Program Title (Office/Department): ORIENTATION, ASSESSMENT & REGISTRATION

Lead Contact Person: Ruth Miller
Team Members: Jeanne Stalker, Loretta Davis Rascon, Yesenia Haro, Vivien Huynh and Stephen Soler

Executive Summary

The Cañada College Welcome Center, Orientation and Assessment/Placement Services and Admission & Records have developed and implemented a program, making the admissions process welcoming, understandable and seamless as the first step in ensuring that each student begins the Student Success & Support Program process by setting education and career goals.

Our program continues to strive for excellence and we are continually complimented on the extra ordinary service provided.

PROGRAM CONTEXT

The Orientation, Assessment and Registration Program supports the following college objectives:

1. **Mission: How does your program align with the college's mission?**

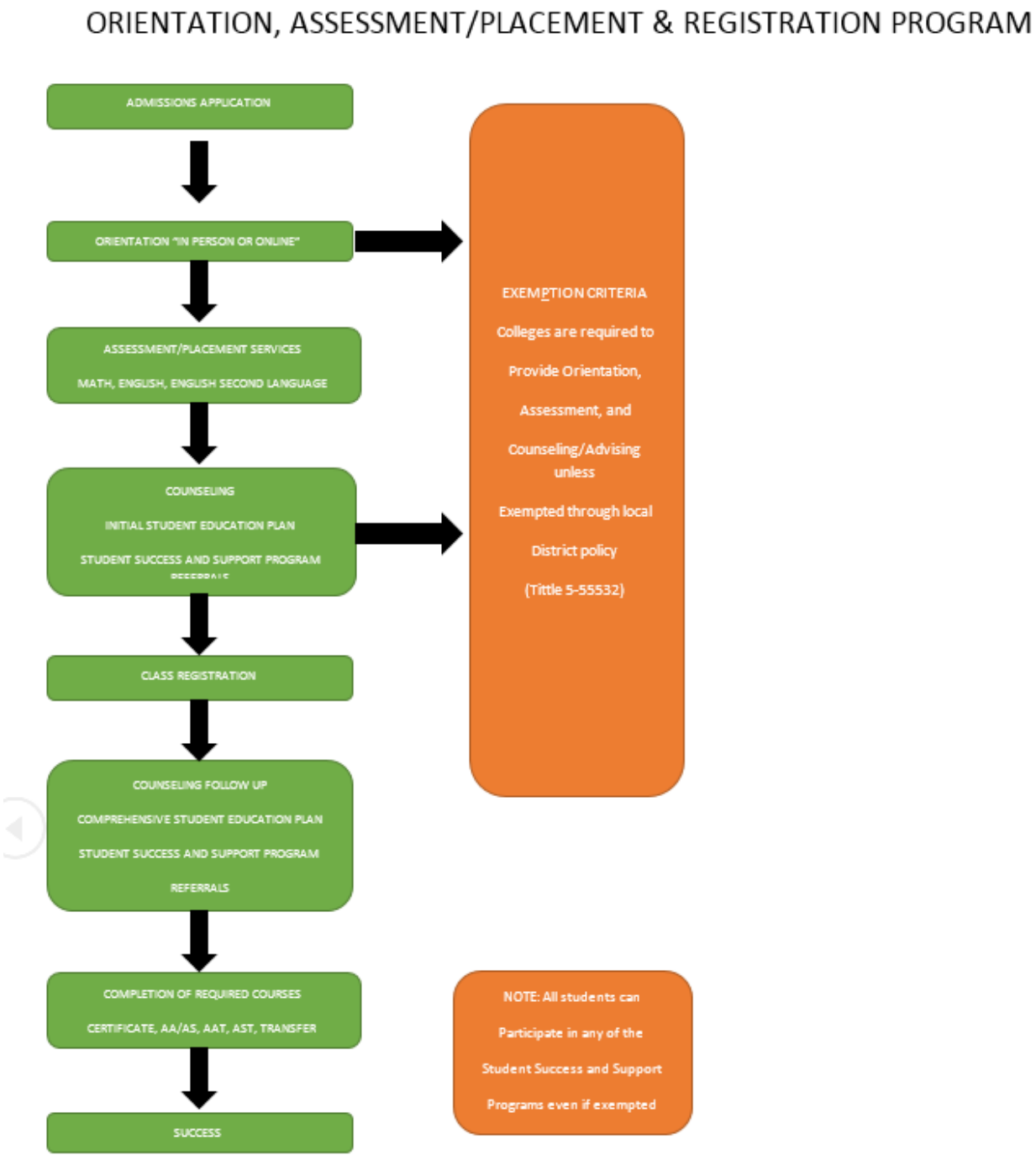
   The Welcome Center, Orientation and Assessment/Placement Services and Registration provides the gateway to each student's participation and utilization of the Cañada College SSSP services. The process provides personal support and information to students as they begin their educational journey towards their career goals.

