Program Plan for Student Success & Support Program

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Program Plan: Student Success and Support Program (3SP)
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Section One: Program Overview

1) Background and history- brief overview (include staffing trends)
Since 1986, the CCCCO has supported through the Matriculation program, a student’s progress from application through completion of the education goal. After years of reductions and increased legislative attention and involvement, Matriculation was changed to the Student Success and Support Act (3SP) - SB 1465. The previous eight supported services have been reduced, through a strategic planning process at the state level, to four core services--orientation, assessment, educational planning, and follow-up. The dean of Cabrillo’s 3SP was a member of the strategic planning group that worked on the redesign of Matriculation to what it has now become.

Cabrillo used to provide services to both credit and non credit students; now we only qualify for serving credit students. Since the 2012 legislative action, colleges are rolling out more focused requirements each semester. This continues to be a categorically-funded effort with restoration funding to date inching towards the high point in 2008-09.

There is an Office of Matriculation/Student Success and Support Services at Cabrillo that has a 3SP program coordinator who is also the dean of C&ESS. This office provides institutional oversight for the functions under the 3SP Act, disseminates information to the campus community, and works with faculty and staff to develop, revise and evaluate services that support students reaching their educational goals in a timely and appropriate manner. The direct oversight of orientation, assessment, and counseling are coordinated under the same division, C&ESS, as is the Office of 3SP which also oversees the “challenge process” for requisites. Follow-up services, a fourth service that is assumed with the “core three” services needs to be a joint effort between Instruction and Student Services.

The 3SP serves all non-exempt Cabrillo students. All incoming students beginning fall 2014, are required to use these services unless exempt. The 3SP Office, in conjunction with the CSSO’s office, oversees adherence to the requirements and the mandated implementation, dialoging with others whose buy-in and compliance is needed. Additionally, several of the cores services are located within the C&ESS Division (orientation, assessment and educational planning/counseling).

Staffing for 3SP Office is comprised of a dean/3SP coordinator and one full-time administrative assistant.

In 2008, Matriculation was reduced by 51% by the Chancellor’s Office. This required the services funded by those funds to reduce staff. At that time, this meant Assessment. As a result, an 11 month, 100% program specialist position was reduced to 50%, 8 months. At the same time, DSPS had been reduced and as a result of reducing their proctor position to 32 weeks from 38, Assessment picked up the summer proctoring of DSPS students. This was with their reduced staff yet, there was an overall need to consolidate and not replicate services. Because funds are being returned, this augmentation to Assessment staff will be noted in our recommendations later in this report.
The services in 3SP are:

A) Orientation to college: This is the first required 3SP service. It is provided through a locally-developed online orientation. This service is required for first-time students and has been for a number of years for all incoming students. The orientation takes 45-60 minutes to complete, has quizzes that allow a student to move forward, and a certificate upon passing. The orientation is updated annually for new and/or changing information. The assessment staff and the dean oversee this service. The orientation is required before a student can assess. In terms of users, there are more students that complete the orientation than the assessment, as there are other ways for a student to place than to take our assessment. Our online orientation has been recognized by many colleges throughout the state for its format and content. The current version is having some technical difficulties as more students are complaining of being “stuck” at particular sections. We are obtaining an estimate for a rebuild for 2014-15. It is also not tablet or mobile device compatible. However, we are committed to the online format as it provides a consistent introduction to college upon which additional, program-specific and other on-time orientations can be added.

*Recommendation*: Provide funds for significant overhaul of online orientation in addition to annual content update.

Accurately tracking the number of students that have completed the orientation for MIS reporting has been done in a simple manner for the past 20+ years— to count the total number of students that have assessed as the total that have completed orientation. Because funding was not tied to the actual numbers using the services, there was not a priority to have accurate numbers. That is now changed. This is no longer accurate, nor appropriate, as there are now expanded placement options in lieu of assessment. The number of students that complete orientation vs assesses with us is larger. Since completed orientation is a required step to attend an assessment session, we will lose funding in 2015-16 if we continue to use this method of data collection. The records are housed in a separate orientation database that does not link to Colleague. This issue must be resolved by IT in summer 2014, for us to accurately collect data on our services and be funded appropriately.

