



## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

### 1. Program: Assessment, Orientation and Registration

#### 2. Team Leader: Ruth Miller

**A. Team Members:** Kim Lopez, Sheila Lau, Carla Stoner-Brito, Jose Romero, Bob Haick

#### **B. Program mission and vision**

The program is dedicated to serving prospective, current, and former students in facilitating matriculation through the following components:

- Assessment
  - Promotes student success by assessing language and mathematical abilities at the beginning of the educational process.
  - Through advisement, we maximize each student's potential to achieve his or her academic and career goals.
- Orientation
  - Welcomes and introduces services that will help new students transition to our institution.
  - Exposes new students to broad educational opportunities and integrate new student into life at Cañada College.
  - Through on-campus presentations, tours and counseling sessions, students will be able to engage with faculty, staff and student peers.
  - Students will learn about campus resources and student services.
  - Students will develop goals and educational plans for student success.
- Registration
  - To provide priority registration to the following groups:
    - EOPS
    - DRC
    - VETERANS
    - CALWORKS
    - ATHLETES
    - INTERNATIONAL STUDENTS
    - HONORS
    - ASCC STUDENT BOARD
  - Provide in-person registration to students with disabilities, limited English or for non-technical students
  - Post clear deadlines on our Website and in the class schedule
  - Provide assistance with WebSMART, our on-line registration system, through the Welcome Center
  - Provide a barrier free, clear, simple easy to follow directions



## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

- Provide hands on assistance with registration for all new students that go through the matriculation process

We strive to be professional, responsive, respectful and friendly to our entire diverse college community. Completing assessment, orientation and registration assures that students will be successful in achieving their educational goals.

### 3. Program / Department Data Measures – and reflection

#### Assessment

#### Data

Overall, student placement remains very similar to past years but we did see some minor improvement in regards to placing into higher level classes than in 2010. The chart below represents the percentage of change for each of the math, English, and reading assessments, as well as for ESL that we administer year over year. A lower percentage in basic skills courses is highly desirable, and conversely, a higher percentage in areas of transfer is as well.

<b>Math Years 2010 (2033 Students) vs. 2011 (2101 Students)</b>				
<b>811</b>	<b>110</b>	<b>120</b>	<b>Transfer</b>	<b>251</b>
-2.84%	No Change	+2%	+5%	+5%
33%	30%	17%	13%	6%

<b>Reading Years 2010 (1988 Students) vs. 2011 (1994 Students)</b>		
<b>826</b>	<b>836</b>	<b>No Reading Required</b>
-5%	+3%	+2%
45%	31%	24%

<b>English Years 2010 (1998 Students) vs. 2011 (2016 Students)</b>			
<b>See Counselor</b>	<b>826</b>	<b>836</b>	<b>100</b>
-2%	-3%	+1%	+3%
30%	17%	30%	22%



