



ANNUAL PROGRAM PLAN & REVIEW (Student Services)

The purpose of this document is to collect information to be used by the college planning bodies IPC, SSPC, Budget Planning Committee, and CPC and may be used for Program Improvement. Through this process, Student Services staff will have the opportunity to review the mission and vision of their program(s). Then, using multiple measures and inquiry, staff will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment.

The deadline for submission of the Annual Program Plan to the SSPC is March 31. Complete this document in consultation with your Dean/VP who will then submit a copy to SSPC. Members of the SSPC will review the document and provide comments to the authors for use in the next annual program plan.

Terminology:

- **Program** – Student Services has six Programs. ex. Financial Literacy, Transfer & Articulation, etc.
 - **Department** – Student Services also has individual departments. ex. TRiO, DRC, Outreach, etc.
- Most of the information in the Annual Plan is written as programs. However, information and data from individual departments may also be included.

Cañada College

Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success and completion, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Mission :

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.



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Values

- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

Document Map:

- 1) Program
- 2) Lead Contact Person
- 3) Program/Department Data Measures and Reflection
- 4) Student Learning Outcome
- 5) Student Area Outcome
- 6) Resource Identification
- 7) Curricular Offerings (if applicable)

Educational Master Plan Strategic Directions:

1. Teaching and Learning: Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems.

2. Completion: Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

3. Community Connections: Build and strengthen collaborative relationships and partnerships to support the needs for our community.

4. Global and Green: Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.



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Cañada College Student Learning Outcomes

1. Critical and Creative Thinking

Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.

2. Communication Skills

Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and disciplinary standards.

3. Understanding Society and Culture

Understand and interpret various points of view that emerge from a diverse world of people and/or cultures.

4. Scientific and Quantitative Reasoning

Represent complex data in various mathematical forms (e.g. equations, graphs, diagrams, tables and words) and analyze these data to make judgments and draw appropriate conclusions.

1. Program: Orientation, Assessment and Registration

2. Team Leader: Ruth Miller

A. Team Members: Kim Lopez, Loretta Davis Rascon, Yesenia Haro and Jeanne Stalker

B. Program mission and vision

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

- Orientation
 - Welcomes and introduces services that will help new students transition to our institution.
 - Exposes new students to broad educational opportunities and integrates new students into life at Cañada College.
 - Through in-person orientation presentations 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.
 - Students will learn college policies and procedures.
 - Students will learn to navigate WebSMART.



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- Assessment
 - Promotes student success by assessing language and mathematical abilities at the beginning of the educational process.
 - Upon completion of the assessment tests, academic counselors advise students on their results within the general education and academic major curriculum to maximize each student's potential to achieve his or her academic and career goals.

- 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 personal assistance for all students in all aspects of registration through the Welcome Center.
 - Provide a barrier free, clear, simple easy to follow directions.

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

3. Program / Department Data Measures – and reflection

ORIENTATION

Data

Effective Fall 2012 a Program Services Coordinator was assigned to the Orientation Program and a more streamlined orientation process along with a consistent, well planned orientation schedule was developed.



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Assisted by two Office Assistant II's, the staff offers a condensed and more highly focused one-hour Orientation presentation. The revised Orientation gives students information about the college, its policies, and procedures with hands-on computer experience using WebSmart. In addition, the orientation also focuses on how to use my.smccd.edu email, WebAccess, and WebSchedule. The new focused approach orientation contributes to the success of the new college students.

JANUARY 2010 TO JANUARY 2011	JANUARY 2012 TO JANUARY 2013
93 Orientations Conducted	71 Orientations Conducted
2,272 Students Registered for Orientation	2,128 Students Registered for Orientation
1,539 (68%) Students Attended Orientation	1,544 (73%) Students Attended Orientation
39 (42%) Orientations Fewer than 15 Attended	19 (27%) Orientations Fewer than 15 Attended
15 (11%) Orientations Fewer than 10 Attended	5 (7%) Orientations Fewer than 10 Attended

Reflection

Orientation scheduling flexibility has increased for students due to the new, more consistent orientation schedule during the week and the addition of evenings and Saturdays. We are now able to accommodate more students while providing orientation in a smaller group setting.

