STUDENT SERVICES
COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

Program: Counseling, SSSP, Assessment   **Planning Year:** 2017-2018   **Last Year CPPR Completed:** 2013
Unit: Student Services   **Cluster:** Student Services

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I.   **GENERAL PROGRAM INFORMATION**

- **Program mission (optional)**

  Assessment Mission Statement
  Cuesta College Assessment Services provides open access testing for students in English, ESL, and mathematics and enhances student success through an equitable placement process. Clear and meaningful placement information allows students to achieve their educational goals.

  Counseling Services Mission Statement
  The department provides counseling, instruction, and services that assist individuals in attaining their educational, occupational, personal, and life goals. As an integral part of the educational community, we advocate for diversity of culture and learning. We promote the emotional well-being of the Cuesta community by fostering a nurturing environment where all feel connected, engaged, and valued.

- **Brief history of the program**

  Student Success and Support Program
  The Student Success and Support Program replaces the Seymour-Campbell Matriculation Act of 1986. The Student Success Act was signed into law in September of 2012. Now known as the Student Success and Support Program (SSSP), California Community Colleges are required to provide nonexempt students with core matriculation services including orientation, assessment and placement, counseling/advising and education planning services, and the support services necessary to assist students in achieving their educational goal and declared course of study.

  New students receive enrollment priority based upon the completion of pre-registration services: assessment, orientation, and an abbreviated student education plan (SEP). Students are also directed to develop a comprehensive student education plan by the time they have completed 15 credits. The goal of SSSP is to increase student access and success via the

completion and student engagement in these cores services.

- **Include the broad history of the program and significant changes/improvements since the last Program Review**

Counseling
In-person counseling is available year-round by <u>appointment</u> and via <u>walk-in</u> on the San Luis Obispo and North County Campuses. In-person counseling at the South County Center is available by appointment and walk-in during the fall and spring terms.

Students can also communicate with counselors via email, phone, or <u>online chat</u>. Additional counseling services take place via classroom presentations or workshops. Counselors have time allotted to serve students via these modalities

Counseling services available:
- In-person half-hour and one-hour appointments
- Walk-in counseling (15 minute limit)
- E-mail correspondence
- Online chat with a counselor (no appointment necessary)
- Phone
- Appointments via phone for distance education students
- Contact with special-program liaison counselors
- Crisis intervention, referral, and initial personal counseling (students are allowed 6 mental health appointment via Health Center Fee)
- Topical group workshops such as career exploration; major-specific advising (e.g. business administration, allied health, and nursing) and associate degree for transfer (ADT); and special population group support (e.g. student-athletes and veterans)
- Classroom presentations by Counseling Department
- myCuesta Pathway, Degree Works

Counseling Technology Improvements:
- Degree Works, locally named myCuesta Pathway, an electronic education planning tool, was launched in the 2015-2016 academic year.
- SARS reason codes were programmed to automate service code record creation in Banner for MIS data collection.
- SARS Trak, a self-check-in software system is being utilized for large group service formats.

Assessment and Placement Services

Placement testing is offered for <u>English</u>, <u>English as a Second Language (ESL),</u> and <u>math</u> through the <u>Assessment Services Office</u>. It is available in various formats, though primarily on the computer, at Cuesta College's testing centers on the San Luis Obispo Campus, the North County Campus, and the South County Center. Assessment tests are offered year-round and are provided on a walk-in basis. The <u>testing calendar</u> is displayed on the Assessment Services web site. No appointment is necessary. Morning, afternoon, and evening testing are all available.

- Local high school testing is also offered on-site at the high schools. The online tests are administered on desktop computers and are proctored by trained testing staff.
- Students at the California Men's Colony, State Prison are administered paper/pencil tests.
- Distance education students are able to request a remote proctor from nearly any location for any of the assessment tests. The student is sent a Cuesta College Proctor Agreement Form where they must locate an available proctor at a nearby institution. Assessment Services verifies the identity of this proctor and the proctor is subsequently sent a temporary username and password through which they are able to administer Cuesta's math, English, and ESL assessments along with the local background questions.

Testing accommodations are available for assessment. The math, English, and ESL placement tests are provided in additional formats such as paper and pencil, enlarged print, and Braille. Further accommodations such as a reader, scribe, private room, and interpreter are available as well.

Assessment scores and placements are uploaded into Banner granting prerequisite clearance into courses and recording the assessment services provided. Students are sent an email the same evening to their myCuesta email account with a copy of their score report and overall placement level. Incarcerated students receive a paper copy of their assessment results.

Pre-test Practice

<u>Test preparation</u> is available in the form of sample test questions, diagnostic tutorial software through on-campus academic computer labs, and through online web sites dedicated to test preparation.

This pretest preparation information is made available to students on the <u>Resources handout</u> (available at all Cuesta sites) and on the <u>Assessment Services web site</u>. It is also handed out at the two local high school counselor conferences that are held annually.

English/English as a Second Language Branching

Changes were made to the way in which we branch students to the English and ESL assessments. In prior years, students would come to the assessment lab and identify the assessment they needed in English, English as a Second Language, and/or math. We were finding that identifying the test needed was somewhat difficult for English language learners. Many students solely indicated that they needed the "English" assessment since some were not familiar with the term "ESL" or "English as a Second Language." Other advanced English

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language learners were not being exposed to high level ESL courses, because they too were only indicating the need for the English assessment. As a result, we had students who performed poorly on the English assessment and were inaccurately placed into basic skills English courses.

To address this, we constructed initial background questions that identified English language learners within the assessment itself. If students answered a combination of questions in a particular fashion, they would either be branched to the ESL or English assessment. Now when students come to test, they only need to indicate whether they want English and/or math.

Students who do well on the ESL assessment can branch up to the English assessment within the same sitting, thereby eliminating the need for students to come in another day for that assessment.

We also developed a way to automatically send an email to students from whom we receive external assessment results and Early Assessment Program results. Once scores are input into Banner, we modified one of our reports to automatically email students to their myCuesta email account the same evening with their placements.

Online Orientation
Cuesta College has fully developed our online orientation to be substantive and to include the eight required orientation policies and/or procedures and more.

The online orientation is a customized orientation that is tailored to the student depending upon his/her education goals and program of study. Students are asked questions about these educational goals as they go through the orientation. The information later provided is molded based upon the student's choices. The online **Orientation** has been updated since the last program review. It also includes an abbreviated student education plan.

The online orientation covers the following topics
- Academic expectations and progress and probation standards pursuant to section 55031;
- Maintaining registration priority pursuant to section 58108;
- Prerequisite or co-requisite challenge process pursuant to section 55003;
- Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- Academic calendar and important timelines.
- Registration and college fees.
- Available education planning services
- Choosing an educational pathway
- Following general education requirements
- Choosing a major
- Using myCuesta student portal

- Using myCuesta email
- Reviewing assessment test results
- Using class finder
- Adding/Dropping classes
- Understanding course repetition policies
- Managing time
- Locating things on campus (college maps)
- Highlights, resources, and special programs

Additional Faculty and Staff

Based on the need to create additional support for students, four full-time Enrollment Success Specialists, three full-time counselors, and several part-time generalist, DSPS, and CaFE counselors were hired. In addition, one bilingual assessment proctor for the (North County Campus was also hired.

Additional Student Support Efforts:
- In Fall 2016, Zoom, a first year experience program that targets underperforming students as identified in the Student Equity Plan, was launched. It was composed of accelerated Math and English classes coupled with Counseling 250 (student success/career and educational planning), and also included embedded tutorial support
- Students who have an end of the term academic standing of probation and/or dismissal have their follow-up activity tracked to measure follow-up participation at the Student Success Festival, student success workshops, career workshops, and in tutorial services.
- To increase visibility of support services, we have created short videos highlighting resources and academic progress services available at Cuesta College.
- The new web site will be launched at the end of March 2017. It is being redesigned to allow for simpler navigation, shorter URLs, and better integration of student web software, which will result in a mobile-optimized web site for students' access of core services via smart phones and tablets.
- Cuesta Quickstart was launched to help students better prepare for the math assessment test. Students complete a facilitated workshop and retest at the end of the workshop. Students that move up are provided support in adding and dropping courses for registration.
- Cuesta College has increased course offering and on-site services to students at the California Men's Colony. The added services include English and math assessment testing, orientation, counseling, evaluation of non-native transcripts, educational planning, and follow-up services.

- Describe how the Program Review was conducted and who was involved

  A mandatory day-long retreat was held that invited all faculty and staff from Counseling, Assessment Services, and the Student Success and Support Program. Input from the retreat guides the revision of the mission statement and the objectives of the departments.