**ANNUAL PROGRAM PLAN & REVIEW (Student Services)**

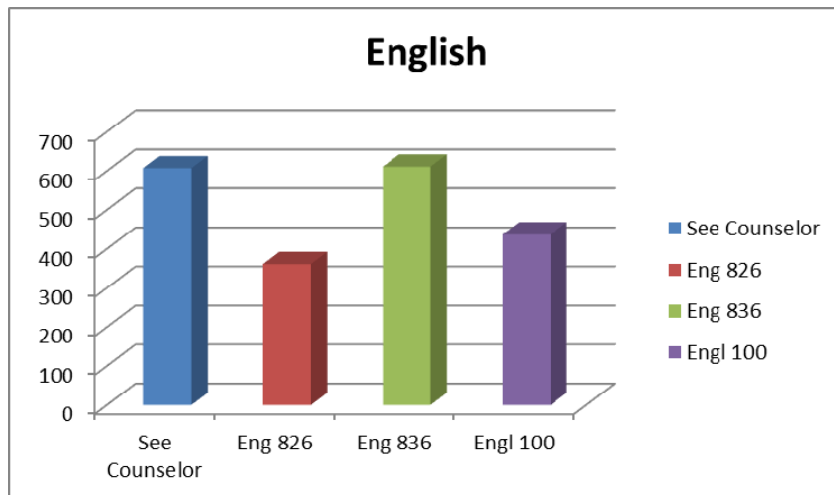
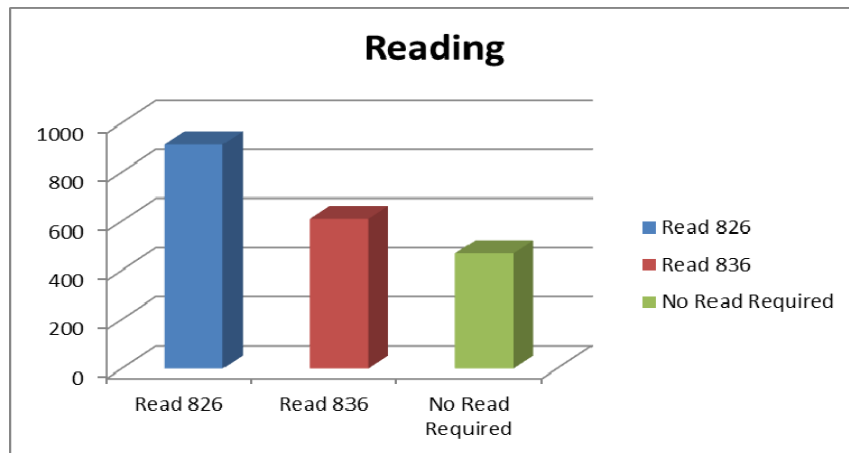
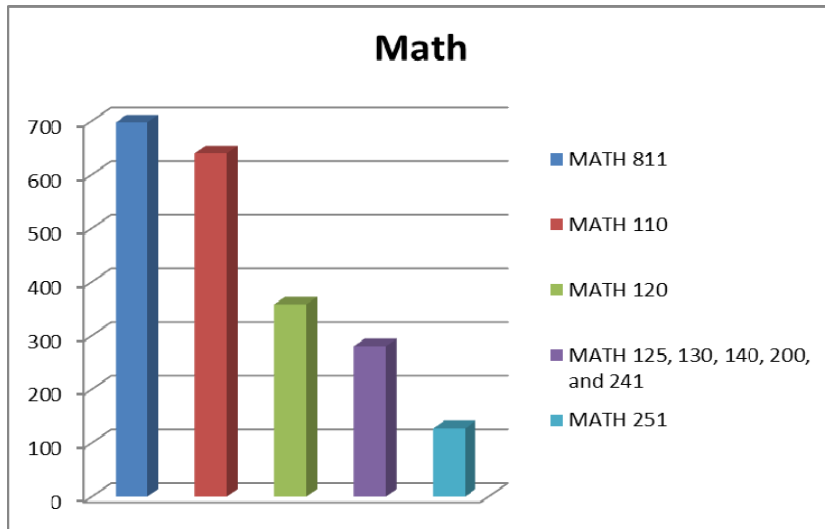
<b>Placement January to December 2011</b>					
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
<b>Math Tests</b>	<b>MATH 811</b>	<b>MATH 110</b>	<b>MATH 120</b>	<b>MATH 125, 130, 140, 200, and 241</b>	<b>MATH 251</b>
2101	697	639	358	280	127
	33.17%	30.41%	17.04%	13.33%	6.04%
<b>Reading</b>	<b>Read 826</b>	<b>Read 836</b>	<b>No Reading</b>		
1994	914	610	470		
	45.84%	30.59%	23.57%		
<b>English</b>	<b>See Counselor</b>	<b>Engl 826</b>	<b>Engl 836</b>	<b>Engl 100</b>	
2016	607	361	611	437	
	30.11%	17.91%	30.31%	21.68%	

\*Column A: Total number of tests taken

\* Column B-F: Test Placement and Percentages

\*Column's E & F = Transfer Level

**ANNUAL PROGRAM PLAN & REVIEW (Student Services)**





## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

<b>ESL Grammar Years 2010 (543 Students) vs. 2011 (601 Students)</b>					
<b>800</b>	<b>921</b>	<b>922</b>	<b>923</b>	<b>924</b>	<b>400</b>
-0.63%	-0.53%	2.59%	-1.34%	-0.69%	1.26%
2.50%	11.81%	53.24%	19.47%	11.65%	1.33%