The increased attendance at Orientation has proven that the new model is more effective. The Office Assistant II's and Student Assistants at the Welcome Center, register new students by phone or in person for an orientation session and guide them to the online assessment test preparation websites before the student takes the test.



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With the new Orientation model, each new student is called the day before orientation with a reminder of the date, time and location of their orientation session, which has improved attendance compared to the previous year.

By shifting the Orientation coordination responsibility from a Director level management position to a Program Services Coordinator and the presentations of the New Student Orientation sessions to the Program Services Coordinator and the two Office Assistants II's, we offer a more efficient, streamlined and focused orientation process. The Office Assistant IIs are stationed in the Welcome Center and are usually the student's first-point of contact with the college. They respond to the new student questions and requests by phone and in person on a daily basis. During Orientation, the staff instructs each student individually at a computer to give them hands on experience in using WebSMART. The New Student Orientation has increased the student's comfort level in coming to Cañada College.

Recommendations for Cañada College

Continue with improvements such as:

- Offering a flexible orientation schedule including evenings and weekends
- Providing reminder phone calls, the day before, to each student registered for orientation sessions
- Offering additional assessment sessions during registration periods
- Providing ongoing updates to the orientation presentations
- Offering an online orientation designed for Distance Education students

Assessment

Data

Overall, student placement remains very similar to past years. The chart below represents the percentage of change for each of the math, English, reading and ESL assessments that we administer year over year. A lower percentage placed in basic skills courses is highly desirable, and conversely, a higher percentage placed in areas of transfer is as well.



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Placements January 2010 to December 2012				
MATH				
TOTAL TESTS TAKEN	PLACEMENT AND PERCENTAGES			
MATH 2010	MATH 811	MATH 110	MATH 120	MATH 125, 130, 140, 200, and 241 Transfer Classes
2033	732	622	304	261
	36.01%	30.60%	14.95%	12.84%
MATH 2011	MATH 811	MATH 110	MATH 120	MATH 125, 130, 140, 200, and 241 Transfer Classes
2101	697	639	358	280
	33.17%	30.41%	17.04%	13.33%
MATH 2012	MATH 811	MATH 110	MATH 120	MATH 125, 130, 140, 200, and 241 Transfer Classes
1976	747	593	344	292
	37.80%	30.01%	17.41%	14.78%



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READING			
TOTAL TESTS TAKEN	PLACEMENT AND PERCENTAGES		
Reading 2010	Read 826	Read 836	No Read Required
1988	1006	545	437
	50.60%	27.41%	21.98%
Reading 2011	Read 826	Read 836	No Read Required
1994	914	610	470
	45.84%	30.59%	23.57%
Reading 2012	Read 826	Read 836	No Read Required
1784	821	517	446
	46.02%	28.98%	25.00%

ENGLISH				
TOTAL TESTS TAKEN	PLACEMENT AND PERCENTAGES			
English 2010	See Counselor	Eng 826	Eng 836	Eng 100
1998	643	405	591	359
	32.18%	20.27%	29.58%	17.97%
English 2011	See Counselor	Eng 826	Eng 836	Eng 100
2016	607	361	611	437
	30.11%	17.91%	30.31%	21.68%
English 2012	See Counselor	Eng 826	Eng 836	Eng 100
1842	537	337	592	376
	29.15%	18.30%	32.14%	20.41%



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ESL GRAMMAR						
TOTAL TESTS TAKEN	PLACEMENT AND PERCENTAGES					
ESL Grammar 2010	ESL 800	ESL 921	ESL 922	ESL 923	ESL 924	ESL 400
543	17	67	275	113	67	4
	3.13%	12.34%	50.64%	20.81%	12.34%	0.74%
ESL Grammar 2011	ESL 800	ESL 921	ESL 922	ESL 923	ESL 924	ESL 400
601	15	71	320	117	70	8
	2.50%	11.81%	53.24%	19.47%	11.65%	1.33%
ESL Grammar 2012	ESL 800	ESL 921	ESL 922	ESL 923	ESL 924	ESL 400
529	15	43	286	131	52	2
	2.84%	8.13%	54.06%	24.76%	9.83%	0.38%