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II. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

A. The program helped support the District Mission Statement in these primary areas:

1. **Inspire diverse student population to achieve their educational goals.**
   - In compliance with Title 5's substantive orientation requirements, the Department updated the online student orientation. The Orientation Welcome Booklet was also edited, adding required SSSP orientation elements.

2. **Supporting students to transfer**
   - The Articulation Officer and Transfer Center Coordinator contributed to expanding our ADT offerings. They increased our total number of ADTs to 24.
   - Degree Works, the recently implemented, comprehensive academic planning and degree audit tool, is designed to help students and the institution to streamline course selection and offerings. Students are able to access this tool independently, giving them up to date information on their academic progress and outstanding requirements. When used to its capacity, students are less likely to take unnecessary courses and are more likely to stay on track to efficient graduation and transfer eligibility.
   - Counselors worked with teaching faculty and administrators to implement six comprehensive AA/AS transfer degree options on the NCC, with the objective of making it possible for students to complete these degrees, in their entirety, without having to travel to the San Luis Obispo Campus. Planning for establishing new NCC class offerings and schedules took place. The new rotation of course offerings was implemented in Fall 2016.

3. **Promote cultural, intellectual, and professional growth.**
   - Counseling staff contributed to the planning and implementation of the Edúcate: Sí Se Puede Conference.
   - During the Fall and Spring semesters, Counselors and Enrollment Success Specialists provided informational presentations to students enrolled in Basic Skills Math, English, College Success, and English as a Second Language courses.
   - Counselors and department staff participate in professional growth and development activities on an ongoing basis during weekly counseling staff meetings, administrative student services meetings, all-staff service meetings, webinars, and through attendance at local and Statewide conferences designed to provide relevant, current, and updated information regarding regulatory and legislative issues.

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These conferences and workshops include

- Banner training related to SSSP MIS reporting
- California Community College Assessment Association Conference (CCCAA)
- California Community College Banner Group Conference (3CBG)
- California Career Café Webinars (Student Success, Career Preparation, Career Pathways)
- Counselor Days (UCSB, CSU Channel Islands)
- Common Assessment Initiative
- CSU/Community College Counselor Conference
- Degree Works training
- Ellucian Live Conference
- Ensuring Transfer Success
- EOPS Conference
- International Student Conference
- Latina Leadership Network Conference
- Learning Disabilities Conference
- Mental Health Conference, Institute for Brain Potential
- Private University (e.g. USF) Transfer Admission Conference
- Student Athlete Eligibility
- Student Success and Support Program Regulations and Budget Reporting UC/CSU Articulation Conference
- Veteran's Conference

B. Identify how your program addresses or helps the District to achieve its Institutional Goals and Objectives, and/or operational planning initiatives.

Support of Institutional Objectives
Institutional Objective 1.1: Increase the percentage of transfer-directed students who are transfer-prepared by 2% annually.

Activity in Support of Objective:
- Transfer Center Argos report used to identify "transfer-ready" students in fall and spring via email
- Students notified of CSU/UC application deadlines
- Fall application filing assistance workshops
- Spring assistance with UC application updates, supplemental application information
- New articulation has also been added to CSU articulation agreements based solely on our C-ID approvals
- All UC/CSU campuses have received requests to add additional articulation with Cuesta courses, as identified by the Articulation Officer
- Edits to catalog, website and updates to online and in-person orientations and related general education handouts brought into compliance with current calendar and SSSP mandates

- Worked toward CID completion and continuation of ADT development as mandated by SB 1440 (Cuesta has had 158 courses C-ID approved)
- Compliance with curriculum and articulation
- Development of Career Exploration Festival in Spring 2016

Transfer Center Activities:
- UC/CSU application filing assistance from Fall 2016 (866 contacts)
- Transfer Day in November
- Career workshops
- Four-year college representative visits

Institutional Objective 1.2: Increase the percentage of degree- or certificate-directed students who complete degrees or certificates by 2% annually

Activity in Support of Objective:
- Degree Works launch of SEPs in April 2016
- Evaluations Analyst – scribing support, non-native transfer evaluations
- Hiring of additional counselors with categorical allocations
- CS working on interface SARS → Banner (Spring 2017 implemented)
- Development of Career Exploration Festival in Spring 2016
- Creation of six comprehensive AA/AS transfer degree options at NCC, with the objective of making it possible for students to complete these degrees, in their entirety, without having to travel to the San Luis Obispo Campus.

Institutional Objective 1.4: Increase ESL credit course success and improvement rates by 2% annually.

Activity in Support of Objective:
- Enrollment Success Specialists - assist with provision of core services (4.0 supported by SSSP)
- NCC Bilingual Assessment Proctor – assist with assessment and online orientation (0.5 supported by SSSP, hired Spring 2015)
- Hiring of additional counselors with categorical allocations
- Outreach to Basic Skills classes – Fall/Spring terms
- ESL outreach recruiters conduct motivational presentations to all ESL courses. Outreach recruiters promote financial aid and scholarship information in Spanish and English to ESL students. Assistance from filing to rewarding is provided.

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Institutional Objective 1.5: Increase basic skills course success and improvement rates by 2% annually.

Activity in Support of Objective:
- Implemented strategies through the Enrollment Success Specialists who assist with provision of core services (4.0 supported by SSSP)
- NCC Bilingual Assessment Proctor – assisted with assessment and online orientation (0.5 supported by SSSP)
- Hiring of additional counselors with categorical allocations
- Outreach to Basic Skills classes conducted Fall/Spring terms
- Follow-up activity increased via referrals to the Student Success Center and Academic Success Coaches in collaboration with the Enrollment Success Specialists.
- Continuation of substantive retention workshop activities on topics such as procrastination, overcoming test anxiety, time management, becoming a better student, and motivation were expanded. The Student Success Festival featured programs and services for students fall term.

Institutional Objective 2.2: Increase the local high school capture rate by 2% annually.

Activity in Support of Objective:
- Promise application requires completion of assessment, orientation, abbreviated SEP
- Coordinated outreach to high schools
- Assessment:
    - Internally retrieve EAP Results
    - Provided on-site assessment test proctoring to additional sites in the community (added 3 high schools, continuation schools, and community schools)
- Enrollment Success Specialists - assistance with provision of core services (4.0 supported by SSSP)
- NCC Bilingual Assessment Proctor – assisted with assessment and online orientation (0.5 supported by SSSP), hired May 2015
- CS Argos report work order – work order SSSP and Promise core service tracking
- Edúcate Conference, College Night, Senior Promise Day and meetings/conference with local high school counselors
- Planned activities with local County agencies that support an increase of matriculated Independent Living Program Foster Youth

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C. Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.

Institutional Learning Outcomes (ILOs)

ILO 1: Personal, Academic, and Professional Development
Students achieving this outcome will be able to:
- Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being

Counseling Services provides personal counseling for students. Student Success workshops target balance between work, school, and personal commitments.

ILO 2: Critical Thinking and Communication
Students achieving this outcome will be able to:
- Communicate and interpret complex information in a clear, ethical, and logical manner

Counseling Services assists students in orientations, counseling appointment, and workshops to understand academic policies and student rights and responsibilities. Students are encouraged and challenged to be informed and take responsibility for their educational choices through guidance and support.

ILO 4: Social, Historical, and Global Knowledge and Engagement
Students achieving this outcome will be able to:
- Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world

Counseling Services works with students to explore learning opportunities, educational and career pathways, and strategies to achieve their goals in a global world.