<b>ESL Listening Years 2010 (519 Students) vs. 2011 (589 Students)</b>					
<b>800</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>400</b>
-0.31%	-1.20%	-1.04%	3.19%	0.89%	-1.53%
0.85%	7.47%	37.69%	32.09%	16.30%	5.60%

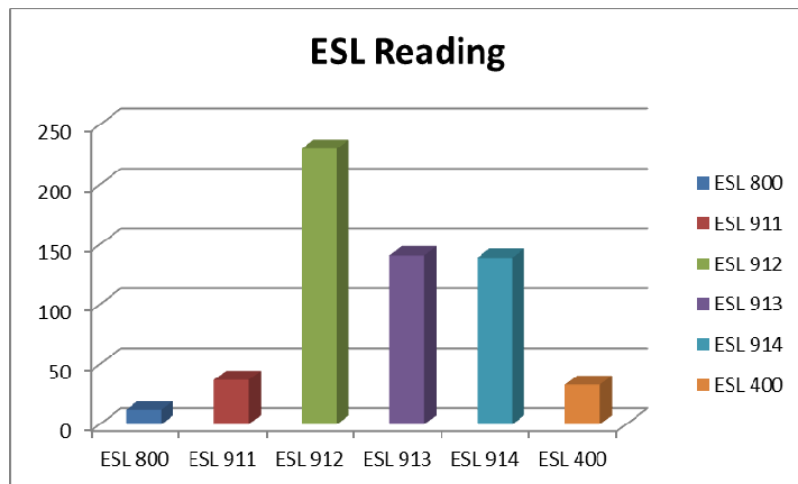
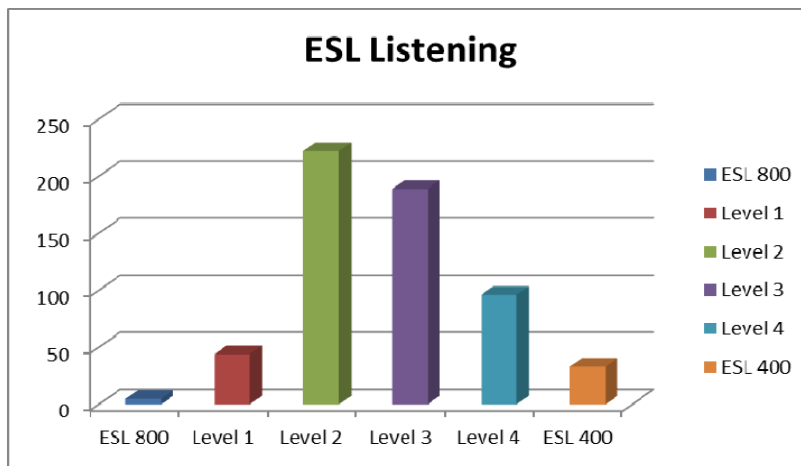
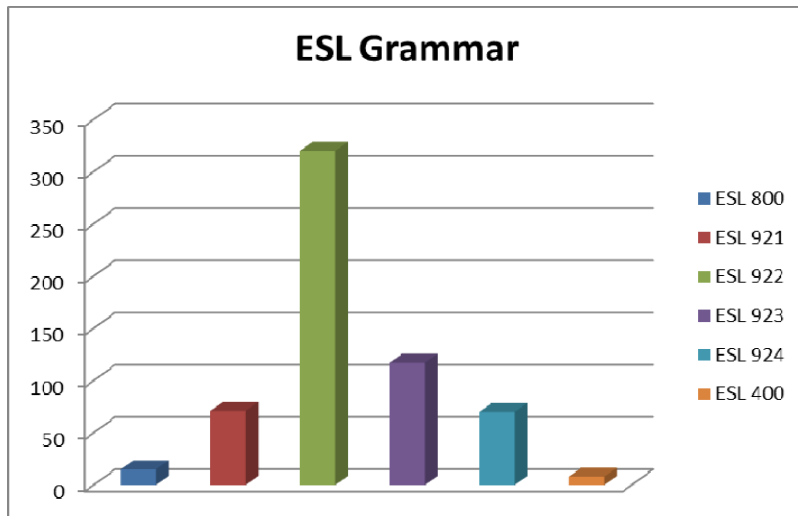
<b>ESL Reading Years 2010 (526 Students) vs. 2011 (592 Students)</b>					
<b>800</b>	<b>911</b>	<b>912</b>	<b>913</b>	<b>914</b>	<b>400</b>
-1.43%	-1.35%	1.40%	1.77%	-1.04%	-0.51%
0.85%	6.25%	38.85%	23.82%	23.48%	5.57%

