



Prepared by:
Keith Wurtz

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Research Briefs from the Office of Research & Planning

Crafton Hills College (CHC) ARCC 1.0 Research Results Student Suggestions, Implementation Plan, and Progress

Purpose: During the Summer of 2012 the Office of Institutional Effectiveness, Research and Planning (OIERP) conducted a [study](#) examining the relationship between student behavior, and instructional and student service strategies to transferring to four-year institutions. A portion of the findings from that research were summarized in the OIERP [Did You Know #20](#) and shared with the campus. The results of the study were also shared with the Student Senate and the members of the Senate provided feedback for increasing the likelihood of students transferring to a four-year institution.

Feedback and Plan for Implementing Suggestions: The suggestions provided by the Crafton Hills College (CHC) Student Senate for improving the transfer rate of CHC students are illustrated in Table 1. The Crafton Council reviewed the suggestions in October of 2012 and developed a plan for implementing the suggestions. Future reports will follow this report in order to update additional progress on the implementation of the suggestions.

Progress on Implementing Suggestions: After reviewing the research on transfer, the CHC Student Senate made 9 suggestions to help improve the likelihood that Crafton students will transfer. Five of the nine suggestions have been partially or fully completed.

Table 1: Suggestions for Improving Student Transfers to Four-Year Institutions, the Person Responsible for Implementing the Suggestion, and Progress on Implementing the Suggestion.

Recognition Suggestions	Implementation Plan	Progress
Provide data to high school students and parents of 11 th and 12 th graders.	Discussed VPSSI explore including information in SOAR and on high school visitation day. Will also continue including the information with the Principals at the Principal Breakfast and with Counselors at the Counselor function.	
Put the relationship between math and transferring on the web site on the facts page and/or on the home page where pictures currently cycle.	The Dean of IERP will work with the CHC Web Master to put the information as part of the slide show on the CHC Home Page. Will re-examine regularly.	Completed.
Provide information to counselors so that they can share with students.	VPSSI will explore methods for distributing to counseling. Consider as part of implementing the Student Success Initiative. Explore online options, counseling, and faculty for distributing information.	

(Table 1 continues on the following page!)

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Communicate importance of preparing for assessment. A lot of students are not aware of the importance of the assessment.	VPSSI will explore including in SOAR and stress the importance of assessment more. Explore as part of EAP process. The Dean of IERP will explore including the research results on assessment as part of the slide show on the CHC Home Page. Explore methods of getting high school counselors to communicate to students and having a mandatory preparatory test. VPSSI will explore revising the Counseling Web Site to give a better message about the importance of assessment.	Added the research on the importance of assessment to the CHC Home Page Slide Show .
Are we offering more basic skills sections than transfer? Are we meeting transfer demand or are we losing students because we do not offer enough transfer sections?	The OIERP will examine the data and provide to CHC Crafton Council and Student Senate.	
Counselors go into classes and talk to students about taking math sooner.	Dean of IERP will meet with the Transfer Center Coordinator to discuss taking summary of research information to students in classes that are visited by the Transfer Center staff. The Dean of IERP will attend a counselor meeting and ask counselors to distribute dashboard to students.	The Transfer Center Coordinator distributes research results on transfer to students when their staff visits classes.
English and reading courses need to combine curriculum.	The Dean of MERIS and the English and Reading Faculty are in the process of combining curriculum.	Completed. In Fall 2013 students will begin to take courses in English that have combined English and reading.
Provide Learning Communities (LC) that combine math and English.	The OIERP will examine research on LCs at CHC in Summer 2013 to explore the effectiveness of this type of LC.	
Make Tutoring Center attendance mandatory	One of the requirements of the Left Lane program is for students to receive tutoring in the Tutoring Center. The OIERP will examine the relationship between participation in Left Lane and student success.	Initial results strongly indicate that students who participate in Left Lane are more likely to enroll in and successfully complete math.