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III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
This should be an update on the data analysis from the last CPPR

Program data is available on the [SLOCCCD Institutional Research and Assessment website.](#)

Program Title: Counseling

Tables 1-3: Counseling Student Contacts 2012-2016

Total Students Served	2012/2013	2014/2015	2015/2016
District-wide	4174	5341	5140
- SLO	3462	4468	4168
- North County	1005	1181	1147
- South County	144	133	93

Counseling	1st Year Student Persistence	Success Units Completed/ Units Attempted	Ratio: HEADCOUNT/ FTE Counselor
Annual 2014/15 Total	64.55%	77.65%	1093.38
Annual 2015/16 Total	67.74%	80.45%	807.67

| Overall Students	1st Year Student Persistence	Success Units Completed/ Units Attempted
Annual 2014/15 Total	40.16%	75.54%
Annual 2015/16 Total	36.43%	76.58%

Definitions:
- **Counseling Contacts:** The counseling definition for our internal program review is the number of counseling contacts per full-time equivalent faculty in counseling (excluding the director).
- **Counseling Ratio:** All students (whether they see a counselor or not) per the number of full-time equivalent counselors.
- **1st Year Persistence:** First-time students in fall 2014 who were enrolled in at least one course at census and who had at least one counseling contact in either fall 2014 or spring 2015 and who were enrolled in at least one course at census in fall 2015
- **Units Completed /Units Attempted:** Fall 2014 and spring 2015 Units Completed/Units Attempted by students who completed either an Abbreviated or Comprehensive Student Education Plan in either fall 2014 or spring 2015

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- **Students Served:** All students (duplicated) who had a counseling contact in the 2012-2013 or 2014-2015 academic year and were enrolled in at least one course at census of that respective academic year

Data Summary

The number of students receiving Counseling services increased between 2012-2013 and 2014-2015 at all sites. During the same period, District-wide enrollment decreased slightly. First-year student persistence is projected to increase at a rate of 5%, and Units Completed/Units Attempted are projected to increase by 5% by 2020. This level is projected to be maintained through 2025.

Table 4: Associate Degree for Transfer Program Awarding 2011-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Grand Total	1	17	138	299	401
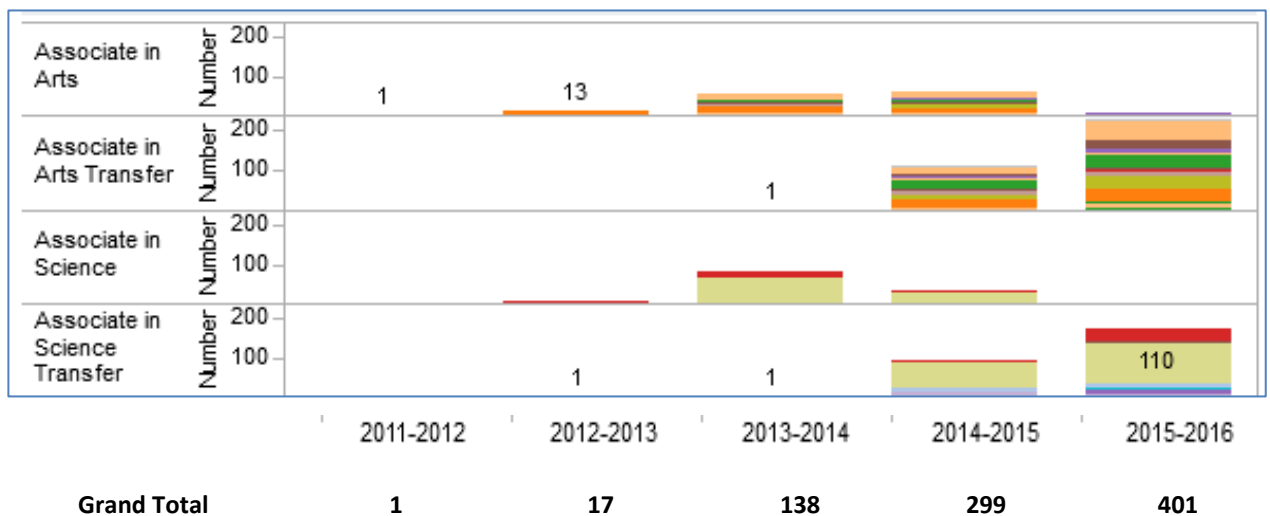
Data Summary

The number of Associate Degrees for Transfer (ADTs) awarded has increased year over year since 2011-2012. Currently Cuesta has 24 Chancellor Office approved ADTs and we expect to continue to see this number rise over the next several years as more are developed.

Table 5: English Assessment Test Completion and Placement

ENGLISH	2008 N=2,009	2010 N=1,637	2012 N=1,541	2014 N=1,608
Basic Skills ENGL 099 and below	9%	11%	7%	20%
Degree Applicable ENGL 156	62%	49%	53%	16%
Transferable ENGL 201A	29%	39%	40%	63%

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Data Summary

Assessment test results indicate the starting place for students' coursework in English and mathematics as well as in courses that require completion of English and mathematics prior to enrollment. Overall, students' English and mathematics placement scores improved significantly between 2008 and 2014.

In English, the percentage of students who placed into basic skills more than doubled, from 9% in 2008 to 20% in 2014. Similarly, the percentage of first-time students who placed into the transfer level of English more than doubled, from 29% in 2008 to 63% in 2014. The increase in transferable level placements beginning in 2010 is associated with changes in the assessment process used to place students in English.
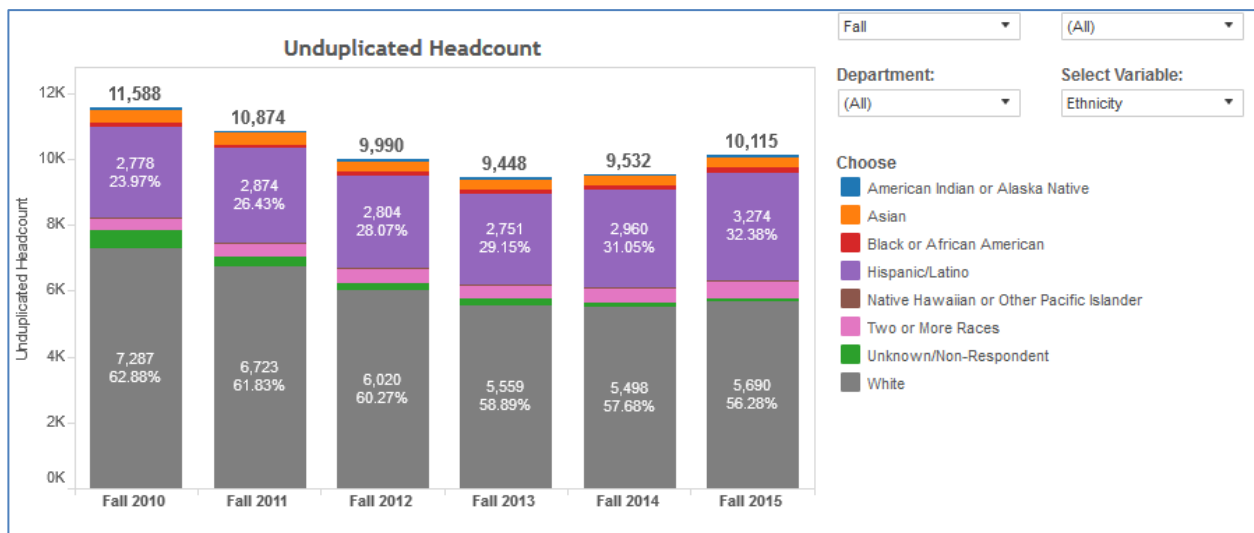
Table 6: Math Assessment Test Completion and Placement

MATHEMATICS	2008 N=1,633	2010 N=1,712	2012 N=1,545	2014 N=1,726
Basic Skills MATH 007 and below	61%	51%	45%	40%
Degree Applicable MATH 123 and 127	37%	28%	29%	33%
Transferable Above MATH 127	2%	21%	26%	27%

Data Summary

In mathematics, the percentage of students who placed into basic skills dropped, from 61% in 2008 to 40% in 2014, while the percentage of students who placed into the transfer level of mathematics increased dramatically, from 2% in 2008 to 27% in 2014. These changes are also associated with changes in the assessment process used to place students in mathematics courses. Placement is now determined by these multiple measures: student performance on the Accuplacer Mathematics Test; past academic achievement including the student's grade in the prerequisite course and overall grade point average; and the time elapsed since the prerequisite course was taken.

Although a larger number of students are now placed into college-level English and mathematics, the rates of student success in these courses are unchanged.

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## Tables 7-8: Student Headcount by Ethnicity

The student population and course sections offered described in the tables are based on the 2014-15 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2009-10.

STUDENT INFORMATION			
Students			14,543
GENDER		**ETHNICITY/RACE**	
Female	52.0%	African American	1.4%
Male	46.7%	American Indian/Alaska Native	0.6%
Unknown	1.3%	Asian	2.6%
AGE		Filipino	1.2%
Less than 20 years old	37.2%	Hispanic	31.8%
20 to 24 years old	31.5%	Pacific Islander	0.2%
25 to 39 years old	21.7%	White	56.0%
40 or more years old	9.5%	Two or more Races	4.7%
Unknown	0.1%	Unknown	1.7%

OTHER INFORMATION	
Full Time Equivalent Students	7,075.0
Credit Sections	2,534
Non-Credit Sections	178
Median Credit Section Size	22
Percentage of Full-Time Faculty	58.0%
Percentage of First-Generation Students	25.4%*
Student Counseling Ratio (FALL 2014)	639:1

* Insufficient data
** No data

Data Summary

We see a large increase in the number of Hispanic/Latino students enrolling at Cuesta College, going from 23.97% in Fall 2010 to 32.38% in Fall 2015. Cuesta College has also been named a Hispanic Serving Institution (HSI).

