

\$162,000.00/\$0.00

Third Year Cost/Savings:

\$166,000.00/\$0.00

▪ **1.1.r2 - Adjunct Counselors**

Description

1200 (1FTE equivalent) adjunct counselor time for peak time and support activities such as SOA3R, new student advisement and back-up for full-time counselors on non-service.

Rationale

Counseling services have an ebb and flow that is based on the time of year and the needs of students. There are peak times of year during registration when the counseling office sees a large number of students within a relatively short period of times. There are also programs/initiatives such as SOA3R that require intense counseling services. Finally, counselors are on a 200 day schedule with 30 hours a week available to see students. Counseling services, however, are available 40 hours a week (this is a reduction from 50 hours a week in 2008-09) to students and 241 days a year. Adjunct faculty time needs to be available to cover times when there is not adequate counselor coverage by full time counselors. Prior to 2009-10 when matriculation funds were cut resources were available to hire additional counselors during these times to support counseling services. With the major cut all resources for this purpose were eliminated. This combined with the reduction in full-time

counselor positions through retirement and re-assignment. Also new initiatives like learning communities have required additional counselor commitment both by full-time and adjunct staff. During spring term 2011 we were able to restore some of the part time counselor time due to funds becoming available after the re-assignment of one counselor to work on a grant. We do not know if these resources will be available on an ongoing basis as the state may make further cuts to matriculation allocations.

Adjunct Counselors are critical in supporting the SOA3R program. The program serves 500-600 high school seniors in completing the matriculation process at the high school. The SOA3R program will expand to include Citrus Valley High School this year and Grove HS (Charter HS in Redlands). When we have the staff to support it we would like to expand SOA3R to Beaumont and other interested schools.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

First Year Cost/Savings:

\$86,428.00/\$0.00

Second Year Cost/Savings:

\$86,428.00/\$0.00

Third Year Cost/Savings:

\$86,428.00/\$0.00

Actions/Activities:

▪ **1.1.a1 - Identify Resources**

Identify resources to support the hiring of staff.

Start Date:

01/03/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Request for funding through the planning and program review process is ongoing. Approval for 1 new counselor to start in Fall 2013 was given this spring by the district. The request was made through the program review and planning prioritization process.

Measurements/Documentation of Progress:

Request for funding through the planning and program review process is ongoing. Approval for 1 new counselor to start in Fall 2013 was given this

spring by the district. The request was made through the program review and planning prioritization process.

▪ **1.1.a2 - Full-time counselors replacement**

Replacement of 2 FTE counselor positions lost when positions were not refilled after retirement and reassignment.

Start Date:

07/01/2011

End Date:

06/30/2012

Responsible Person:

Kirsten Colvey

Status Code:

Work is Underway

Progress Description:

Request for funding through the planning and program review process is ongoing. Approval for 1 new counselor to start in Fall 2013 was given this spring by the district. The request was made through the program review and planning prioritization process.

Measurements/Documentation of Progress:

Request for funding through the planning and program review process is ongoing. Approval for 1 new counselor to start in Fall 2013 was given this spring by the district. The request was made through the program review and planning prioritization process.

▪ **1.1.a3 - Adjunct Counselors**

Provide 1100 hours of adjunct counselor time to meet the demands at peak-time and to support activities such as SOA3R, new student advisement and back-up for full time counselors on non-service.

Start Date:

07/01/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Funds are provided through grants and other funding to maintain adjunct counseling resources. As of now no stable funding has been identified.

Measurements/Documentation of Progress:

Funding levels from multiple sources. No adjunct counselor line item in general fund counseling budget

○ **1.2 - Objective - Assessment Services**

Priority Rank:

8

Original Start Date:

07/01/2011

Original End Date:

06/30/2021

Revised Start Date:

07/01/2011

Revised End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Resource Requests:

- **1.2.r1 - Assessment Units**

Description

Maintain bank of test units for assessment adequate to provide assessment to all potential students.

Rationale

As long as the college has courses in mathematics, English and reading that require pre-requisites it will need a process to place students appropriately in those courses. Currently, the college uses Accuplacer to assess students for this purpose. All new non-exempt students are assessed as they enter the college. Also students who have not attended for several years or whose scores are out of date are re-assessed. Assessment units cost \$1.75 each. The typical student uses a minimum of 3-4 units to complete the assessment process. We assess the equivalent of approximately 3500 students per year requiring at least 10,000 units minimum to maintain enough units to continue assessment. We have been fortunate that we have had a surplus of units (extra funds at the end of each year were used to purchase additional units) that we have used for the past two years to support this process.

Resource Type:

Ongoing

Expenditure Category:

Supplies

Funded:

No

Funding Source:

First Year Cost/Savings:

\$17,500.00/\$0.00

Second Year Cost/Savings:

\$17,500.00/\$0.00

Third Year Cost/Savings:

\$17,500.00/\$0.00

- **1.2.r2 - Assessment staff**

Description

Restore and hire 15-19 permanent part-time Student Services Tech I position for assessment .