ESL LISTENING						
TOTAL TESTS TAKEN	PLACEMENT AND PERCENTAGES					
ESL Listening 2010	ESL 800	Level 1	Level 2	Level 3	Level 4	ESL 400
519	6	45	201	150	80	37
	1.16%	8.67%	38.73%	28.90%	15.41%	7.13%
ESL Listening 2011	ESL 800	Level 1	Level 2	Level 3	Level 4	ESL 400
589	5	44	222	189	96	33
	0.85%	7.47%	37.69%	32.09%	16.30%	5.60%
ESL Listening 2012	ESL 800	Level 1	Level 2	Level 3	Level 4	ESL 400
518	8	40	178	180	88	24
	1.54%	7.72%	34.36%	34.75%	16.99%	4.63%



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ESL READING						
TOTAL TESTS TAKEN	PLACEMENT AND PERCENTAGES					
ESL Reading 2010	ESL 800	ESL 911	ESL 912	ESL 913	ESL 914	ESL 400
526	12	40	197	116	129	32
	2.28%	7.60%	37.45%	22.05%	24.52%	6.08%
ESL Reading 2011	ESL 800	ESL 911	ESL 912	ESL 913	ESL 914	ESL 400
592	12	37	230	141	139	33
	2.03%	6.25%	38.85%	23.82%	23.48%	5.57%
ESL Reading 2012	ESL 800	ESL 911	ESL 912	ESL 913	ESL 914	ESL 400
525	16	26	192	147	113	31
	3.05%	4.95%	36.57%	28.00%	21.52%	5.90%

Reflection

When students complete their assessments, they meet individually with the Orientation/Assessment staff who explain the 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 directed to sign up for one of our personal 30-minute academic counseling appointment to develop their student educational plan.

Academic Counselors ask students if they are here pursuing a certificate, associate degree, or transferring to a four-year institution. Based on their answers, the students are shown the math, English, reading, and/or ESL courses they are required to complete. 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.



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REGISTRATION

Data

As demonstrated below the number of students registering on-line has steadily increased. In 2012 the majority of students registered on-line, 93% for Spring 2012, 92% for Summer 2012 and 94% for Fall 2012. The remaining students are registering in person on campus or at one of our off-campus sites.

PERCENTAGES ARE BASED ON INDIVIDUAL COURSE ENROLLMENTS		
TERMS	REGISTRATION ON-LINE	REGISTRATION IN-PERSON
Spring 2012	93% (18,973)	7% (1,355)
Summer 2012	92% (4,409)	8% (398)
Fall 2012	94% (18,701)	6% (1,287)

Reflection

During the registration periods a registration ticket is used to track the completion of the orientation session, assessment and individual counseling appointment. Once the process is complete and the form is signed off from each area, the student hand carries the registration ticket to Admissions where the student receives their appointment to register.

All students are encouraged to use WebSMART, our on-line registration system, to register for classes. Due to the newly streamlined orientation, which includes a 30-minute, hands-on session at the computer using WebSMART, and the individualized assistance from Admissions and the Welcome Center staff support at the lobby computers, the majority of students now register on-line.

The data below contrasts online and in-person registration for the 2012 Spring, Summer and Fall semesters.

Recommendations

We will continue to encourage students to use WebSMART our on-line registration system and will develop a plan for support and instruct students at our off campus sites and special populations.



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Cañada College currently has a large Hispanic population, 37%. Admissions and the Welcome Center provide registration support to our Spanish speaking population. To serve this population better it would be desirable to have a Spanish version of WebSMART available to students.

4. Student Learning Outcome (SLO)

After attending a New Student Orientation session students will identify more correct answers (out of 11 questions in the post survey) regarding important college information needed to be successful in their academic and career goals.