Table 9: Student Enrollment Across College Sites
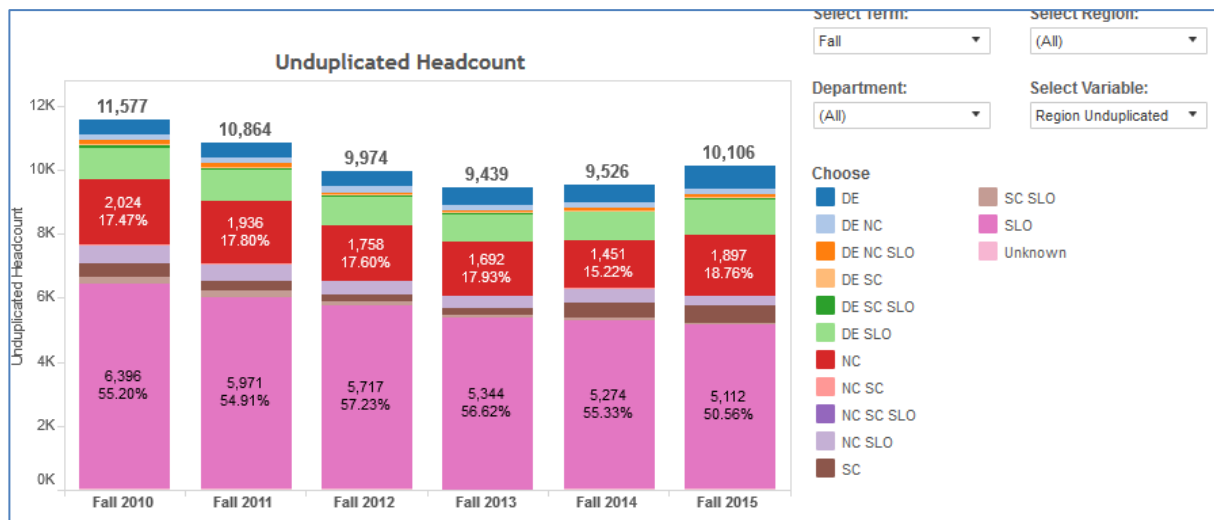
Data Summary

There has been an increase in the number of students choosing distance education courses and attending courses at the South County Center (this is due to the expansion of courses offerings in South County). There has also been a decrease in the number of students taking courses in San Luis Obispo.

Table 10: Issues Affecting Academic Performance

National College Health Assessment

Academic Impacts:

Academic performance, defined as: received a lower grade on an exam, or an important project; received a lower grade in the course; received an incomplete or dropped the course; or experienced a significant disruption in thesis, dissertation, research, or practicum work;

Alcohol use:	%	Gambling:	0.0 %
Allergies:	%	Homesickness:	3.8 %
Anxiety:	%	Injury:	2.8 %
Assault (physical):	%	Internet use/computer games:	12.1 %
Assault (sexual):	%	Learning disability:	9.6 %
Attention Deficit/Hyperactivity Disorder:	%	Participation in extracurricular	
Cold/Flu/Sore throat:	%	activities:	4.1 %
Concern for a troubled friend		Pregnancy (yours or partner's):	0.0 %
or family member:	%	Relationship difficulties:	10.8 %
Chronic health problem or serious illness:	%	Roommate difficulties:	6.7 %
Chronic pain:	%	Sexually transmitted disease/	
Death of a friend or family member:	%	infection (STD/I):	0.3 %
Depression:	%	Sinus infection/Ear infection/	
Discrimination:	%	Bronchitis/Strep throat:	6.2 %
Drug use:	%	Sleep difficulties:	26.3 %
Eating disorder/problem:	%	Stress:	37.4 %
Finances:	%	Work:	24.0 %
		Other:	4.7 %

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Data Summary

Students were surveyed and asked to identify areas that affected their academic performance. The most common were anxiety, sleep difficulty, stress, work, depression, and the common cold.

Table 11: Student Engagement and Support

		Community College Survey of Student Engagement - Cuesta College 2016					
		Your College		Large Colleges		2016 Cohort	
	Responses	Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize each of the following?							
9b. Providing the support you need to help you succeed at this college	Very little	13	1.7	5,356	4.7	19,209	4.5
	Some	160	21.1	24,246	21.4	87,518	20.6
	Quite a bit	316	41.6	45,084	39.8	168,911	39.7
	Very much	270	35.6	38,615	34.1	149,375	35.1
	Total	760	100.0	113,301	100.0	425,013	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	125	16.5	17,700	15.7	66,711	15.7
	Some	245	32.5	32,859	29.1	125,427	29.6
	Quite a bit	217	28.8	34,192	30.3	127,432	30.1
	Very much	168	22.3	28,197	25.0	104,079	24.6
	Total	755	100.0	112,948	100.0	423,649	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	230	30.5	42,588	37.7	155,660	36.7
	Some	294	39.0	37,160	32.9	140,452	33.1
	Quite a bit	160	21.2	20,771	18.4	79,064	18.7
	Very much	70	9.3	12,453	11.0	48,652	11.5
	Total	754	100.0	112,973	100.0	423,828	100.0
9e. Providing the support you need to thrive socially	Very little	192	25.5	29,520	26.2	106,074	25.1
	Some	297	39.4	42,118	37.4	157,736	37.4
	Quite a bit	191	25.3	26,611	23.7	101,901	24.1
	Very much	74	9.8	14,217	12.6	56,340	13.3
	Total	755	100.0	112,465	100.0	422,050	100.0
9f. Providing the financial support you need to afford your education	Very little	130	17.2	24,840	22.1	88,517	20.9
	Some	239	31.6	29,773	26.4	110,997	26.2
	Quite a bit	235	31.1	29,209	25.9	112,794	26.7
	Very much	152	20.0	28,824	25.6	110,718	26.2
	Total	756	100.0	112,646	100.0	423,026	100.0
Item 13.1: How often do you use the following services at this college?							
13.1a. Academic advising/planning	Don't know/N.A.	80	10.5	7,933	7.1	28,850	6.9
	Rarely/Never	286	37.5	36,956	33.2	130,703	31.3
	Sometimes	285	37.3	49,249	44.2	189,108	45.2
	Often	112	14.6	17,197	15.4	69,547	16.6
	Total	763	100.0	111,336	100.0	418,209	100.0
13.1b. Career counseling	Don't know/N.A.	134	17.7	21,926	19.8	82,895	19.9
	Rarely/Never	386	51.2	55,436	50.0	208,957	50.2
	Sometimes	178	23.6	25,789	23.3	96,112	23.1
	Often	57	7.5	7,668	6.9	28,388	6.8
	Total	754	100.0	110,820	100.0	416,352	100.0

Data Summary

Students were asked to indicate how much the college emphasized providing support needed to succeed, encouraging contact among students from diverse backgrounds, support needed to thrive, financial support, and how often they used academic advising/planning and career counseling. The results were slightly better in comparison to other colleges for providing support. The results were slightly lower for encouraging diversity and for coping with non-academic responsibilities. The responses were about the same as other colleges in terms of thriving socially, providing financial support, and use of career counseling. The responses were slightly lower for reported use of academic planning.