Rationale

Due to major funding cuts to matriculation the 19hr part-time permanent Student Services Tech I position assigned to the CHC assessment center was eliminated. This position was hired to replace short-term hourly staff that had been used for many years to cover the additional hours the assessment center was open to students. As a result of the cuts and the fact that there is only one full-time Senior Student Services Tech to provide all the assessment services has required that we substantially reduce the hours that students are able to come and do assessment. Also we do not have back-up staff for when the assessment staff member is ill or on vacation. As the college grows there also needs to be consideration for the additional load on the assessment center.

Currently, the Assessment portion of the SOA3R program is supported by the assessment tech with other classified and management staff. Necessarily when we go to the high schools we close assessment services at Crafton for those hours. As we expand this program to other schools we will need additional Assessment staff to support that effort. If the campus plans to expand the purpose of the assessment center to include make-up tests, DSPTS test proctoring etc. more staff will need to be hired to assure that the center can be open the hours required to provide these services.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

First Year Cost/Savings:

\$17,000.00/\$0.00

Second Year Cost/Savings:

\$17,000.00/\$0.00

Third Year Cost/Savings:

\$17,000.00/\$0.00

Actions/Activities:

▪ **1.2.a1 - Identify Resources**

Identify resources to support resources necessary to operate an assessment process at the college.

Start Date:

01/01/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

This continues to be part of the discussion around review and revision of the assessment process.

Measurements/Documentation of Progress:

Agenda item for all discussions around assessment. Continuing part of planning document.

- **1.2.a2 - Test Units**

Maintain bank of test units for assessment adequate to provide assessment to all potential students.

Start Date:

07/01/2012

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **1.2.a3 - Assessment staff**

Hire 15-19 hours per week part-time permanent assessment staff.

Start Date:

07/01/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **1.3 - Objective - Additional Matriculation Services**

Priority Rank:

9

Original Start Date:

03/01/2011

Original End Date:

06/30/2021

Revised Start Date:

03/01/2011

Revised End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Resource Requests:

- **1.3.r1 - Student Workers**

Description

2900 hours of student worker time to support counseling, assessment, admissions and orientation processes.

Rationale

Most matriculation processes are available to students 52 weeks a year. As a result it requires that the offices and functions related to these services are adequately staffed at all times. Student workers are a cost effective way to support these services and also provide an effective liason with students utilizing the services for the first time.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

First Year Cost/Savings:

\$24,000.00/\$0.00

Second Year Cost/Savings:

\$24,000.00/\$0.00

Third Year Cost/Savings:

\$24,000.00/\$0.00

Actions/Activities:

- **1.3.a1 - Identify Resources**

Identify resources to support the hiring of student workers for orientation, counseling and admissions and records and to purchase student handbooks to distribute to first time students.

Start Date:

01/03/2011

End Date:

06/29/2012

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **1.3.a2 - Student Workers**

Hire student workers to support the admissions, counseling and orientation components of matriculation.

Start Date:

07/01/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Still waiting on budget to become available

Measurements/Documentation of Progress:

No new catagorical or general funds have been made available to increase student worker support.

○ **1.4 - Objective - Intrusive Student Support**

Priority Rank:

3

Original Start Date:

07/02/2012

Original End Date:

06/30/2022

Revised Start Date:

07/02/2012

Revised End Date:

06/30/2022

Responsible Person:

Kirsten Colvey

Resource Requests:

▪ **1.4.r1 - Student Service Tech II**

Description

Hire 2 additional Student Services Tech II positions.

Rationale

This is the position held currently by the Student Success Advisor who already provides intrusive support to students on probation. Increasing the number of staff with increase the level of intrusive support the college can provide.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

First Year Cost/Savings:

\$130,000.00/\$0

Second Year Cost/Savings:

\$135,000.00/\$0

Third Year Cost/Savings:

\$140,000.00/\$0

Actions/Activities:

▪ **1.4.a1 - Identify strategies**

Identify strategies and resources needed to increase intrusive support of students.

Start Date:

07/02/2012

End Date:

06/30/2015

Responsible Person:

Kirsten Colvey

Status Code:

Work is Underway

Progress Description:

Discussion of strategies to take place as part of the Student Success initiative planning in SSEEM.

Measurements/Documentation of Progress:

Ideas for strategies identified as part of SSEEM retreat on 1/24/13

- **1.4.a2 - Hire staff**

Hire additional support staff (adjunct counselors, student service technicians) to increase the level of intrusive support provided to students.

Start Date:

07/01/2013

End Date:

06/30/2015

Responsible Person:

Kirsten Colvey

Status Code:

Work is Underway

Progress Description:

Support for this request may be given from the activities of the SSEEM Committee as they develop a plan to implement Student Success Initiative and Student Success Act mandates and recommendations.

Measurements/Documentation of Progress:

Planning process for Student Success Initiative and Student Success Act mandates and recommendations in process through seem

- **2 - Goal - Alternative Delivery of Services**

Provide matriculation services as appropriate in an online environment or through alternative delivery systems.