2. **Program Description**

   The Welcome Center, Orientation and Assessment Services and the Registration Program clearly and concisely communicates the SSSP process and procedures. The Program includes college application, orientation, assessment/placement by computerized testing or multiple measures, academic counseling, and class registration. We provide hands-on computer and website resource support for students. Our annual student contacts are:

Students Served for Calendar Year 2016	
Counseling Appointments 30-Minute Appointments and Drop Ins Scheduled and Checked in at the Welcome Center	11,854
Orientation Students	1,298
Assessment/Placement Students	3,139
Students Registered at CENSUS for Spring 2016	7,092
Students Registered at CENSUS for Summer 2016	3,315
Students Registered at CENSUS for Fall 2016	6,891

The Welcome Center, Orientation and Assessment/Placement Services and the Registration Program provides the core elements of the SSSP as shown in the chart below.



3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.

NOT APPLICABLE

Looking Back 2014-15

4. Describe major accomplishments.

Orientation and Assessment staff implemented the following:

- Developed and created a new on-line Orientation for students unable to attend an in-person orientation.
- Continued to offer a streamlined New Student Orientation presentation with a continued high satisfaction rate of 99%.
- Continued to direct all students registering for Orientation/Assessment to the Assessment Preparation resources on our Cañada College Assessment website, and trained Outreach Campus Ambassadors in showing new, first-time college students where to access the Assessment Preparation resources.
- Continued to recruit students placing in below college level English and Math for our Word and Math Jams.
- Continued proactive support for students by providing a consistent weekly schedule for New Student Orientations including Tuesday Evening, Saturday, and Spanish Orientations to better serve working and Spanish speaking students (HSI). Each student is called the day before to confirm attendance and/or reschedule.
- Supported SSSP by creating and presenting a hands-on training at the computer to teach how to use college online resources vital to student success:
    - Website information
    - WebSMART
    - WebSCHEDULE
    - WebACCESS
    - MY.SMCCD.EDU
- Continued to use the step-by-step Registration Ticket to streamline registration
- Continued to improve the New Student Handbook with step-by-step instructions on using Online Resources, required to be able to register for classes and access information about SSSP Programs. The size of the handbook was enlarged to be more user friendly

- Continued to offer Campus Tours to better acclimate students to the Cañada College campus and trained ASSC students to support tours during PEP

- Recruited Math Jam and Word Jam participants after each Basic Skills Level Math and English class placement and during the New Student Orientation presentation

- Continued to provide annual Math Jam and Word Jam Class Placement Reports of all participants to the Jam coordinators

- Supported Student Success College Tour Field Trips sponsored by Transfer, EOPS and TRIO by providing easy access to the program registration and data to follow up with students to ensure attendance after initial registration

- Updated the main college phone directory

- Was a pilot college for Multiple Measures, MMAP. Served approximately 700 students

5. **Impact of Resource Allocations:** Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction.