Table 12: San Luis Obispo County Population

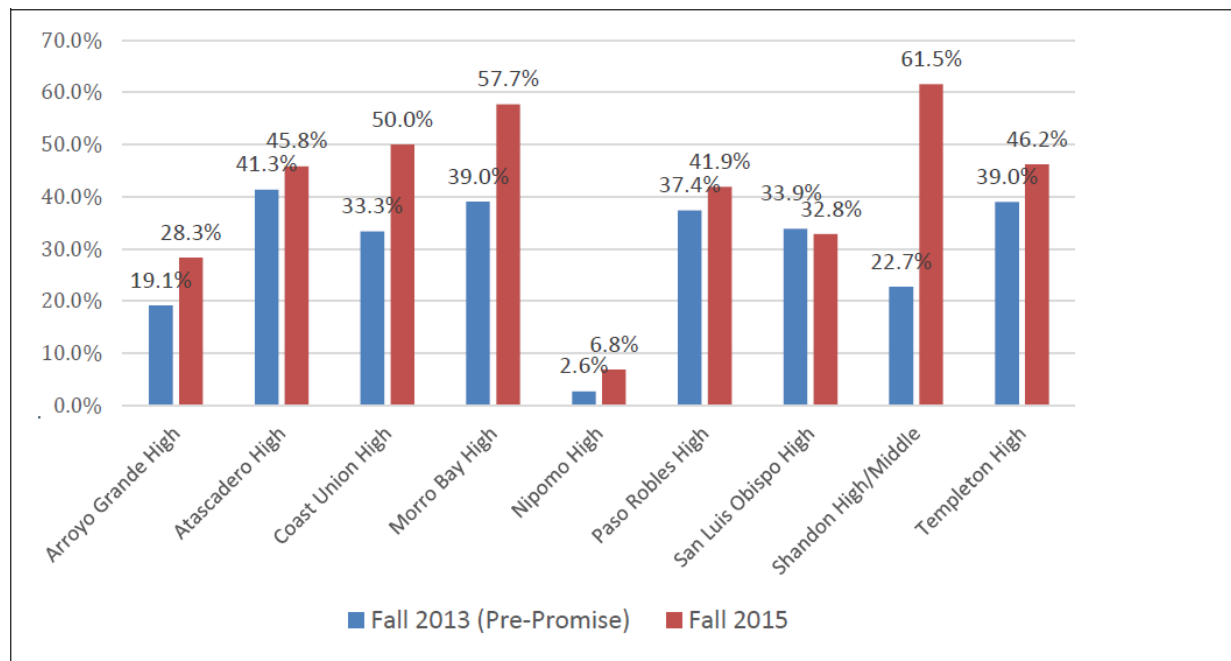|	White		Hispanic		Other Race/Ethnicity		Total
201	191,5	71%	56,426	21%	21,463	8%	269,44
201	190,8	70%	60,391	22%	23,033	8%	274,25
202	192,9	68%	64,827	23%	25,939	9%	283,66
202	194,4	66%	69,578	24%	29,353	10%	293,43

Data Summary

Overall, SLO County is projected to grow slowly, at the rate of .076% each year for the next decade. Population growth in the County is likely to occur primarily in the North County Inland and South County regions. The North County Inland region is forecast to grow 11% between 2015 and 2025, while the South County region is projected to grow 7% in this time period. The Central County region and the North County Coastal region are projected to increase at a slower pace. The Central County is projected to gain approximately 3,600 residents in the next decade while the North County Coastal region is projected to gain a little over 300 residents in the next decade.

SLO County's racial/ethnic makeup is strikingly distinct from the rest of California. Census data from 2010 indicate that California is a "minority majority" state in which non-white residents comprise 61.1% of the overall population, whereas only 30.1% of SLO County residents are non-white. Similar to the state, Hispanics are the largest minority group in the county (21.8%).

Slight shifts are expected to occur over the next decade, with the proportion of residents who identify as white decreasing from 70% in 2015 to 66% in 2025 and those who identify as Hispanic increasing from 22% in 2015 to 24% in 2025. The overall pattern of racial/ethnic groups in the county is projected to be relatively stable over the next decade.

Table 13: Local High School Direct Matriculant Rate

Chart showing Fall 2013 (Pre-Promise) and Fall 2015 direct matriculant rates by high school:

High School	Fall 2013 (Pre-Promise)	Fall 2015
Arroyo Grande High	19.1%	28.3%
Atascadero High	41.3%	45.8%
Coast Union High	33.3%	50.0%
Morro Bay High	39.0%	57.7%
Nipomo High	2.6%	6.8%
Paso Robles High	37.4%	41.9%
San Luis Obispo High	33.9%	32.8%
Shandon High/Middle	22.7%	61.5%
Templeton High	39.0%	46.2%

Data Summary

The capture rate for local high school direct matriculants to Cuesta College has risen in all high schools except for a small decrease in Fall 2015 at San Luis Obispo High School. The largest increase has been with Shandon High School which went from 22.7% in Fall 2013 to 61.5% in Fall 2015. The North Coast also saw large increases with Coast Union going from 33.3% to 50% and Morro Bay High School going from 39% to 57.7%.

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PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

SLO1: As a result of attending and learning about services and policies presented at the Reinstatement Workshop, students will demonstrate changes in behavior by utilizing support services and employing academic policies.

A. Summarize assessment results for program outcomes.

The spring 2016- academic progress/ dismissal workshop survey results are a continuation of the SLO's reported from summer/ fall 2014 thru spring 2015 which were compared and submitted in the 2014- 2015 SLO's Assessment Report. Prior to spring 2016, 140 surveys were collected from workshops held on the San Luis Obispo and Paso Robles north county campus. Results are combined between the two instructional sites.

Surveys were collected during the month of January 2016. Highlights from the data collected are:

Q: #1- Services utilized by students prior to the workshop?
69% sought counseling services
58% had opened their my cuesta portal
43% had assessed in English or math
35% had applied for financial aid
Only 17% shared that they had used tutorial services

Q #2 What is your current academic goal?
Results for spring 2016 shifted away from transfer as a goal to earning a two- year AA/AS degree. Results are:
55% earn a two year degree
48% prepare to transfer
38% take a course I'm interested in

Q #3 Have you met with a counselor to develop an SEP
58% Yes
39% No

Q #6 Following this workshop which of the following are you likely to utilize?
68% develop an SEP
46% apply for financial aid
36% seek tutorial services
28% enroll in academic skills courses
21% seek personal counseling at the health center.

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Q #7 Which behaviors more than one are you likely to have as a result of attending the workshop?

> 65% practice time management
> 65% take more personal responsibility
> 61% meet with my professor
> 41% attend a procrastination workshop
> 34% reduce work hours

A. Describe improvement efforts that have resulted from SLO assessment.

- As a follow up response to past term interventions for students on academic/progress dismissal two noteworthy actions were taken (a) the SSSP staff worked closely with the leadership staff of Cuesta College's student equity program to create a collaborative working relationship. This resulted in SSSP and the reinstatement workshop promoting to students availability and use of the success center support programs and our college success courses.
- Counselor Matthew Lorenzen implemented in 2015-2016 a series of "Success Workshops". Workshops were conducted on the San Luis Obispo and North County Campus. Topics were "time management and overcoming procrastination," "memory and study skills" and "test taking and overcoming test anxiety."
- For 2016-27 these topics will be expanded and workshops will be conducted by the newly hired "academic coaches" who are funded by student equity.

B. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

As a result of our renewed focus to promote the components of SSSP a few of the results in spring 2016 indicate an improvement in these areas:

- Questions #1 results show a shift by students as "sought counseling services," 69%, indicated this compared to 54% in last year's sample; and seeking counseling services ranked first over last year's number one response of "had opened their my Cuesta portal.
- Questions #2 identified a shift in the educational goal set by students. Consistently "prepare to transfer" ranked as number one. The spring results listed "earn a two year degree" as the most popular response.
- It is very timely that our "Success Workshops" were created which lend support to the responses in Question #7 that 65% want to "practice time management," and 41% wished to attend a "procrastination workshop." These two popular responses were developed and implemented in two of our three success workshop topics.
- One of the improvements made possible by our categorical funding in SSSP and Student Equity is our hiring of Enrollment Specialist and Academic Coaches. Managers of these two programs have developed a seamless referral system that will have academic coaches follow up with students on dismissal to promote success services such as; utilization of electronic tutorial programs, tutorial services, attendance at our fall and spring success festivals and forwarding constant contact information to promote a

varied number of support services activities throughout the year.

C. Recommend changes and updates to program funding based on assessment of program outcomes.

- This Student Learning Outcome is not tied to funding source, through it is tied to our MIS collection and to our 3SP annual allocation. The college receives funding based upon services provided to students at these following percentages:
  - o Follow up services (probation/ dismissal) 15%

D. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

N/A

Update:

As of 2016-2017, this Student Learning Outcome has been retired and replaced with the following:

Students on academic probation who receive an intervention during the semester will have a higher term GPA than students on probation who do not receive an intervention.

SLO2: Counselors will contribute to the development and promotion of the Associate Degree for Transfer or ADT to expand the options available to transfer ready students.

A. Summarize assessment results for program outcomes.

- In 2015-2016, the number of ADTs grew from 22 to 24.