*Recommendation*: Continue working with IT on accurate ways to collect orientation data. Provide 3SP funding for needed reprogramming.

B) Assessment services are the second required Student Success Act service. This is the centralized location where all incoming students assess for math, English and ESL placement. This is a computerized service with 55 stations in Aptos and the use of one of the labs in Watsonville. Students with an approved need for extended time on assessment also use the services by appointment in collaboration with Accessibility Services Center (ASC, formerly DSPS). The service runs year round with spring having the heaviest use due to Running Start and incoming freshmen. The Chancellor Office-approved assessments are validated by PRO on a six-year cycle and the assessment staff works closely with the research staff and the English, math and ESL faculty when the validation studies are done. The Assessment Center is efficiently staffed by 3 classified staff (2.13). As additional ways to assess students’ math and English skills are identified and supported locally and statewide, the staff realigns the services to meet those changing needs.
The numbers of assessments have increased over the past two years despite the numerous ways to provide equivalency and not test at Cabrillo: 2012=4762; 2013=4881 (+2%); 2014: est. 5000+ (+5%+ %). These numbers do not include the fee-for-service proctoring we do for non-Cabrillo students as an authorized testing center through the National College Testing Association, which averages 145 people/year and provides additional revenue.

The Assessment Office does much more than assess incoming and students that are re-assessing. This is a high-touch service where the students frequently have their first Cabrillo interaction. This adds a marketing and critical customer service aspect to the staff roles. The staff is continually acknowledged by the public and high school staff as being positive, helpful, and professional—going “above and beyond.” Additionally, the staff serves as a liaison for “the next steps” in the enrollment process. More work on this service needs to be designed and who would implement it. They have expanded their services to include an individual explanation for each student on his or her placement results immediately after the scores are ready. They then add information on required and possible next steps (10 minutes per student.) This is time well-spent as each student is able to ask specific questions and leave knowing better what to do next: re-assess to improve placement, try the ESL assessment, or re-assess with accommodations. The staff also makes referrals to ASC (formally DSPS), learning communities, education plan workshops and counseling services. Parents and students also contact the Center for all kinds of questions, many unrelated to assessment. The staff fills that need without hesitation. They are a critical and positive face for the college.

As additional ways to assess students’ math and English skills are identified and supported both locally and at the state level, the staff realigns the services to meet those changing needs.

The Student Success Act requirements have strengthened the hand of the Assessment staff. They state that the new requirements allow them to direct, versus, nudge/suggest and as a result, students have more information and ask more and better questions.

The scheduling is being evaluated to meet increased demand: offer at least three (3) assessment sessions per week, all year. During peak times, offer up to eight (8) assessment sessions per week. The staff also anticipate that more students will assess during the October - November time frame when they usually get an opportunity to do database clean-up and reporting, software updates and platform testing, process reflection, revamping, document updating, professional development, and planning for the coming season that includes Running Start. The current staffing model will not be able to keep up with student demand throughout the academic year and also be able complete all the tasks that make assessment run smoothly.

**Recommendation:** Restore 2nd Program Specialist from 50%, 9 months to 60%, 11 months.

Assessment is housed in the Student Activity Center West in a beautiful computer lab with 55 student stations. The offices are attached to the lab in open air cubicles with a viewing window to monitor students while testing.
As a Testing Center they have students utilizing the lab 75-85% of the work day. As a mandated testing center, a specific environment is required in order to be in compliance. While the lab itself is fully adequate to provide the services, the location leaves much to be desired. The center shares a building with new tenants—offices with visitors, two meeting rooms and classrooms. Noise continues to be an issue. All the surfaces are hard and reflective. There is no sound proofing, in addition to many voices, conversations in the hallway and ambient noise from the walkway outside. All can be heard in the lab.

When monitoring and observing the students, they observe that the outside noise is distracting and can adversely affect assessment outcomes. Students have asked if the staff can keep the noise level down and some have challenged their results based upon the interruptions and distractions. The staff feels uncomfortable closing meeting room doors in the building to keep the noise down and asking staff to please keep their voices down. If the college ever builds a centralized Student Services building, Assessment should be a part of that. Until that is accomplished, a shorter term solution is below.

**Recommendation:** Provide soundproofing in the assessment center and/or provide carpet and wall buffers to lessen the building noise.