Priority Rank:

3

Objectives:

- **2.1 - Objective - Student Educational Plan**

Priority Rank:

2

Original Start Date:

01/03/2011

Original End Date:

06/30/2011

Revised Start Date:

01/03/2011

Revised End Date:

06/30/2011

Responsible Person:

Kirsten Colvey

Actions/Activities:

- **2.1.a1 - Set-up**

Continue to work with District Computing Services (DCS) to refine the implementation of the online student educational plan through Web-Advisor.

Start Date:

01/03/2011

End Date:

06/30/2015

Responsible Person:

Kirsten Colvey

Status Code:

Work is Underway

Progress Description:

There is ongoing discussion with counselors and Datatel Applications Work Group (DAWG) regarding the implementation and refinement of eAdvising.

Measurements/Documentation of Progress:

- counselor input to DAWG
- discussion about expanding use of eAdvising to include students
- planning efforts through DAWG to implement Degree Audit

- **2.1.a2 - Training**

Continue to provide training to all new and current full-time and adjunct counseling staff on the use of eAdvising online Student Educational Plan.

Start Date:

01/03/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Completed and Ongoing

Progress Description:

New counselors are trained on eAdvising as necessary by their colleagues in the department. Discussion about formalizing the training process needs to occur. As new portions of eAdvising are implemented training will be required for all counselors and other staff using eAdvising

Measurements/Documentation of Progress:

New counselors trained as they are hired to use eAdvising.

- **2.1.a3 - Full implementation**

Move from paper student educational plans to full implementation of online student educational plans.

Start Date:

01/01/2013

End Date:

06/04/2015

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

The Student Success Act mandates have increased the urgency for full implementation. Currently, counselors are discussing this implementation and DAWG is reviewing and scheduling necessary changes to the technology.

Measurements/Documentation of Progress:

Current discussion in DAWG and counselor meetings

▪ **2.1.a4 - Evaluation**

Evaluate the use and satisfaction with the WebAdvisor eAdvising student ed plan.

Start Date:

07/01/2013

End Date:

09/30/2013

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

○ **2.2 - Objective - Online Advisement**

Priority Rank:

6

Original Start Date:

01/03/2011

Original End Date:

06/29/2012

Revised Start Date:

01/03/2011

Revised End Date:

06/29/2012

Responsible Person:

Kirsten Colvey

Actions/Activities:

▪ **2.2.a1 - Set up**

Continue to work with District Computing Services (DCS) to refine the implementation of the online student educational plan through Web-Advisor.

Start Date:
01/03/2011
End Date:
06/28/2013
Responsible Person:
Kirsten Colvey
Status Code:
Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **2.2.a2 - Training**

Continure to provide training to all new and current full-time and adjunct counseling staff on the use of eAdvising online Student Educational Plan.

Start Date:
01/03/2011
End Date:
06/30/2021
Responsible Person:
Kirsten Colvey
Status Code:
Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **2.2.a3 - Plan implementation**

Bring workgroup together to plan for the implementation and roll out of the student interactive portion of eAdvising through WebAdvisor.

Start Date:
01/01/2013
End Date:
06/29/2012
Responsible Person:
Kirsten Colvey
Status Code:
Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **2.2.a4 - Pilot**

Pilot online advising with eAdvising on WebAdvisor with a select population of students.

Start Date:
01/01/2013
End Date:
06/30/2013
Responsible Person:
Kirsten Colvey
Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **2.2.a5 - Full implementation**

Implement online advising using eAdvising through Web Advisor.

Start Date:

07/01/2013

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **2.2.a6 - Evaluation**

Evaluate the use and satisfaction with the WebAdvisor eAdvising online advising process.

Start Date:

07/01/2013

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **2.3 - Objective - Orientation**

Priority Rank:

4

Original Start Date:

01/03/2011

Original End Date:

06/30/2011

Revised Start Date:

01/03/2011

Revised End Date:

06/30/2011

Responsible Person:

Kirsten Colvey

Actions/Activities:

- **2.3.a1 - Face-to-Face Orientation**

Continue to refine and revise the face-to-face new student orientation processes.

Start Date:

01/03/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

With online orientation implemented as of 7/2012 discussion about face to face orientation will need to continue.

Measurements/Documentation of Progress:

Reduction in number of face-to-face orientations available in fall 2012 for students entering spring 2013

▪ **2.3.a2 - Implement online orientation**

Implement online orientation as one method to deliver this service to new students.

Start Date:

04/01/2012

Responsible Person:

Kirsten Colvey

Status Code:

Work is Completed and Ongoing

Progress Description:

Online orientation was fully implemented in July of 2012. New students to CHC for spring 2013 were directed to the online orientation before they assessed. Discussion about mandatory implementation of orientation still ongoing.

Measurements/Documentation of Progress:

937 students completed online orientation between 7/1/2012 and 1/14/2013.

▪ **2.3.a3 - Evaluation**

Evaluate the use and satisfaction with the online orientation.

Start Date:

07/01/2012

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

○ **2.4 - Objective - Assessment Orientation**

Priority Rank:

10

Original Start Date:

01/31/2011

Original End Date:

06/30/2011

Revised Start Date:

01/31/2011

Revised End Date:

06/30/2011

Responsible Person:

Kirsten Colvey

Actions/Activities:

▪ **2.4.a1 - Development**

Develop assessment orientation that students can view online. Work in tandem with other online orientation to provide a link to this process.