B. Describe improvement efforts that have resulted from SLO assessment.

- The Transfer Center Coordinator sends email blast to student who have not yet submitted an ADT degree application, but who reported on their CSU Mentor application that they were earning an ADT, prompting students who were planning to earn the degree to complete the required application.
- Cuesta also successfully participated in the CSU eVerify process which streamlines how CCCs report that their ADT students are on-track to completion of an ADT degree by the end of Spring term. This eliminated the need for students to have to email CSU campuses themselves, which had caused some confusion in past years.

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

- Continued work will be done with curriculum to increase the number of ADTs that are available to students by going through the approval process with the Chancellor's Office.
- "Team ADT" continues to work with instructional faculty to revise/implement and develop futures ADTS. Pending development continues for Film, Television and

Electronic Media.
- Cuesta instructors made efforts to discuss and promote ADTs in the classroom. This was evidenced by the feedback heard from counselors by students who reported that their instructor had told them to obtain information from Counseling about the ADT.
- Scribing for Degree Works began in Spring and Fall 2014 with the input of ADT degree requirements as a first priority. This initial roll out to students focused on students earning the ADTs. Roll out began in April 2015.

D. Recommend changes and updates to program funding based on assessment of program outcomes.

This student learning outcome is not tied to a funding request.

E. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

N/A

Update:

As of 2016-2017, this Student Learning Outcome has been retired and replaced with the following:

Students who declare an Associate Degree for Transfer (ADT) as their program of study and who complete a Comprehensive Student Education Plan (CSEP) will have a higher completion rate than students who do not complete a CSEP.

SLO3: As a result of the implementation of the Student Success and Support Program (SSSP) requirements, students will meet the core components as measured by their participation in assessment, completing an orientation, and developing a Student Education Plan (SEP).

A. Summarize assessment results for program outcomes.

Data for core SSSP services was retrieved from the SSSP Services Detail Argos Report. Service data was pulled by term from Summer 2010 through Spring 2016. This gives us an idea of the overall number of students served per term by service type.
- Assessment: The number of students to complete the placement process in 2014-2015 was 5,626. This year, that number increased to 5,763. The slight increase in the number of students completing the assessment placement process is in part due to buy-in from the local high schools and our collaboration in offering application assistance and assessment testing on-site. This effort increased this year to also include Templeton High School, New Tech High School, Atascadero High School and community and charter schools. Many seniors were directed to apply and assess for Cuesta College even if they were unsure if they would be coming to Cuesta.
- Orientation: The number of students completing the initial orientation (online orientation) slightly decreased. In 2014-2015, 3,674 students completed the orientation. In 2015-2016, 3,486 students completed it. This may be due to our overall decrease in FTES.

22 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
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- Follow-Up Orientation: The number of students completing a Follow-Up Orientation (in-person special population orientation) decreased significantly from 2014-2015 (2,469 orientations) to 2015-2016 (1,443 orientations). This is due to the new local high school priority registration date for Fall 2016. This year it was several weeks later, thus pushing the date of the in-person orientations back several weeks. These orientations will appear in Summer 2016 MIS instead of Spring, which is where they were recorded in 2015. Due to this, we anticipate that the Summer 2016 follow-up orientation number will be much higher than Summer 2015.
- Student Education Plans and Counseling: There is a large jump in the number of counseling services that have been provided since 2014 (17,516 services).

B. Describe improvement efforts that have resulted from SLO assessment.

- We will continue to work with high schools to offer onsite assessment testing. In late Spring 2016, two additional Enrollment Success Specialists were hired to assist students with the getting started process and to support counseling events and activities. In addition, they offer follow-up support to at-risk students and specialize in areas such as AB 540, Foster Youth, Veterans, and DSPS. We will continue to promote online orientation and incorporate the credit ESL orientation into the general student online orientation.
- Several part-time adjunct counselors that will be starting in Summer 2016 as well as one full-time tenure track counselor. As Degree Works (myCuesta Pathway) is implemented, we expect to see a greater number of SEPs done in electronic format and the counseling appointments will be readjusted from 60 back to 30 minutes.
- SARS to Banner integration should take place at the beginning of August. This will assist with reporting of SSSP services and will bring all departments in line with one system (Assessment, Counseling, Transfer Center, EOPS, Calworks, Academic Success Coaches, and Veterans).We currently have a process in place to import DSPS Banner data with SSSP Banner data and will continue to monitor the data.
- Two new programs are being piloted this summer and fall for at-risk students. The Early Start to Cuesta Program and the Zoom First Year Experience Program assist students that placed into basic skills courses, offering a way to accelerate their path to degree applicable and transfer-level coursework.
- An Early Alert System will also be piloted in Fall 2016. This will allow for more direct participation with faculty in connecting students with resources and interventions to help them succeed.

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

- We hope to simplify the steps to enrollment with the Cuesta College website redesign that will allow students to better retrieve information on mobile devices. Videos are being created to break down the pre-registration process into smaller pieces with easy-to-follow instructions.

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- We are also working to augment our library of online student success workshops by updating existing ones and creating additional ones with the latest research on student success strategies.

D. Recommend changes and updates to program funding based on assessment of program outcomes.

N/A

E. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

This outcome is not tied to a funding request, though it is directly tied to our SSSP allocation. The college receives funding based upon services provided to students. The statewide allocation is divided up by service in the following manner:

- *Initial Orientation –10%*
- *Initial Assessment–10%*
- *Abbreviated SEP–10%*
- *Counseling/Advising –15%*
- *Comprehensive SEP–35%*
- *Follow-Up Services (Probation/Dismissal)–15%*
- *Other Follow-Up Services-5%*

Update:

As of 2016-2017, this Student Learning Outcome has been retired and replaced with the following:

Students who complete the matriculation process of assessment/placement, orientation, and an Abbreviated Student Education Plan (ASEP) are more likely to persist than students who do not complete the process.

SLO4: New students who attend the in-person orientation will report being more prepared to make first term course selections after the orientations.

A. Summarize assessment results for program outcomes.
- 98.4% of the student respondents reported being more prepared to make their first term course selection after the orientation.
- Students were very positive in reporting their orientation experience.
- Between 97% to 98% strongly agreed or agreed with the survey items

B. Describe improvement efforts that have resulted from SLO assessment.
- Counselors decided that Spring 2015 orientations would have detailed emphasis on:
    - General education/major course selection;
    - How to register for course, leading to an abbreviated SEP;
    - Understanding how to add/drop/waitlist for classes;
- Edits were made to the templates for AA, CSU and IGETC general education patterns in efforts to bring focus to these requirements. Edits were also made in the "Orientation 2015 Booklet".
- New English and Math courses sequences flow charts were updated placing more emphasis on basic skills courses.
- Edits were made to the scripts that counselors follow when leading an Orientation.

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

   N/A

D. Recommend changes and updates to program funding based on assessment of program outcomes.

   The "Orientation 2015 Booklet" is funded by categorical Student Success and Support (3SP) dollars.

E. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

   N/A

   Update: This SLO was retired after 2014-2015.

SLO5: The Assessment Department will provide students with resources (accessed on the assessment web page) to prepare for the assessment test.

A. Summarize assessment results for program outcomes.

- When looking at the effect of study on placement results, there is only a slight difference in placement results. For English, students did roughly the same whether or not they studied 49.66 (did not study) vs. 49.08 (studied). For math, students who studied scored slightly higher 40 (did not study) vs. 43 (did study).
- When students had been out of a math/English course for more than 18 months (no recency), their English placement results went up slightly with study time. When students studied 6+ hours they scored on average a 55 on the assessment vs. a 47 for students who had not studied. This is also a result of the small sample size for students who had studied 6+ hours. For math, scores went up slightly with study time by anywhere from 2 to 5 points.
- When looking at students who had studied any amount and who did not have recency,

their scores for English did not change (47 in both cases). For math, students scored on average about 2 points higher when they studied any amount for math.

- For students who had English recency, they scored on average 1 point higher when they studied for the assessment. For math, students scored on average 4 points higher when they studied for the assessment.

B. Describe improvement efforts that have resulted from SLO assessment.

- A new test preparation resource was purchased by the Student Equity Program. It is diagnostic and free to all Cuesta students.
- Assessment Services has worked at promoting test preparation resources. The web site was redone for listing student resources and new promotional materials were made. A preview of new test preparation software is also given twice a year at the local high school counseling conference. It is also shared at the annual Foster Youth conference. Promise students are reminded of test preparation as well after completing the admission application.

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

- As part of the Common Assessment Initiative, Cuesta College faculty will need to work with local high school teachers to ensure that curricular expectations are universally understood. Collaboration with the local high schools is signification for proper placement and proper test preparation.