   NOT APPLICABLE

Current State of the Program 2015-16

6. **State of the Program**

   A. Describe the current state of the program (include strengths and challenges).

Strengths:

- Efficient, comprehensive and concise Orientation presentation format

- Informative New Student Handbook with a directory of SSSP

- Face-to-face support at the Welcome Center and at the lobby computers for all aspects of the application, orientation, assessment, class registration, fee payment, financial aid, and scheduling of Counseling appointment for initial and comprehensive SEP

- Experienced, knowledgeable and resourceful staff
- Hired new full time OAII to support Orientation, Assessment/Placement and Welcome Center
- Removed barriers through multiple measures allowing placement into college level coursework using high school transcripts, GPA and course grades as critria
- Participated in the Proactive Registration event for basic skills students. Below is the data for the most recent Proactive Registration event:

Courses that attended Proactive Registration			
Sections of Math	11	# of Students in Math	299
Sections of English	8	# of Students in English	179
Sections of ESL	7	# of Students in ESL	203
Sections of Reading	1	# of Students in Reading	25
		Total Count	706
		Total students (unduplicated)	**631**

SARS DATA		(came to event, based on SARS data)
Basic Skills Students	352	56%
ESL or Other Students	141	
# of Students Served	**493**	
B Skils did not attend PR	*279*	44%

This data is only for the **352** students that attended AND are in a Basic Skills course that participated in the Proactive Registration event.

Student enrollment before Proactive Registration (out of 352)

# of students registered	**176**	50%
# of total units	1,833.00	

Student enrollment after Proactive Registration (out of 352)

# of students registered	**311**	88%
# of total units	2,875.50	

Increased by:	**38%**
	1,042.50

NEW

Student enrollment: Spring 2017 as of Jan 18, 2017

# of students registered	**335**	95.17%
# of total units	2,928.00	

Increased by:	**45%**
	1,095.00

NEW

This following data is only for the **279** students that did NOT attend AND are in a Basic Skills course that participated in the Proactive Registration event.

Student enrollment before Proactive Registration (out of 279)