Start Date:

01/31/2011

End Date:

05/31/2013

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

▪ **2.4.a2 - Full implementation**

Implement assessment orientation with students who will be taking the assessment.

Start Date:

10/01/2012

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

▪ **2.4.a3 - Evaluation**

Evaluate the use and satisfaction with the assessment orientation process.

Start Date:

04/01/2012

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

○ **2.5 - Objective - Student Handbook**

Priority Rank:

13

Original Start Date:

09/01/2011

Original End Date:

06/29/2012

Revised Start Date:

09/01/2011

Revised End Date:

06/29/2012

Responsible Person:

Kirsten Colvey

Actions/Activities:

▪ **2.5.a1 - Online Handbook**

Put handbook online. Link to Online Student Orientation

Start Date:

03/31/2012

End Date:

04/15/2015

Responsible Person:

Kirsten Colvey

Status Code:

Work is Completed

Progress Description:

PDF version of New Student Handbook is provided as a link through Online Orientation.

Measurements/Documentation of Progress:

PDF version of New Student Handbook is provided as a link through Online Orientation.

▪ **2.5.a2 - Maintain Student Handbook**

Develop an annual calendar for review and update of the student handbook.

Start Date:

04/04/2011

End Date:

06/30/2011

Responsible Person:

Kirsten Colvey

Status Code:

Work is Completed and Ongoing

Progress Description:

Every February the current Student Handbook is distributed and departments included are requested to make revisions. The new handbook is posted to the web page and printed for distribution to new students in a variety of venues.

Measurements/Documentation of Progress:

2nd edition of New Student Handbook distributed during summer and fall 2012. Call for revisions for the 3rd edition underway.

- **3 - Goal - Evaluation**

Establish systematic evaluation of effectiveness and efficiency of matriculation services.

Priority Rank:

2

Objectives:

- **3.1 - Objective - Data Collection**

Priority Rank:

5

Original Start Date:

01/03/2011

Original End Date:

06/30/2021

Revised Start Date:

01/03/2011

Revised End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Actions/Activities:

- **3.1.a1 - Identify Data Sources**

Identify data sources and resolve data collection issues if necessary.

Start Date:

01/03/2011

End Date:

06/30/2013

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **3.1.a2 - Data mapping**

Work with District Computing Services and Office of Research and Planning to correctly map data input to data storage and output sources. (SARS > Datatel > MIS)

Start Date:

03/01/2011

End Date:

12/21/2012

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

▪ **3.1.a3 - Provide Training**

Provide training to front line staff on consistent data collection

Start Date:

03/14/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

○ **3.2 - Objective - Systematic evaluation process**

Priority Rank:

7

Original Start Date:

01/03/2011

Original End Date:

06/29/2012

Revised Start Date:

01/03/2011

Revised End Date:

06/29/2012

Responsible Person:

Kirsten Colvey

Actions/Activities:

▪ **3.2.a1 - SAO Evaluation Schedule**

Work with Office of research and planning to develop schedule for evaluation of SAO.

Start Date:

03/31/2011

End Date:

06/30/2012

Responsible Person:

Kirsten

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

SAO's will need to be revised based on the mandates required of the Student Success Act.

Measurements/Documentation of Progress:

None -waiting on implementation of SSA mandates to determine how new SAO's should be created.

▪ **3.2.a2 - Cut -Score Validation Schedule**

Work with Office of Research and Planning and discipline faculty in English, mathematics and Reading to develop schedule for evaluation of placement cut-scores.

Start Date:

01/03/2011

End Date:

06/29/2012

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

English and Math faculty considering revision of assessment/placement practices at CHC. Once the new process has been determined and implemented validation of cut scores will need to be completed. Also the possible implementation of a state-wide assessment process will impact the process of validation of cut scores.

Measurements/Documentation of Progress:

Meetings of English and Math faculty to discuss assessment/placement processes.

- **3.2.a3 - Complete full cycle of evaluation**

Complete first full evaluation cycle for both SAO and validation of cut-scores

Start Date:

06/01/2012

End Date:

06/30/2013

Responsible Person:

Kirsten Colvey

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **4 - Goal - Matriculation Program Plan**

Complete the matriculation program plan and align planning and program review with the completed plan.

Priority Rank:

4

Objectives:

- **4.1 - Objective - Complete Plan**

Priority Rank:

11

Original Start Date:

01/03/2011

Original End Date:

06/30/2012

Revised Start Date:
01/03/2011
Revised End Date:
06/30/2012
Responsible Person:
Kirsten Colvey
Status Code:
Objective was Removed

Progress Description:

- **4.2 - Objective - Align with Program Review and Planning processes**

Priority Rank:
12
Original Start Date:
07/01/2012
Original End Date:
06/30/2013
Revised Start Date:
07/01/2012
Revised End Date:
06/30/2013
Responsible Person:
Kirsten Colvey
Status Code:
Objective was Removed

Progress Description:

9. Three-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Three-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#) and, [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Provide exemplary enrollment and counseling and support services to each student at Crafton Hills College**

Provide level of Matriculation services to support the goals of the Student Success Task Force recommendations for Counseling, Assessment and Orientation

Priority Rank:

1

Objectives:

- **1.1 - Objective - Maintain Counseling Services adequate to support state mandates and assure student access and success**

Increase the number of students with at least a two semester Student Educational Plan to a minimum of 50% of all currently enrolled students to support the recommendations of the Student Success Task Force

Priority Rank:

1

Start Date:

07/01/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Resource Requests:

- **1.1.r1 - Full-time counselor replacement**

Description

Replace 1 FTE Counselor positions not refilled after retirement and reassignment.