<b>ESL Placement January to December 2011</b>						
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>	<b>Column G</b>
<b>ESL Grammar</b>	<b>ESL 800</b>	<b>ESL 921</b>	<b>ESL 922</b>	<b>ESL 923</b>	<b>ESL 924</b>	<b>ESL 400</b>
601	15	71	320	117	70	8
	2.50%	11.81%	53.24%	19.47%	11.65%	1.33%
<b>ESL Listening</b>	<b>ESL 800</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>ESL 400</b>
589	5	44	222	189	96	33
	0.85%	7.47%	37.69%	32.09%	16.30%	5.60%
<b>ESL Reading</b>	<b>ESL 800</b>	<b>ESL 911</b>	<b>ESL 912</b>	<b>ESL 913</b>	<b>ESL 914</b>	<b>ESL 400</b>
592	12	37	230	141	139	33
	2.03%	6.25%	38.85%	23.82%	23.48%	5.57%

\*Column A: Total number of tests taken

\* Column B-G: Test Placement and Percentages

**ANNUAL PROGRAM PLAN & REVIEW (Student Services)**





## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

### Reflection

When students complete their assessment, they are individually served by the assessment staff to explain their results and discuss resources available to them to help them be successful and persist. For example, a student will be shown, using the course sequence guide, where they placed in relation to the overall math and English sequence. Students are asked if they are here pursuing a certificate, associate degree, or transferring to a four year institution. Based upon their answer, the student is shown what will be needed for them to complete in relation to math, English, and reading courses. Further, if a student places low (basic skills), it will be suggested that they attend our Math Jam and or Word Jam week long workshops to build up their skills in these areas and make them stronger and more successful in those courses. In addition, all students are encouraged to seek out tutors in the Learning Center to help them with their studies. After this initial consultation, students are asked to sign up for one of our new student orientation and counseling sessions. During these sessions, students are given a general orientation to college, assisted with their first semester course load based upon their assessment placement, and registered in classes.

### ORIENTATION

#### Data

Effective Fall 2011, an Orientation Program Director was hired at 50% status to coordinate the orientation functions at Cañada College. The remaining 50% status of this position is in the area of Articulation. According to data in SARS for the period of January 4, 2011 – January 27, 2012:

- A total of 93 orientations were conducted;
  - 39 (42%) of the total orientations had less than 15 students in attendance
  - 15 (11%) of the total orientations had 10 or less students in attendance
  - Out of 93 orientations conducted, 6 were ESL/conducted in Spanish
- A total of 2,272 students registered for orientation
- Only 1,539 (68%) students actually attended orientation

#### Reflection

As a result of this data, it is recommended by the Orientation Director to reduce the number of orientations offered in order to accommodate staffing and resource limitations. Further discussion will take place to determine the details and feasibility of this recommendation.

During the fall 2011 semester, the Director of Orientation convened a Student Planner/Handbook Committee to initiate the development of a planner/handbook for distribution to new students during



## **ANNUAL PROGRAM PLAN & REVIEW (Student Services)**

orientation. This committee defined funding resources, appropriate content for the handbook and number of handbook/planners to produce. Through creative thinking and solutions on behalf of this committee, the Student Planner/Handbook was created, purchased and received in spring 2012 in time for summer/fall orientations.