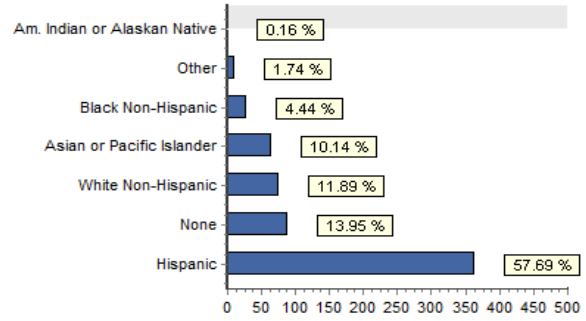
# of students registered	**137**	49%

Student enrollment: Spring 2017 as of Jan 18, 2017

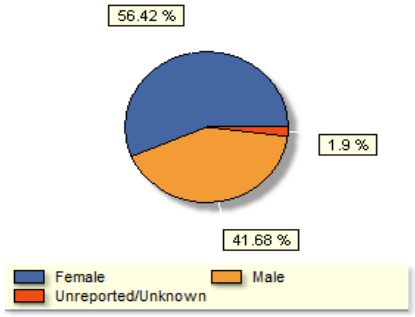
# of students registered	**198**	71%

Increased by:	**22%**

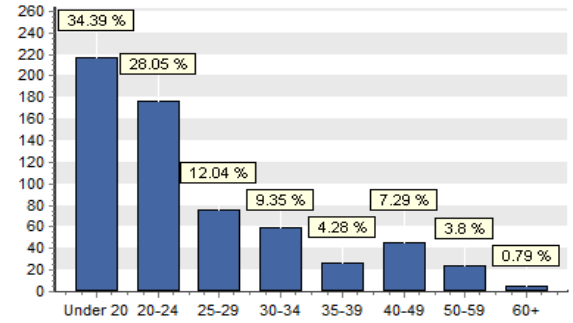
Student Ethnicity



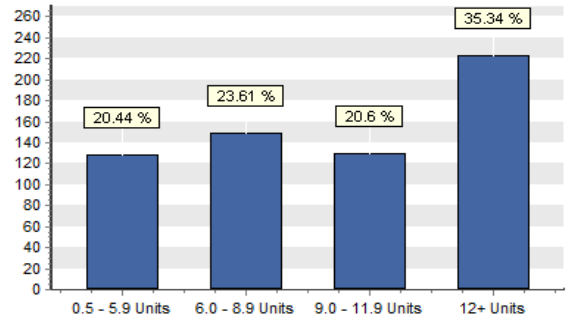
Student Gender



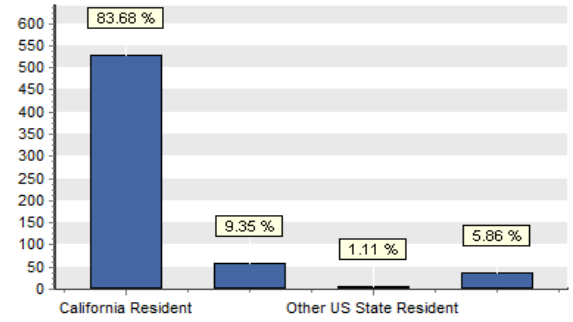
Student Age Groups



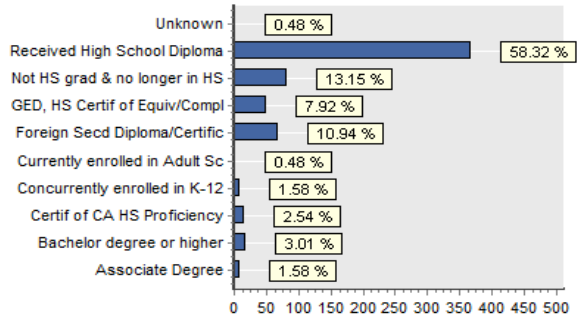
Full-time vs. Part-time



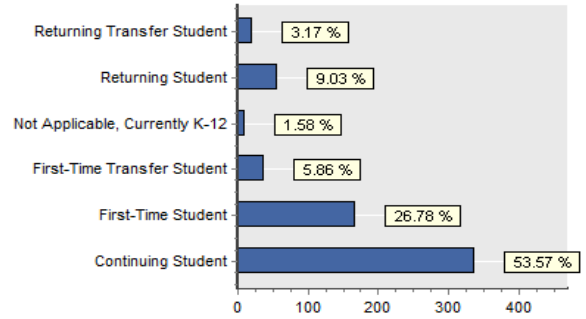
Student Residency



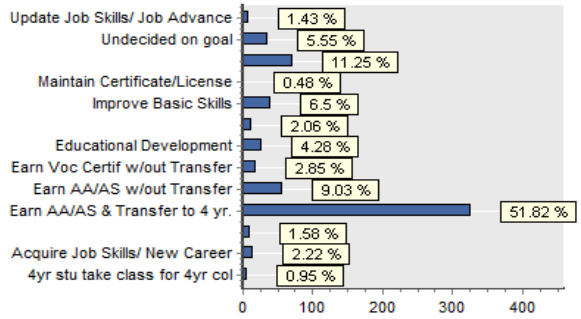
Education Level



Student Enrollment Status



Student Educational Goals



Opportunities:

- Once our retention specialist position is filled our plan is to continue to increase intrusive student follow-up through counseling services. Staff will contact each student to set up a second 30-minute appointment with a counselor to create a comprehensive student education plan with referral to appropriate campus SSSP services

Challenges:

- Students completing required actions to attend Orientation, Assessment, and Counseling appointments, and completing class registration in a timely manner to ensure availability of the classes on their SEP

- To increase the number of students that take advantage of their priority registration

- Due to the delay of the Common Assessment Initiative and the sunset of Compass, Cañada College had to develop and implement various placement methods in a short period of time

Accomplishments:

- Cañada devloped and implemented new assessment/placement options. IE: MMAP, Guided Self Placement, Self Guided Placement and Accuplacer and ALEKSPPL computerized testing instruments