D. Recommend changes and updates to program funding based on assessment of program outcomes.

- We will continue to look at the use of this test preparation tool and research new software if necessary.

E. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

- The cost to the Student Equity Program for test preparation resources is approximately $15,000.

Update: This SLO will be retired after 2016-2017.

IV. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

A. Regulatory changes

Common Assessment Initiative

The Statewide English and math common assessment test is under development and is expected to be piloted in Fall 2017 with 12 colleges. The common assessment will be introduced at Cuesta College as part of the Phase II implementation around Fall 2018. This will necessitate prior local validation with the Math, English and ESL departments. Cuesta College will also need to work closely with Allan Hancock College to assure that placement policies are similar since so many students have both colleges in close proximity.

Early Alert

As a part of the SSSP follow-up component, Cuesta College is exploring the implementation of the SARS-ALRT software.
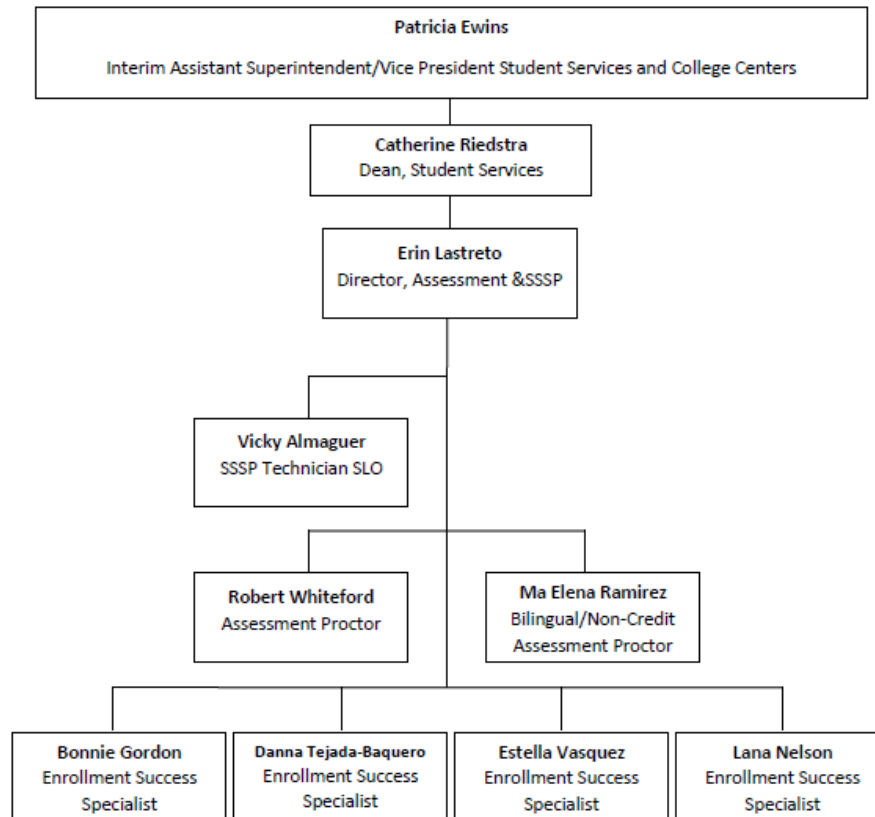
B. Internal and external organizational changes

New organizational charts were introduced for Counseling and Assessment/SSSP:
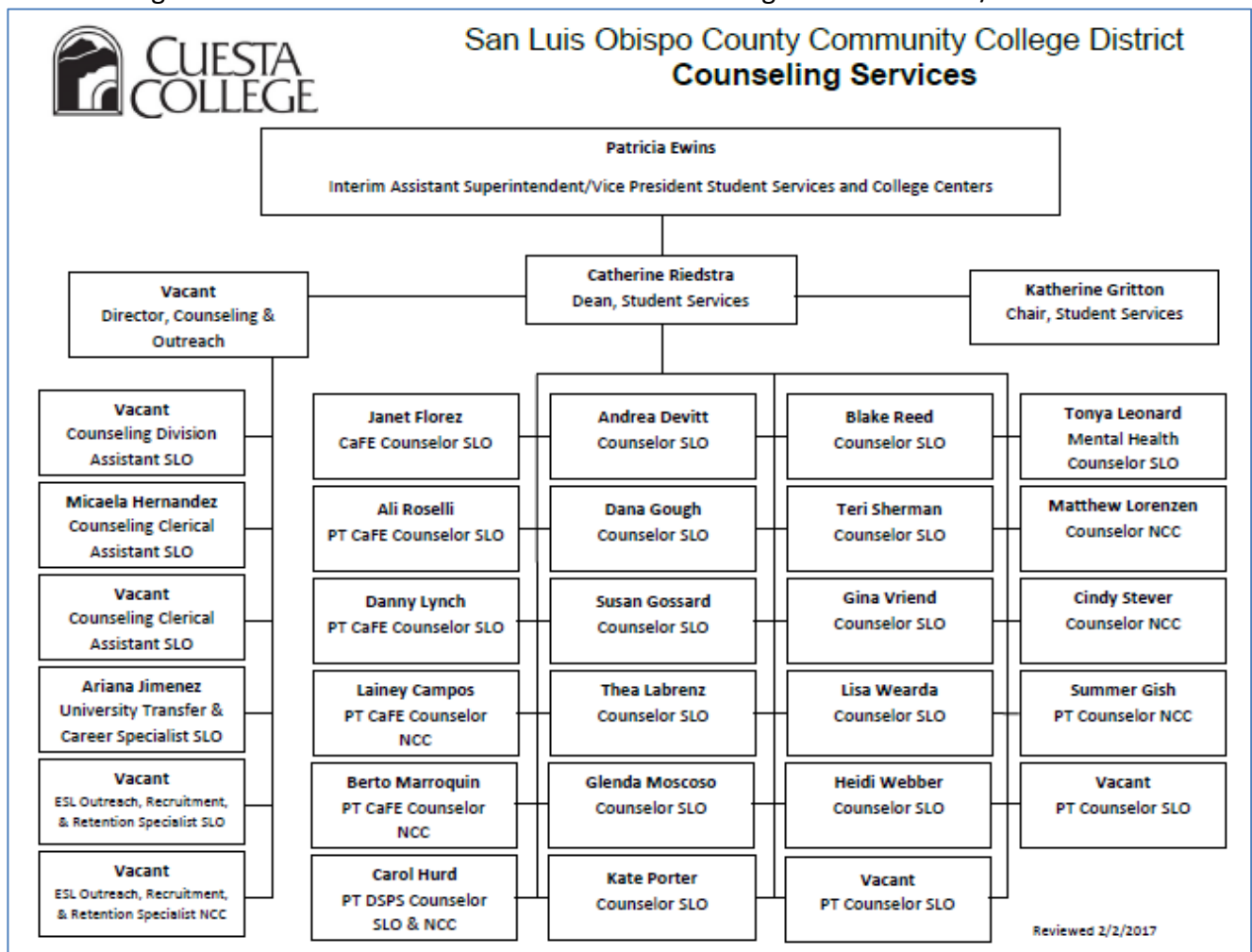
San Luis Obispo County Community College District
Assessment and Student Success & Support Program (SSSP)

Patricia Ewins
Interim Assistant Superintendent/Vice President Student Services and College Centers

Catherine Riedstra
Dean, Student Services

Erin Lastreto
Director, Assessment &SSSP

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SSSP Technician SLO

Robert Whiteford
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Ma Elena Ramirez
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Bonnie Gordon
Enrollment Success
Specialist

Danna Tejada-Baquero
Enrollment Success
Specialist

Estella Vasquez
Enrollment Success
Specialist

Lana Nelson
Enrollment Success
Specialist

California Men's Colony, State Prison
Cuesta College has expanded course offerings available at the State Prison and this academic year, we are offering assessment, orientation, counseling, education planning, and follow-up services on-site.

C. Student demographic changes

Slight shifts are expected to occur over the next decade, with the proportion of residents who identify as white decreasing from 70% in 2015 to 66% in 2025 and those who identify as Hispanic increasing from 22% in 2015 to 24% in 2025. The overall pattern of racial/ethnic groups in the county is projected to be relatively stable over the next decade.

We expect to see a continued increase in the North County Campus as the new buildings are constructed and as that end of the county continues to grow.