During spring 2012, research on Valencia College's best practices on Orientation and their START Right philosophy was conducted by the Orientation Director. As a result, the following recommendations were proposed and approved/supported by the Vice President of Student Services and the LEADSS group on Monday, February 27, 2012:

### **Recommendations for Cañada College**

Based on Valencia College's best practices for their new student orientations:

- Bring back online orientation
- Require both online session and on-campus session (with the online session as a prerequisite to on-campus session)
- Model Valencia's START RIGHT: require students to complete developmental reading, writing and math during first semester to ensure students start off on the right path

In consideration of these recommendations, the first step will be to further research Valencia's online orientation format and adopt feasible practices in developing Canada's new online orientation scheduled for design/implementation during summer 2012. In addition to bringing back an online orientation format, the other recommendations will need further discussion with the Orientation Team members and Administration to determine a protocol and timeline.

## **REGISTRATION**

### **Data**

Admissions and Records encourage students to use WebSMART, our on-line registration system, to register for classes. The data below contrasts online and in-person registration for the 2011 Spring, Summer and Fall semesters.





## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

PERCENTAGES ARE BASED ON INDIVIDUAL COURSE ENROLLMENTS		
TERMS	REGISTRATION ON-LINE	REGISTRATION IN-PERSON
Spring 2011	88% (18,382)	12% (2,530)
Summer 2011	85% (3,922)	15% (716)
Fall 2011	89% (18,215)	11% (2,346)

### Reflection

As demonstrated above the number of students registering on-line has steadily increased. In 2011 the majority of students registered on-line, 88% for Spring 2011, 85% for Summer 2011 and 89% for Fall 2011. The remaining students are registering in person on campus or at one of our off-campus sites.

### Recommendations

We are exploring the possibility of using IPADS at our off-campus sites to increase the total number of on-line registrations and to decrease the number of registrations that need to be done manually.

Cañada College currently has a large Hispanic population, 37%. To serve this population better it would be desirable to have a Spanish version of WebSMART available to students.

### 4. Student Learning Outcome (SLO)

Students will be able to identify 3 of the 10 steps to College Success once they have completed the college orientation.

#### A. Results from prior cycle's SLO.

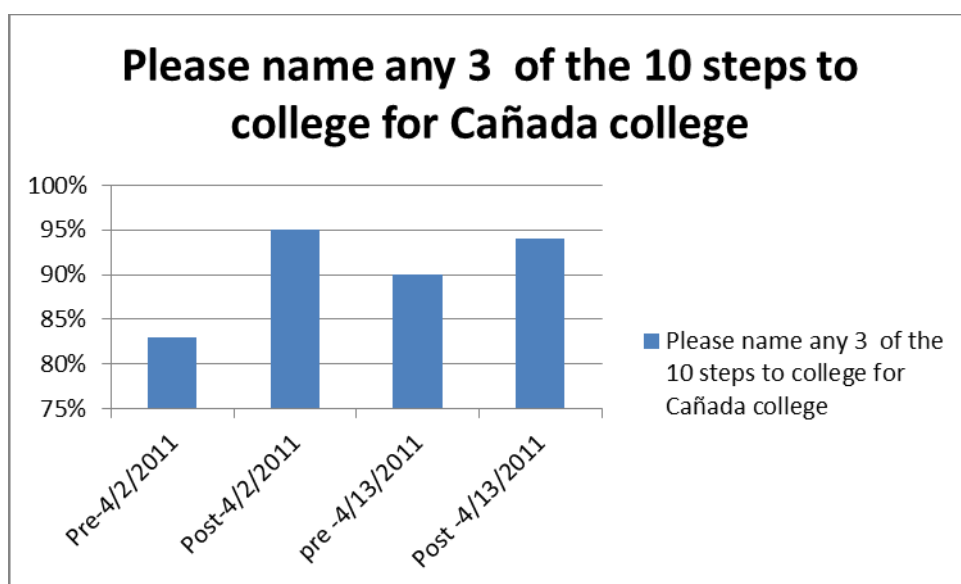
The pre and post survey results demonstrate that there was an increase in the student success rate based on the orientation.

The results for the pre-survey on April 2, 2011 were 83% and post was 95%. On April 13, 2011 the pre-survey results were 90% and the post was 94%.



## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Questions	Pre-4/2/2011	Post-4/2/2011	pre - 4/13/2011	Post - 4/13/2011
Please name any 3 of the 10 steps to college for Cañada college	83%	95%	90%	94%



### **B. Current SLO and relationship to College SLO or Strategic Directions**

Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation.

The SLO “Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation” supports Cañada College’s strategic goal #4 “Improving success, retention, and persistence of students who are in basic skills classes, including English as a second language”.

### **C. Action Plan**

Team #2 decided to keep last year’s SLO with a couple changes. Students will be able to identify 5 of the 10 steps to College Success instead of 3 and the survey would be given at all college orientations instead of just PEP.



## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Based on the survey results from last year, it was decided that we would identify the steps that are less familiar to students and revise the orientation accordingly for the Summer/Fall 2011 registration cycle. We will continue using the pre and post surveys to measure the success rate.

### 5. Student Area Outcomes (SAOs)

#### Results from prior cycle's SAO

The 2011-2012 SAO: Students will be able to identify 3 of the 10 steps to college success once they have completed their assessment, orientation, and registration.

The assessment results indicated that students learned about the 10 steps to college success by attending the orientation. However, the results also indicated that many students know many of the steps to success prior to orientation. Based on these results it was decided to revise orientation and focus on the least familiar of the 10 steps to success.

#### B. Current SAO and relationship to College SLO or Strategic Directions

The College's Educational Master Plan was approved in December, 2011. Given the new college focus on Completion, it was decided to prioritize the 2012-2013 SAO's on the EMP Completion Objectives specifically targeting the areas of Assessment, Orientation and Registration.

##### Objective One:

**College SLO – Critical and Creative Thinking & EMP Completion Objective 2.2:** Improve connections with potential students by providing increased information about assessment testing.

##### Objective Two:

**College SLO – Critical and Creative Thinking & EMP Completion Objective 2.3:** Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid.

##### Objective Three:

Improve completion by streamlining and removing bureaucratic barriers to applying, assessing, getting oriented to campus-life and registering for college courses.

#### C. Action Plan

**Objective One - Completion Objective 2.2: Improve connections with potential students by providing increased information and assessment testing.**



## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

### Activities:

- Develop plan and content for how to enhance information provided to students and high school counselors about the assessment process to include raising awareness of high stakes, having juniors take the test and providing brush-up workshops.

### Assessment Measurement:

- The ongoing review of assessment scores before and after brush-up workshops, Math/Word Jams, reports that students' assessment scores are higher after the completion of workshops. The workshops facilitate that students' move through the sequence of courses at a higher rate of achievement. Monitoring of assessment improvement and achievement is ongoing and under close scrutiny. The continual monitoring and review is designed to provide support for a high rate of student success/progress. The chart below reflects the percentage of students that score higher after the completion of the brush-up workshops.

	Math 811		Math 110		Math 120		Math 130+	
	Re assessed students	Students with increased scores	Re assessed students	Students with increased scores	Re assessed students	Students with increased score	Re assessed students	Students with increased scores
SMJ 2009	7	6	13	6	3	3	5	4
WMMJ 2010	2	1	12	2	5	1	4	2
SMJ2010	16	6	23	9	13	2	23	10
SMMJ2010	8	5	2	2	8	3	13	8
WMMJ2011	15	5	14	3	10	2	10	2
SMJ2011	10	8	27	13	14	6	5	3
SMMJ2011	16	12	17	4	11	1	4	3
TOTAL	74	43	108	39	64	18	64	32
% Jump		58.1%		36.1%		28.1%		50.0%

**Objective Two - Completion Objective 2.3: Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid.**

### Activities:

- Develop plan and content for improving new student orientation program to include a review of best practices for an in-person and an on-line orientation.
- Conduct orientations and assess SLOs that are on-going.



## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

### Assessment Measurement:

- Are students who participate in the mandatory orientation more successful in their first semester courses (success, retention and persistence) than students who did not participate in orientation.