- Increased follow up with first-time college students to ensure they return for their second counseling appointment to declare their major/career goal and create their comprehensive long-term, multi-semester SEP

- Revised resource presentation from PowerPoint presentation to an interactive hands-on demonstration of the Website, WebSMART, WebACCESS, Canvas and WebSCHEDULE in addition to the set-up of each student's my.smccd.edu email account

- Provided an explanation to each student completing the Math, English and/or ESL assessment/placement test about their Cañada College class placement, explaining which classes are remedial, basic skills level, college-level and/or transferrable to a four-year college. This follows each assessment session including all math and word jams

- Provided additional Middle College only testing sessions on Saturdays through February and March

- Staff provided excellent customer via phone, in-person and email to approximately 20,000 student contacts

B. What changes could be implemented to improve your program?

- Offer additional PEP sessions for Sequoia Union High School District.
- Offer in-person orientation presentations to students at Half Moon Bay, Pescadero, EPAA and Redwood high schools to provide easier access
- Offer on-line orientation in addition to in-person orientation sessions throughout the registration periods which include evenings and weekends allowing for easier access for students
- Continue to remind students to register for Summer and/or Fall classes in the Summer/Fall 2017 New Student Orientation
- Developed a process for MMAP to notify counselors and students of placement results: After reviewing transcripts which accompanied each Alternate Placement form, reason codes were entered into SARS along with a message stating each student's placement, a placement code for English and/or Math was entered into BANNER allowing registration to take place. Students were notified of their results of the outcome either in person, by email or phone call
- Develop pilot program for the fourth tier of CBET students. The pilot program targets students transitioning to the main campus by providing an orientation and an overview of services available
- Have reached out to the Entrepreneur Club "Snack Attack Cart" to be available during evening and weekend sessions

7. Service Area Outcomes (SAOs) Assessment and Student Learning Outcomes (SLOs) Assessment

A. State your current year SAOs and SLOs.

SAO 2015-16

1. Enhance student satisfaction of the Cañada College Orientation, Assessment and Registration Program after attending the Orientation session.
2. Increase Non-Exempt New Student Registration from 55% to 60% (This SAO was based on the pipeline data which will not be available for summer/fall 16 until March of 17)

SLO 2015-16

1. Students will improve their knowledge of SSSP campus and online resources, showing improvement from the New Student Orientation Pre-Survey to the New Student Orientation Post-Survey by a 10% increase in knowledge

2. Students will understand that they are able to register for Summer and/or Fall classes following the Summer and/or Fall New Student Orientation