Rationale

1. The counseling office staff has been reduced by 2 FTE in the last several years through attrition by retirement and reassignment. However, the number of students and number of contacts have remained constant over the same time period (See 1011_Counseling_Services.ashx.pdf in supporting documents) Counseling is a required component of the Student Success Act mandates. Evaluation of these services through the SLO process shows that contact with counselors has a significant effect on retention, persistence and success (See 1011_Matriculation_SAO.docx in supporting documents) Replacement of one counselor has been approved starting 2013-14 academic year.

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$790,000.00/\$0.00

Second Year Cost/Savings:

\$810,000.00/\$0.00

Third Year Cost/Savings:

\$830,000.00/\$0.00

- **1.1.r2 - Adjunct Counselors**

Description

1200 (1FTE equivalent) adjunct counselor time for peak time and support activities such as SOA3R, new student advisement and back-up for full-time counselors on non-service.

Rationale

Counseling services have an ebb and flow that is based on the time of year and the needs of students. There are peak times of year during registration when the counseling office sees a large number of students within a relatively short period of times. There are also

programs/initiatives such as SOA3R that require intense counseling services. Finally, counselors are on a 200 day schedule with 30 hours a week available to see students. Counseling services, however, are available 40 hours a week (this is a reduction from 50 hours a week in 2008-09) to students and 241 days a year. Adjunct faculty time needs to be available to cover times when there is not adequate counselor coverage by full time counselors. Prior to 2009-10 when matriculation funds were cut resources were available to hire additional counselors during these times to support counseling services. With the major cut all resources for this purpose were eliminated. This combined with the reduction in full-time counselor positions through retirement and re-assignment. Also new initiatives like learning communities have required additional counselor commitment both by full-time and adjunct staff. During the past three years we were able to restore some of the part time counselor time due to funds provided through grants and special projects (Santos Manuel, Title V, BSI and Left Lane. We do not know if these resources will be available on an ongoing basis as the state may make further cuts to categorical allocations.

The new Student Success Act will require that all new students develop a student educational plan before their first term and that the informed goal and full plan be developed during the first year at CHC. Adjunct counselors will be critical in assuring the college meets these mandates. Adjunct Counselors are critical in supporting the SOA3R program. The program serves 500-600 high school seniors in completing the matriculation process at the high school. The SOA3R program will expand to include Citrus Valley High School this year and Grove HS (Charter HS in Redlands). When we have the staff to support it we would like to expand SOA3R to Beaumont and other interested schools.

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$86,428.00/\$0.00

Second Year Cost/Savings:

\$86,428.00/\$0.00

Third Year Cost/Savings:

\$86,428.00/\$0.00

Actions/Activities:

- **1.1.a1 - Full-time counselors replacement**

Replacement of 1 FTE counselor positions lost when positions were not refilled after retirement and reassignment.

Start Date:

07/01/2011

End Date:

06/30/2012

Responsible Person:

Kirsten Colvey

- **1.1.a2 - Adjunct Counselors**

Provide 1200 hours of adjunct counselor time to meet the demands at peak-time and to support activities such as SOA3R, new student advisement, back-up for full time counselors on non-service, and implementation of the Student Success Act of 2012.

Start Date:

07/01/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

- **1.1.a3 - Investigate alternative delivery methods to provide SEP**

The Student Success Act requires that students develop a full student educational plan within the first year at Crafton. Students will also need to develop a plan for their first semester before enrolling in classes. This mandate will exponentially increase the demand on counselors and will require the consideration of alternative delivery methods for these services. To be considered:

- the use of paraprofessional advisors
- implementation of SEP workshops or classes
- student participation in educational planning

Start Date:

02/12/2013

End Date:

01/31/2014

Responsible Person:

Kirsten Colvey

- **1.2 - Objective - Support and maintain assessment services for placement and investigate expansion of assessment activities of the college.**

Provide assessment services to all new non-exempt students entering the college and to all returning students who have not received assessment within the last two years.

Priority Rank:

8

Start Date:

07/01/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Resource Requests:

- **1.2.r1 - Assessment Units**
Description

Maintain bank of test units for assessment adequate to provide assessment to all potential students.

Rationale

As long as the college has courses in mathematics, English and reading that require pre-requisites it will need a process to place students appropriately in those courses. Currently, the college uses Accuplacer to assess students for this purpose. All new non-exempt students are assessed as they enter the college. Also students who have not attended for several years or whose scores are out of date are re-assessed. Assessment units cost \$1.75 each. The typical student uses a minimum of 3-4 units to complete the assessment process. We assess the equivalent of approximately 3500 students per year requiring at least 10,000 units minimum to maintain enough units to continue assessment. We have been fortunate that we have had a surplus of units (extra funds at the end of each year were used to purchase additional units) that we have used for the past two years to support this process. Revise as changes are made through implementation of the Student Success Act mandates and revisions made by English and math departments to assessment processes.