### **Objective Three – Improve completion by streamlining and removing bureaucratic barriers to assessing, getting oriented to campus-life and registering for classes.**

### Activities:

- Review the current processes established for assessing, providing orientation and registration services and seek ways to remove barriers and improve student success.

### Assessment Measurement:

- Track the number of students who assess, attend orientation and register for courses and improve upon this measure each year.

## **6. Resource Identification**

### **A. Faculty and Staff hiring requests**

The current 2011-12 budget for Orientation allocates funding of \$10,000 for Student Ambassadors. As of March 1 2012, those funds have been exhausted therefore hiring student ambassadors to staff the orientations for the remainder of the fiscal year will not be possible. It is requested that the Orientation budget for Student Ambassadors for the 2012-13 year be increased to \$11,000 to avoid staffing shortages.

Admissions and Records is requesting a 49% Admissions and Records Assistant II position. A reassignment of a 100% position left the office with 50% of the desk's work needing to be reassigned to already full desks. The overload compromises the efficiency of the office and would be relieved by the addition of a 49% position.

Enrollment Services would like to request a 100% Office Assistant II position for the Welcome Center. The Welcome Center is critical in supporting students' smooth navigation through all necessary college procedures: Functions of Matriculation, Financial Aid, Counseling and Assessment. The Welcome Center is currently staffed by a managed hire employee. Making this a full-time, permanent position would instill continuity, efficiency and stability for the Welcome Center.

### **Permanent Classified Hiring Justifications Attached for the following positions:**

- **Request 49% part-time A&R II position**
- **Request a full-time OA position to staff the Welcome Center**
- **Request additional Student Ambassadors (Orientation)**



## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

### B. Professional Development needs

- List any professional development activities faculty/staff participated in.
  - Student Success Conference (October, 2011)  
CCC RP group provides a multitude of workshops specifically targeting student success initiatives.
  - CASFAA/CCSFAAA Conference (November 2011)  
Provided a broad overview and specific details regarding the administration of California Community College financial aid services.
  - CACCRAO Conference (April 2012)  
Provided a broad overview and specific details regarding the administration of the California Community College Registrar and Admissions Office.
  - WAVES Conference (July 2011)  
Provided updated information on Federal Regulations and VA ONCE. In addition, the conference affords the opportunity for staff to network.
  - 2011 Degree Works Symposium  
Provided updated information on the Degree Works program and its' future capabilities regarding scribing strategies, reporting tools and the development of SEP's.
- *Describe professional development requests for next year.*
  - Student Success Conference
  - CACCRAO
  - WAVES Conference
  - Degree Works Symposium

### C. Equipment requests

The Orientation Program is requesting a Supplies budget of \$10,000 in order to continue the production of Student Handbook/Planners created during 2011-12. These Student Handbook/Planners are distributed to students during new student orientations and serve as a vital tool in promoting student success. The cost of each handbook/planner is approximately \$3.00 each plus shipping at approximately \$650 and the total number of planners needed is approximately 3100 copies.

The Orientation Program is also requesting the purchase of 30 laptops for student usage during orientations to facilitate the online course registration process and utilization of Websmart and student e-mail set up.

According to SMCCD's Web store, the specifications and cost of 30 laptops would be (however, the actual cost could be less if selecting a different vendor):



## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

### HP Folio 13 Notebook PC (ENERGY STAR)

- p/n B2A32UT#ABA (300003525)  
PRICE: \$1,003.00 ea X 30 = \$30,090 OR

### 30 iPads

- iPad 2  
Blk - 16G  
\$499.00 ea X 30 = \$14,970

### D. Office of Planning, Research & Student Success requests

- Are students who participate in the mandatory orientation more successful in their first semester courses (success, retention and persistence) than students who did not participate in orientation.
- Track the number of students who assess, attend orientation and are registered in courses on day one of classes and improve upon this measure each year.

### E. Facilities requests

The Admissions and Records Office is in need of reconfiguration of our front counter to comply with current ergonomic standards, appropriate workspace allotment, ample desk workspace, and easy visibility of student traffic. In addition, the area needs security to prevent access by other departments/public traffic. Student records need to be secure at all times.

- A very rough estimate would be \$50,000.00