C) Education planning: This is the third required service under the Student Success Act and is being accomplished through multiple efforts at Cabrillo--Education Plan workshops with staff, Student Planning (electronic education planning) sessions with staff, and personal appointments with counselors. The “Ed Plan” workshops, provided by trained classified staff, are structured so that a student leaves the two-hour session with a 1-2 semester Ed Plan (“Abbreviated Ed Plan”), begun or revised on Student Planning through Web Advisor. This will count for future state funding. The students are then encouraged to continue to work with Student Planning on their own to expand their scope and personal involvement with their planning efforts. They can also/should meet with a counselor for refinement, changes and filing for resultant degrees/certificates. Incoming freshmen that have participated in Running Start (early registration program for local high school seniors) are required, as of fall 2013, to enroll during summer or fall to complete CG 51 (1 unit), Orientation to College. They also leave this course with an Abbreviated Ed Plan to get them started. Last year, 2013, over 800 students accomplished this first important step.

2) **Mission & purpose:**
   - How does your department support the college mission and, if appropriate, the Core 4?
     The College’s mission is focused on student success— from the board level to the students’ actions. The 3SP services are integrated throughout Student Services and increasingly through Instruction, meeting the spirit and growing reality of the statewide efforts. The Core 4, especially Self-Responsibility and Critical Thinking are a focus for this Office.

3) **Whom do you serve? (Include statistical data & trends)**
   The 3SP serves all non-exempt Cabrillo students. All incoming students beginning in fall 2014 are required to use these services, unless they are deemed exempt. Exemptions currently include an AA degree or higher and other exemptions are being identified as the implementation rolls out.
Examples of three additional exemptions include participants in the Stroke Center, disabled students within the Intellectually Disabled category, and students already enrolled in a math and/or English course sequence.

4) **What collaborations is your dept. involved in? Include results of any cross-departmental dialog.**
The 3SP Office collaborates by design and necessity. The dean is part of the Student Services Council, the Basic Skills Advisory Committee, Instructional Council, a regular attendee and participant at Faculty Senate, an administrative member of the Faculty/Senate designed Student Success Task Force and individually initiates collaboration with instructors/academic programs, ARC, high school representatives, S4C, and other partnerships, as they arise. Because our office oversees orientation, assessment, and counseling, we are in partnerships with Instruction consistently. The dean identifies possible collaborations with instructional faculty and passes them on to the division faculty for Flex programs and other joint projects. Counseling’s SLO discussions also inform new efforts.

5) **New directions: What recent developments will have an effect on your program and/or processes in the future? (See last section for specifics)**
The 3SP is all about new directions. The Title 5 changes are being implemented; the Chancellor’s Office continues to unroll the 3SP efforts. The dean has been involved in multiple CO level committees: Counseling Advisory, Strategic Planning, SSSP Advisory Committee, and the statewide common assessment committee.

New directions are three fold: 1) what changes need to be identified designed and implemented for the required core 4 services? The leadership begins with the C&ESS Dean/3SP Coordinator and is then shared with faculty and staff that are front line providers. The services, plans and related categorical budget contributions reside in the 3SP Division Office, 2) Increased integration/collaboration between Student Services and Instruction needs to be ongoing. Services, interventions and funding to support these efforts need to be committed to make things happen in new ways. Cross-component dialog, planning, implementation and evaluation are the charge, 3) The College needs to understand the requirements and need for new efforts, and support those in a variety of ways. As with any new monies, many hands want to control their use, despite the reasons the funds were designated.

**Section Two: Planning and Outcomes**

*Student Services Learning Outcomes (SSLO) or Administrative Unit Outcomes (AUO) /Assessment & Results*
The previous administrative review of the Matriculation Office had both an SLO and an AUO. The SLO, due to the direct work with students around the process to challenge a prerequisite, was “Students will understand how to present a requisite challenge through the Office of Matriculation.” This knowledge and skill was assessed through a pre and post survey. Over 90% believed they could process “the challenge” on their own after going through it once with assistance from the administration assistant. What was unexpected, yet welcome information, was that from the students’ perspective college faculty and staff was unfamiliar with the process, did not know their own role, and misdirected students to the office to file the petition. This information was gleaned from the surveys as an unexpected piece of important information.
Recommendations:
As a result, the Office of Matriculation (now 3SP) wrote FAQs for the web page where students go for the form. [http://go.cabrillo.edu/prerequisitechallengeFAQs](http://go.cabrillo.edu/prerequisitechallengeFAQs). The goal is to also educate/inform the staff on what their correct role in the student process is; what it involves and where the office is located to implement the process.