Resource Type:

Ongoing

Expenditure Category:

Supplies

First Year Cost/Savings:

\$17,500.00/\$0.00

Second Year Cost/Savings:

\$17,500.00/\$0.00

Third Year Cost/Savings:

\$17,500.00/\$0.00

▪ **1.2.r2 - Assessment staff**

Description

Hire a Student Services Tech I position for assessment .

Rationale

Due to major funding cuts to matriculation the 19hr part-time permanent Student Services Tech I position assigned to the CHC assessment center was eliminated. This position was hired to replace short-term hourly staff that had been used for many years to cover the additional hours the assessment center was open to students. As a result of the cuts and the fact that there is only one full-time Senior Student Services Tech to provide all the assessment services has required that we substantially reduce the hours that students are able to come and do assessment. Also we do not have back-up staff for when the assessment staff member is ill or on vacation. As the college grows there also needs to be consideration for the additional load on the assessment center. Finally, In 2015 the New Crafton Center will open and Counseling will move to that building.

Current plans are for Assessment to stay in the old counseling office in SSB 200.

Currently, the Assessment portion of the SOA3R program is supported by the assessment tech with other classified and management staff. Necessarily when we go to the high schools we close assessment services at Crafton for those hours. As we expand this program to other schools we will need additional Assessment staff to support that effort. To maintain adequate hours and to cover the staff vacations and illnesses will require the hiring of an additional assessment staff member. Also if the campus plans to expand the purpose of the assessment center to include make-up tests, DSPS test proctoring etc. more staff will need to be hired to assure that the center can be open the hours required to provide these services.

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$50,033.00/\$0.00

Second Year Cost/Savings:

\$54,656.00/\$0.00

Third Year Cost/Savings:

\$56,384.00/\$0.00

Actions/Activities:

▪ **1.2.a1 - Test Units**

Maintain bank of test units for assessment adequate to provide assessment to all potential students.

Start Date:

07/01/2012

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

▪ **1.2.a2 - Assessment staff**

Hire 1 FTE permanent Student Services Tech I to augment assessment staff.

Start Date:

07/01/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

▪ **1.2.a3 - Expand Assessment Activities**

Explore options and opportunities to expand assessment activities to include but not be limited to: career assessment and standardized test administration for other organizations (e.g. GED, SAT, TOEFL).

Start Date:
02/01/2013
End Date:
06/30/2023
Responsible Person:
Kirsten Colvey

○ **1.3 - Objective - Provide adequate staffing for new student enrollment, assessment and counseling services**

Provide additional matriculation resources at base 2008 2009 levels including resources to hire student worker support for orientation, counseling and admissions and records.

Priority Rank:
9

Start Date:
03/01/2011
End Date:
06/30/2021

Responsible Person:
Kirsten Colvey

Resource Requests:

▪ **1.3.r1 - Student Workers**

Description

2900 hours of student worker time to support counseling, assessment, admissions and orientation processes.

Rationale

Most student services processes are available to students 52 weeks a year. As a result it requires that the offices and functions related to these services are adequately staffed at all times. Student workers are a cost effective way to support these services and also provide an effective liason with students utilizing the services for the first time.

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$24,000.00/\$0.00

Second Year Cost/Savings:

\$24,000.00/\$0.00

Third Year Cost/Savings:

\$24,000.00/\$0.00

Actions/Activities:

▪ **1.3.a1 - Student Workers**

Hire student workers to support the admissions, counseling and orientation components of matriculation.

Start Date:
07/01/2011

End Date:
06/30/2021
Responsible Person:
Kirsten Colvey

○ **1.4 - Objective - Develop an student support model using intrusive processes and strategies**

Implement intrusive student support services to proactively provide intervention directed at increasing student retention, persistence and success as recommended by the Student Success Task Force Report.

Priority Rank:
3

Start Date:
07/02/2012

End Date:
06/30/2022

Responsible Person:
Kirsten Colvey

Resource Requests:

▪ **1.4.r1 - Student Service Tech II**

Description

Hire 2 additional Student Services Tech II positions.

Rationale

This is the position held currently by the Student Success Advisor who already provides intrusive support to students on probation. Increasing the number of staff will increase the level of intrusive support the college can provide.

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$130,000.00/\$0.00

Second Year Cost/Savings:

\$135,000.00/\$0.00

Third Year Cost/Savings:

\$140,000.00/\$0.00

Actions/Activities:

▪ **1.4.a1 - Identify resources and strategies**

Identify strategies and resources needed to increase intrusive support of students.