A. Results from prior cycle's SLO.

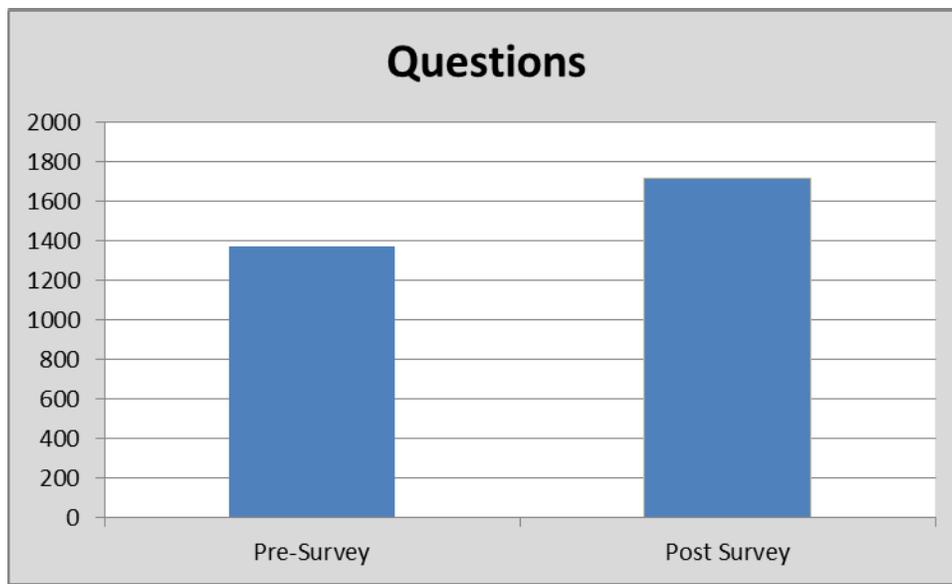
Assessment, Orientation & Registration Program Review Three Year SLO Assessment Cycle (2010-2013)

Student Learning Outcomes	Assessment/Criteria	Evidence/Analysis	Use of Results
<p>2010-2011</p> <p>Students will name 3 of the 10 Steps to College Success once they have completed the Priority Enrollment Program (PEP) Orientation.</p>	<p>Pre Survey: of the 220 students surveyed, 91% identified 3 of the 10 Steps to College Success prior to the PEP orientation session.</p> <p>Post Survey: of the 220 students surveyed, 95.5% identified 3 of the 10 steps to College Success after they attend the PEP orientation session.</p>	<p>A 4.5% increase in students' ability to identify 3 of the 10 Steps to College Success.</p> <p>Based on the survey results it is apparent that new students begin college with knowledge of at least 3 of the Steps to Success.</p>	<p>It was decided to revise our New Student Orientation to focus on the least familiar of the 10 Steps to Success and to increase the SLO from 3 to 5.</p>
<p>2011-2012</p> <p>Students will identify 5 of the 10 steps to College Success once they have completed the New Student Orientation.</p>	<p>Pre Survey: of the 410 students surveyed, 35% identified 5 of the 10 Steps to College Success prior to the New Student Orientation session.</p> <p>Post Survey: of the 410 students surveyed, 39% identified 5 of the 10 Steps to College Success after attending the New Student Orientation session.</p>	<p>A 4% increase of students' ability to identify 5 of the 10 Steps to Success.</p> <p>In comparing the survey results from this year to last year the results are as follows:</p> <p>On average, student knowledge of the Steps decreased significantly from the pre-survey last year (91%) to this year (35%).</p>	<p>The Program Review Team recommends that a new SLO be developed in 2012-2013 that more effectively measures the important college information disseminated at the New Student Orientation. The content in our New Student Orientation was significantly altered to focus on the most important information for new students.</p> <p>A pre & post survey was</p>



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		<p>However, the overall increase of knowledge gained was similar (4%).</p> <p>The pool of students surveyed was almost twice as large (220 to 410).</p>	<p>developed in collaboration with the Counseling Department which comprised 11 questions aimed to capture the most important information conveyed regarding the New Student matriculation components (Orientation/Assessment & Registration).</p>
<p>2012-2013</p> <p>Students will identify more correct answers (out of 11 questions) regarding important college information in the post survey after attending a New Student Orientation session.</p>	<p>Pre Survey: of the 190 students surveyed on 11 questions, 1,375 accurate responses were reported.</p> <p>Post Survey: of the 190 students surveyed on 11 questions, 1,719 accurate responses were reported.</p>	<p>A 25% overall increase of knowledge regarding important college information was gained after the orientation session.</p> <p>In only one question was there an actual decrease in knowledge gained (Question #10: If I have a personal email, I do not need to check my SMCCD email.)</p>	<p>The largest increase in knowledge gained was question # 7: I have all semester to pay for my classes (84 pre/134 post).</p> <p>Program improvements were made to ensure students are aware that they still need to check their SMCCD email for important college information or forward their college email to their personal email address.</p>



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

The current SLO directly aligns with the Educational Master plan 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.