D. Community economic changes – workforce demands

N/A

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E. Role of technology for information, service delivery and data retrieval

- **Web site:** The Cuesta College web site will be redesigned to allow for simpler navigation with shorter URLs, better integration with the student web software, and create a mobile-optimized web site for students accessing core services via smart phones and tablets.
- **Student Portal:** The myCuesta portal will need to be updated. The current portal is no longer supported. This change will happen within the next year.
- **E-advising:** These services will be reviewed to ensure that current technology is utilized to meet the needs of distance education students.
- **SARS:** Expansion of SARS will continue to assist with data collection and so that we are able to leverage technology to determine which services elicit greatest success for our students.
- **Degree Works SEP**
  With SSSP regulations it is required that colleges provide students with electronic student education plans. Cuesta College is implementing Degree Works, which will meet this requirement. The Degree Works student education plan will be launched in Spring 2016.

F. Distance Education impact on services

Distance education will continue to grow. With this, our technology must grow in order to continue to provide equitable services to all students, regardless of their location.

G. Providing service to multiple off-campus sites

With the service support gained by hiring the Enrollment Success Specialist and the Bilingual Assessment Proctor, we were able to expand our services to additional off-campus sites. With their support we are now able to provide services on-site at community schools, high schools, and charter schools. The Enrollment Success Specialists and added Assessment Proctor allow us to offer enhanced one-on-one support to our local high school students.

H. Anticipated staffing changes/retirements

- Sabbatical – One full-time tenure track counselor will be on sabbatical in Fall 2017.

V. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

A. Description of forecasted program development and objectives, based on information collected in I-IV

- There will be further piloting of the First Year Experience (FYE)/Learning Community program. It will be open to all students, yet will target underperforming students as identified in the Student Equity Plan. It will be composed of accelerated Math and English classes coupled with student success/career and educational planning from academic counselors, and will also include embedded tutorial support.
- A Student Success Plan serving as a general assessment and problem-solving template will be created for use by departments who provide follow-up services to at-risk students. The plan will be general enough to allow for therapeutic flexibility, allowing for the holistic assessment of student obstacles and the creation of clear, well-defined and measurable goals and action steps, creating a uniform name/code for this activity will streamline the processes and facilitate ease of tracking and continuity of services across settings/departments.
- Probation workshops will be developed to incorporate new technology in a setting that encourages engagement.
- Students who have an end of the term academic standing of probation and/or dismissal will have their participation in success enhancing/follow-up activities tracked to measure their follow through and engagement. Tracked activities will include the Student Success Festival, Student Success Workshops, Career Workshops, tutorial services, counseling services, and others.
- The Cuesta College web site will also be redesigned to allow for simpler navigation with shorter URLs, better integration with the student web software, and create a mobile-optimized web site for students accessing core services via smart phones and tablets. This will also house the Student Success web site mentioned above.
- The will be continued coordination of SARS use across service departments. This will allow for data collection, so that we can not only record MIS, but also record student behavior.
- We will continue to explore the viability of an Early Alert system.
- Degree Articulation that works in conjunction with Degree Works (myCuesta pathway) is critical for students to be able to monitor progress toward their educational goals.

B. Plans for improvement

We will continue to look at statewide best practices for the development of programs and activities that can be implemented to increase student success and engagement. We will build activities around the six success factors that support student achievement: directed, focused, nurtured, engaged, connected, and valued.

C. Support for Institutional Goals and Objectives and Objectives

N/A

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S t u d e n t S e r v i c e s C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
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D. Student and program outcomes evaluation

   N/A

E. Recommendations from external agencies

   Common Assessment Initiative
   We will research the Multiple Measure Assessment Project (MMAP) that is part of the Common Assessment Initiative to study disproportionate impact in the student placement process. It is imperative that we work with English, Math, and English as a Second Language faculty in addition to Allan Hancock College, so that any new adoption of placement practices are properly vetted and validated.

F. New service coordination and collaboration – internal and external programs

   We will continue to work with the California Men's Colony to provide quality core services to students. We will also continue to work with the local high schools to provide a barrier-free pathway to college.

G. Anticipated job description revisions based on program changes

   N/A

H. Staff training/professional development needs

   Additional training is needed in the following areas

   - Use of technology in student success
   - Customer service
   - Common Assessment Initiative (once released)

VI. **OVERALL BUDGET IMPLICATIONS**
   Will be reflected in district planning and budget process

   Narrative
   Counseling and Assessment Services play a major role in the delivery of mandated SSSP components: assessment, orientation, and counseling (educational planning via ASEP and CSEP), and follow-up, which includes persistence of at-risk students. Our ability to deliver on these components is heavily dependent on our ability to maintain staffing and fiscal support from general funds and SSSP categorical funds.

   Technological funding
   The fiscal dollars issued from SSSP allocations have supported: Computers/monitors for assessment/counseling/follow-up; Degree Works (audit/SEP), new college web design, DW server, technical training of staff, assessment lab updates, SARS Anywhere, SARS Trak, SARS

ALRT, projectors, college wireless exapansion, and Smartboards. It is important to stay abreast of new technology trends and leverage this technology in areas where students need the most assistance.

Elements:

A. Personnel

Support Staff and Services
SSSP categorical and General Fund will continue to support faculty and staff in Assessment, Counseling, and SSSP. To implement student success strategies and meet our follow-up service goals for students, we need to expand counseling and support to key at-risk and disproportionately impacted students such as AB540, Zoom, and Probation/Dismissal. We also would like to support the direction of State in developing clear pathways to students with a focus on Career Technical Education.

Positions:
- CTE Counselor, 1.0 FTTT
- At-Risk Counselor, 1.0 FTTT
- Transfer Counselor, 1.0 FTTT
- Athletic Counselor, 1.0 FTTT
- Athletic Counselor, 0.67 FTE
- Basic Skills Counselor, 0.67 FTE
- Non-Credit Counselor, 0.67 FTE
- CMC Counselor, 0.67 FTE
- Zoom Counselor, 0.67 FTE
- Undocumented/AB540 Counselor, 0.67 FTE
- Veterans Counselor, 0.67 FTE
- Outreach Counselor, 0.67 FTE
- Outreach Tech/Specialist, 1.0 Classified
- Outreach Emeritus Tech/Specialist, 1.0 Classified
- Transcript Evaluator - Classified staff position to evaluate non-native transcripts for SEPs, 1.0 Classified
- Career/Transfer Center Assistant NCC, 0.5 Classified
- Student Employee to greet and direct students
- Student Employee to assist in the Transfer Center

B. Equipment/furniture (other than technology)
- Assessment Test Units - Accuplacer
- MBTI/Strong Tests
- Field Trips to Colleges/ Universities
- Giveaways
- Ink/Supplies
- Transfer Guide Booklet

- Coin Operated Copy Machine
- Logo Tent
- Stand-Up Desk
- Headsets
- Phones

C. Technology

The fiscal dollars issued from SSSP allocations have supported: Computers/monitors for assessment/counseling/follow-up; Degree Works (audit/SEP), new college web design, DW server, technical training of staff, assessment lab updates, SARS Anywhere, SARS Trak, SARS ALRT, projectors, college wireless expansion, and Smartboards. It is important to stay abreast of new technology trends and leverage this technology in areas where students need the most assistance.

- Ongoing maintenance and upgrades to DegreeWorks
- Lobby Management System to manage counseling walk-in area
- Probation Module/ Online module to deliver workshops to student on probation
- E-Counseling Software
- Scanners
- Degreeworks Programming
- E-Advising
- E-SARS Programming

D. Facilities
- Transfer Center Open Wall
- Assessment Center Front Office Redesign
- Cubicle in Horseshoe Redesign
- Horseshoe Signage
- Horseshoe Window Replacement
- Water Bottle Stations
- Building Signage

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

DEAN'S/MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program: **Planning Year:**   **Last Year CPPR Completed:**

Unit: **Cluster:**

A. CPPR Pre-Meeting
It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

B. Narrative Analysis of CPPR Sections
Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

- **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**

- **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**

- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**

- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**

- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**

- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**

- **Overall Budget Implications (Required for Student Services/Administrative Services):**

- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

C. Commendations/Considerations:
Please provide a list of commendations and considerations based on the CPPR.

<u>**Commendations:**</u>
Comments in this area summarize how the program has demonstrated its effectiveness.

<u>**Considerations:**</u>
Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

D. Applicable Signatures:

_____   _____

Vice President/Dean   **Date**

_____   _____

Division Chair/Director/Designee   **Date**

_____   _____

Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

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S t u d e n t   S e r v i c e s   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: https://www.surveymonkey.com/r/9JXNBQD

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