Start Date:

07/02/2012

End Date:

06/30/2015

Responsible Person:

Kirsten Colvey

- **1.4.a2 - Hire staff**
Hire additional support staff (adjunct counselors, student service technicians) to increase the level of intrusive support provided to students.
Start Date:
07/01/2013
End Date:
06/30/2015
Responsible Person:
Kirsten Colvey
 - **1.5 - Objective - Support augmentation of ancillary evaluation services to improve efficiency and accuracy of counseling interactions**
Priority Rank:
14
Start Date:
02/01/2013
End Date:
06/30/2014
Responsible Person:
Kirsten Colvey
Actions/Activities:
 - **1.5.a1 - Support resource request for additional evaluator**
Counselors can more efficiently and accurately provide information to students who transfer in with credits from other institutions if that work has already been evaluated. Support through data and other methods the request of Admissions and Records to acquire a second evaluator position.
Start Date:
02/01/2013
End Date:
06/30/2014
Responsible Person:
Kirsten Colvey
- **2 - Goal - Provide excellent service both on campus and through alternative delivery systems**
Provide matriculation services as appropriate in an online environment or through alternative delivery systems.
Priority Rank:
3
Objectives:
 - **2.1 - Objective - Support student persistence, retention, success and completion through the full implementation of an online SEP**
Implement an online student educational plan (SEP).
Priority Rank:
2
Start Date:
01/03/2011

End Date:

06/30/2014

Responsible Person:

Kirsten Colvey

Actions/Activities:

- **2.1.a1 - Set-up**
Continue to work with District Computing Services (DCS) to refine the implementation of the online student educational plan through Web-Advisor.
Start Date:
01/03/2011
End Date:
01/31/2014
Responsible Person:
Kirsten Colvey
- **2.1.a2 - Training**
Continue to provide training to all new and current full-time and adjunct counseling staff on the use of eAdvising online Student Educational Plan.
Start Date:
01/03/2011
End Date:
06/30/2021
Responsible Person:
Kirsten Colvey
- **2.1.a3 - Full implementation**
Move from paper student educational plans to full implementation of online student educational plans.
Start Date:
01/01/2013
End Date:
09/01/2014
Responsible Person:
Kirsten Colvey
- **2.1.a4 - Evaluation**
Evaluate the use and satisfaction with the WebAdvisor eAdvising student ed plan.
Start Date:
07/01/2013
End Date:
06/30/2023
Responsible Person:
Kirsten Colvey
- **2.2 - Objective - Provide counseling/advisement services in an online format to increase access to counselors.**
Provide advisement services in an online/distance format.
Priority Rank:

6

Start Date:

01/03/2011

End Date:

06/30/2015

Responsible Person:

Kirsten Colvey

Actions/Activities:

- **2.2.a1 - Set up**

Continue to work with District Computing Services (DCS) to refine the implementation of the online student educational plan through Web-Advisor.

Start Date:

01/03/2011

End Date:

06/28/2013

Responsible Person:

Kirsten Colvey

- **2.2.a2 - Training**

Continue to provide training to all new and current full-time and adjunct counseling staff on the use of eAdvising online Student Educational Plan.

Start Date:

01/03/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

- **2.2.a3 - Plan implementation**

Bring workgroup together to plan for the implementation and roll out of the student interactive portion of eAdvising through WebAdvisor.

Start Date:

01/01/2013

End Date:

06/29/2012

Responsible Person:

Kirsten Colvey

- **2.2.a4 - Pilot**

Pilot online advising with eAdvising on WebAdvisor with a select population of students.

Start Date:

01/01/2013

End Date:

06/30/2013

Responsible Person:

Kirsten Colvey

- **2.2.a5 - Full implementation**

Implement online advising using eAdvising through Web Advisor.

Start Date:

07/01/2013

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

▪ **2.2.a6 - Evaluation**

Evaluate the use and satisfaction with the WebAdvisor eAdvising online advising process.

Start Date:

07/01/2013

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

○ **2.3 - Objective - Develop and institutionalize an ongoing review and revision of orientation processes for new students**

Continue to Develop and implement alternative service delivery methods for new student orientation including the development of an online orientation process.

Priority Rank:

4

Start Date:

01/03/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

Actions/Activities:

▪ **2.3.a1 - Face-to-Face Orientation**

Continue to refine and revise the face-to-face new student orientation processes.

Start Date:

01/03/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

▪ **2.3.a2 - Update and maintain online orientation**

Update and maintain online orientation as one method to deliver this service to new students.

Start Date:

04/01/2012

End Date:

06/30/2023

Responsible Person:

- Kirsten Colvey
 - **2.3.a3 - Evaluation**
Evaluate the use and satisfaction with the online and face-to-face orientation.
Start Date:
07/01/2012
End Date:
06/30/2021
Responsible Person:
Kirsten Colvey
- **2.4 - Objective - Create and maintain an assessment orientation for students participating in placement activities**
Develop an assessment orientation. Provide orientation in online format.
Priority Rank:
10
Start Date:
01/31/2011
End Date:
06/30/2013
Responsible Person:
Kirsten Colvey
Actions/Activities:
 - **2.4.a1 - Full implementation**
Implement mandatory assessment orientation for students who will be taking the assessment test for placement.
Start Date:
06/01/2013
End Date:
05/31/2014
Responsible Person:
Kirsten Colvey
 - **2.4.a2 - Evaluation**
Evaluate the success of and satisfaction with the assessment orientation process.
Start Date:
06/30/2014
End Date:
06/30/2021
Responsible Person:
Kirsten Colvey
- **2.5 - Objective - Develop processes for ongoing evaluation and maintenance of a Student Handbook.**
Provide the Student Handbook in an online format.
Priority Rank:
13
Start Date:

09/01/2011

End Date:

06/30/2013

Responsible Person:

Kirsten Colvey

Actions/Activities:

- **2.5.a1 - Maintain Student Handbook**

- Develop an annual calendar for review and update of the student handbook.