The AUO for the C&ESS Division Office and by default, the Office of Matriculation/3SP Program/services is, “The staff that provides assessment, orientation, and counseling services will utilize information from the Division Office/Office of Matriculation as one way to help students meet their educational goals.” This AUO was assessed at a Counseling Department meeting in 2013-14. Were the Student Success Act changes being communicated and rolled out effectively for the service providers? If so, were the revised or new services that were being designed a result of the communication and leadership of the division office. It was determined that the needed changes were clear, the processes developed to gather new perspectives were effective, and the measurable results were revised and influenced positive revisions in services.

Assessment Service SLO review
The staff designed, in conjunction with an SLO consultant, a pre and post-test to measure students’ understanding of the purpose of assessment, the rules around its provision, and the requisite Challenge Process. The goal is a 90% correct response rate, and overall, that has been reached. The data reflects that the students already come in with a significant amount of knowledge about the assessment process. The area of need for increased understanding is around Cabrillo’s rules around the math re-test policy, as the post-test scores on this question were not above 90%. Students do better understand this issue when their results are explained one-to-one and over the past year fewer students returned to re-assess in order to skip a class that they have received a “W” for or failed.

Recommendations
For the next SLO assessment period, assessment staff will work with the dean to consider the new 3SP requirements, as they will probably revise the SLO and the questions in order ensure that students have a firm grasp of 3SP and why assessment is critical to education planning.

Process review
- How are your processes reviewed to ensure they are effective and support your SSLOs/AUOs and student success?
  - Student, staff and faculty feedback and dialog with other campus providers raise questions, issues, and provide new ways of thinking about interventions and more effective ways to communicate changes to students and college staff.
- Have any processes been changed as a result of this review? Has the change resulted in modifications – if so, what are they? Yes. When students see a counselor (BYMA-Before You Make an Appointment), Ed Plan Workshops, Probation and Disqualification Workshops, a refining of Express Counseling, Student Planning, Abbreviated Ed Plans through CG51 (which has a revised and expanded curriculum), triaging on the phones
- Were these modifications assessed for effectiveness? If so, how were they evaluated and what did this show?
  - Yes. We solicit feedback from students and staff and consider all these processes as fluid and in process.
Section Three: Goals and Recommendations

Recommendations from Program Plan

1. Budget for significant overhaul of online orientation in addition to annual content update ($1,200 for annual updates; ? on rebuild); Begin research on additional/new online orientation options to determine whether it is better to rebuild the current system or design a new one with a different vendor.

2. Continue working with IT on accurate ways to collect orientation data. Provide 3SP funding for needed reprogramming (summer ’14 is deadline).

3. Restore 2nd Program Specialist from 50%, 9 months to 60%, 11 months. ($ ?)

4. Provide soundproofing in the assessment center and/or provide carpet and wall buffers to lessen the building noise. ($ ?)

5. Identify pros and cons for reducing capacity of testing service from 55 to 35/session. (no cost)

6. Work with the statewide assessment groups on new ways to use multiple measures (high school transcripts) for alternate ways to place. (no cost)

7. Hire additional SSA to provide for increase in required education plans. (60%, $ c. $38K) (Part of Counseling program plan, also)

8. Identify ways to use the new electronic retention model as part of new follow-up services (no cost)

9. Evaluate the current probation and disqualification workshops for needed alterations; identify a plan to begin offering the workshops for Probation 1 students as prevention interventions. (TUs and capacity issue)

10. Educate college staff on categorical requirements for funding and compliance recommendations (no cost)

11. Identify collaborative efforts with Instruction that meet Student Success Act goals—basic skills, professional development (no cost for dialog; conference costs $4,000)

12. Identify new “what are next steps” post assessment to strengthen enrollment and appropriate follow-through for new students. (no cost to identify; ? to implement later)

13. Identify ways to increase confidentiality in the Assessment area when giving scores to students (no cost)