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In collaboration with the Counseling Program Review Team, we have decided to focus specifically on our matriculation services with all new students.

C. Action Plan

We have developed an improved survey with the following four simple questions:

- 1) Can you access your smccd email?
- 2) Can you Login to WebSmart?
- 3) Do you understand your assessment results?
If Yes, Explain:
- 4) Do you know what classes to take this semester to meet your educational goal?

Beginning in April 2013 we will administer a pre-survey before orientation and a post-survey after our new students have completed orientation, assessment and their 30 minute counseling appointment. We hope to see that all of our new students can answer the above questions in the affirmative at the end of the matriculation process.

5. Student Area Outcomes (SAOs)

Results from prior cycle's SAO

The results from the 2012-2013 SAO's are outlined below.

A. Objectives

Objective One:

College SLO – Critical and Creative Thinking & EMP Completion Objective 2.2:

Improve connections with potential students by providing more information about assessment testing.

- Redesigned New Student Orientation so that students attend before taking the assessments. During New Student Orientation students are provided with the importance of the assessments and their options in taking them. They are also referred to Math Jam, Word Jam and Physics Jam to improve their skills.



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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.

- New Student Orientation has been completely redesigned. A streamlined orientation prior to students taking their assessment and followed by a private 30 minute counseling appointment helps students navigate the matriculation process. During the orientation students are encouraged to attend a Financial Aid workshop.

Objective Three:

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

- The redesign of the Orientation, Assessment and Counseling components familiarizes the student with campus life and the steps needed for them to complete the registration process.

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.

C. Action Plan

Objective One - Completion Objective 2.2: Improve connections with potential students by providing more information about the importance of assessment testing.

Activities:

- Update Orientation presentation to include more information on the importance of ESL Assessment.
- Work with the three college administrations in considering the use of high school transcripts for placement instead of current math and English assessment tests.

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.



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Activities:

- Offer a redesigned Orientation presentation prior to Assessment.
- Offer an on-line Orientation for distance learners as a second option
- Develop a student satisfaction survey and will implement it in April 2013.

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 providing orientation, assessing, and registration services and seek ways to remove barriers and improve student success.

Assessment Measurement:

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

6. Resource Identification

A. Faculty and Staff hiring requests

Orientation is requesting to continue receiving \$10,000 in student assistant funding to provide support for:

- Registration
- Packet preparation
- Reminder phone calls prior to Orientation sessions
- Attendance/Check-in
- Student WebSMART log-in assistance

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.

Permanent Classified Hiring Justifications Attached for the following positions:

- Request 49% part-time A&R II position

B. Professional Development needs



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List any professional development activities faculty/staff participated in.

- CACCRAO Conference (April 2012)
Provided a broad overview and specific details regarding the administration of the California Community College Registrar and Admissions Office.

Describe professional development requests for next year.

- CACCRAO
- WAVES Conference
- Compass ACT Training
- CCCAA – California Community College Assessment Director’s Group

C. Equipment requests

The Orientation/Assessment Programs are requesting a color printer and two personal computers, one with dual screens, to produce necessary reports for assessment, placement result charts, student handbooks, posters for the testing rooms and for publicity fliers announcing orientations and special assessments.

**Color HP Laser Jet Pro 400 color M451dn (p/n CE957A#BGJ – 300003415)
\$431.92**

Two personal computers:

D. Office of Planning, Research & Student Success requests

- Are students who participate in the mandatory matriculation process, “Orientation, Assessment and Counseling”, more successful in their first semester courses (success, retention and persistence) than students who did not participate in the process.
- Track the number of students who attend orientation, who access 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