- Start Date:

- 01/31/2013

- End Date:

- 06/30/2021

- Responsible Person:

- Kirsten Colvey

- **3 - Goal - Become a program that is developed and supported on the basis of data**
Establish systematic evaluation of effectiveness and efficiency of matriculation services.

Priority Rank:

2

Objectives:

- **3.1 - Objective - Identify data needs and sources and improve collection process**

- Identify and collect evaluation criteria based on local and state standards (SLO/SAO, POS and state Title 5 regulations)

- Priority Rank:

- 5

- Start Date:

- 01/03/2011

- End Date:

- 06/30/2021

- Responsible Person:

- Kirsten Colvey

- **Actions/Activities:**

- ▪ **3.1.a1 - Identify Data Sources**

- ▪ Identify data sources and resolve data collection issues if necessary.

- ▪ Start Date:

- ▪ 01/03/2011

- ▪ End Date:

- ▪ 06/30/2013

- ▪ Responsible Person:

- ▪ Kirsten Colvey

- ▪ **3.1.a2 - Data Collection Processes**

- ▪ Investigate data collection processes and make necessary changes to improve efficiency and effectiveness.

- ▪ Start Date:

- ▪ 09/01/2013

End Date:

06/30/2015

Responsible Person:

Kirsten Colvey

- **3.1.a3 - Data mapping**

Work with District Computing Services and Office of Research and Planning to correctly map data input to data storage and output sources. (SARS > Datatel > MIS).

Start Date:

03/01/2011

End Date:

06/30/2013

Responsible Person:

Kirsten Colvey

- **3.1.a4 - Training**

Provide training to staff and faculty on accurate and consistent data collection.

Start Date:

03/14/2011

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey

- **3.2 - Objective - Develop systematic evaluation processes for all components required of the Student Success Act of 2012 (counseling/SEP, assessment and Orientation**

Institute a systematic and ongoing evaluation process and schedule for SAO's and for validation of assessment placement cut-scores.

Priority Rank:

7

Start Date:

01/03/2011

End Date:

06/30/2014

Responsible Person:

Kirsten Colvey

Actions/Activities:

- **3.2.a1 - SAO Evaluation Schedule**

Work with Office of research and planning to develop schedule for evaluation of SAO.

Start Date:

03/31/2011

End Date:

12/31/2013

Responsible Person:

Kirsten

- **3.2.a2 - Cut -Score Validation Schedule**

Work with Office of Research and Planning and discipline faculty in English, mathematics and Reading to develop schedule for evaluation of placement cut-scores once changes are made to assessment and data collection has been completed.

Start Date:

09/01/2014

End Date:

06/29/2012

Responsible Person:

Kirsten Colvey

10. Comments

Division and Area managers can make comments for this plan here.

There are no comments for this plan.

11. Supporting Documents

- [2012FA_LeftLane_Success2.docx](#)
- [Copy of MatSerSumm Counseling Age.xls](#)
- [SOAR_Fall2008_FINAL.pdf](#)
- [1112_SM_1011_Outcomes.pdf](#)
- [1-20-12_planning_data_unduplicated_student_count.xlsx](#)
- [Left Lane and SOAR.doc.docx](#)
- [0910-All-Placements3.ashx.pdf](#)
- [Copy of MatSerSumm Orientation.xls](#)
- [Planning 1-20-12 adj hrs and money paid.xlsx](#)
- [Copy of MatSerSumm Assessment Gender.xls](#)
- [1011_Matriculation_SAO.docx](#)
- [StudentOrientationEval_2012.pdf](#)
- [Copy of MatSerSumm Follow-up Gender.xls](#)
- [Copy of MatSerSumm Counseling.xls](#)
- [2008 Orientation Evaluation Executive Summary.docx](#)
- [1-20-12_planning_student_contact_count.xlsx](#)
- [Copy of MatSerSumm Assessment.xls](#)
- [Copy of MatSerSumm Counseling Gender.xls](#)
- [Final Report 2009 NSO.doc](#)
- [Copy of MatSerSumm Orientation Ethnicity.xls](#)
- [Copy of MatSerSumm Orientation Age.xls](#)
- [Copy of MatSerSumm Follow-up.xls](#)
- [Copy of MatSerSumm Follow-up Ethnicity.xls](#)
- [Copy of MatSerSumm Orientation Gender.xls](#)
- [Copy of MatSerSumm Counseling Ethnicity.xls](#)

- [1011 Counseling Services.ashx.pdf](#)
- [Matriculation SAO and Institutional Outcomes.docx](#)