B. Describe your program's SAO Assessment Plan

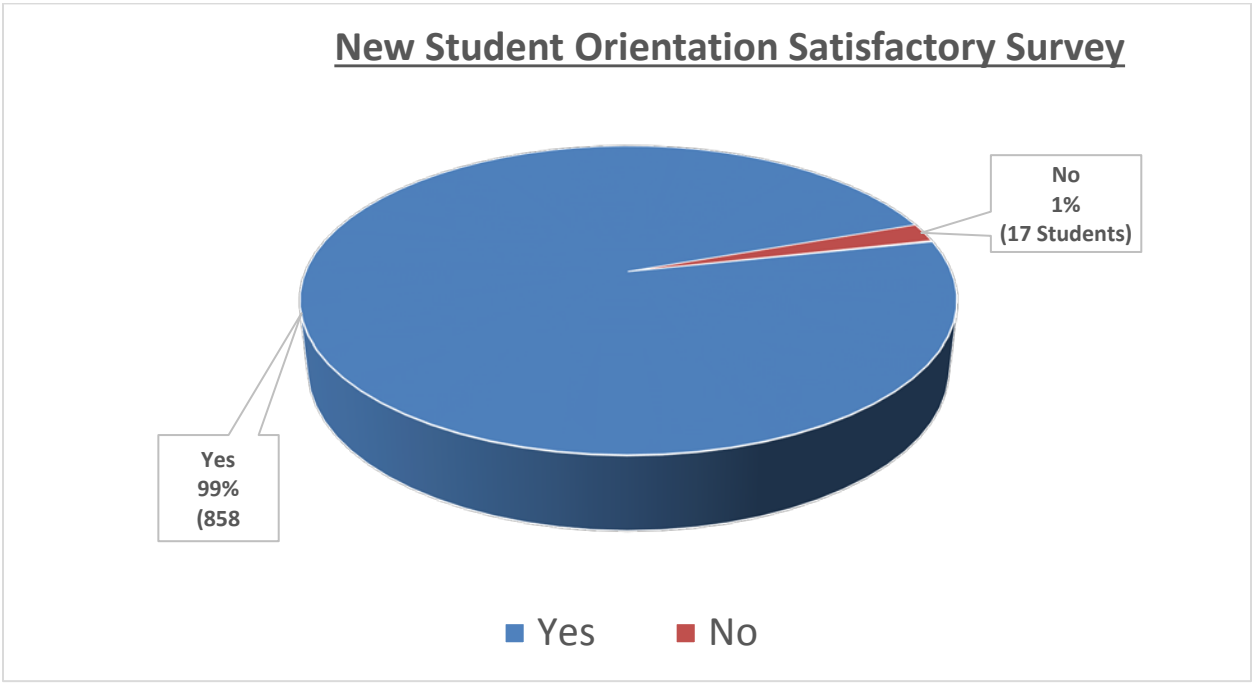
SAO Assessment:

1) At the end of each Orientation students complete a New Student Orientation Satisfaction Survey. Suggestions are collected from the survey and are implemented for future orientations.

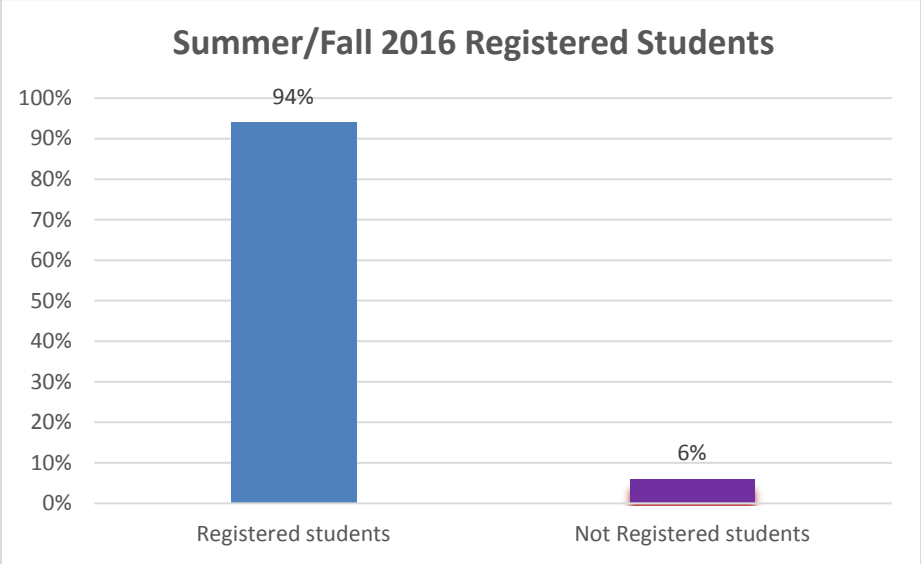
2) Send follow up letter periodically to remind students to register for Summer and/or Fall classes after initial non-exempt welcome letter.

C. Summarize the findings of your program's SAO Assessments

1) From the sampled selection of students who completed the satisfaction survey 99% of the students responded positively.



2) From the sampled selection of students who completed orientation, assesment and counseling, 94% of the students registered for either Summer and/or Fall classes.



What are some improvements that **have been**, or can be, implemented as a result of SAO Assessment?

Hired a full time Office Assistant in July 2016 to assist with Orientation, Assessment and to back up the Welcome Center. This position assists with all areas of the SSSP

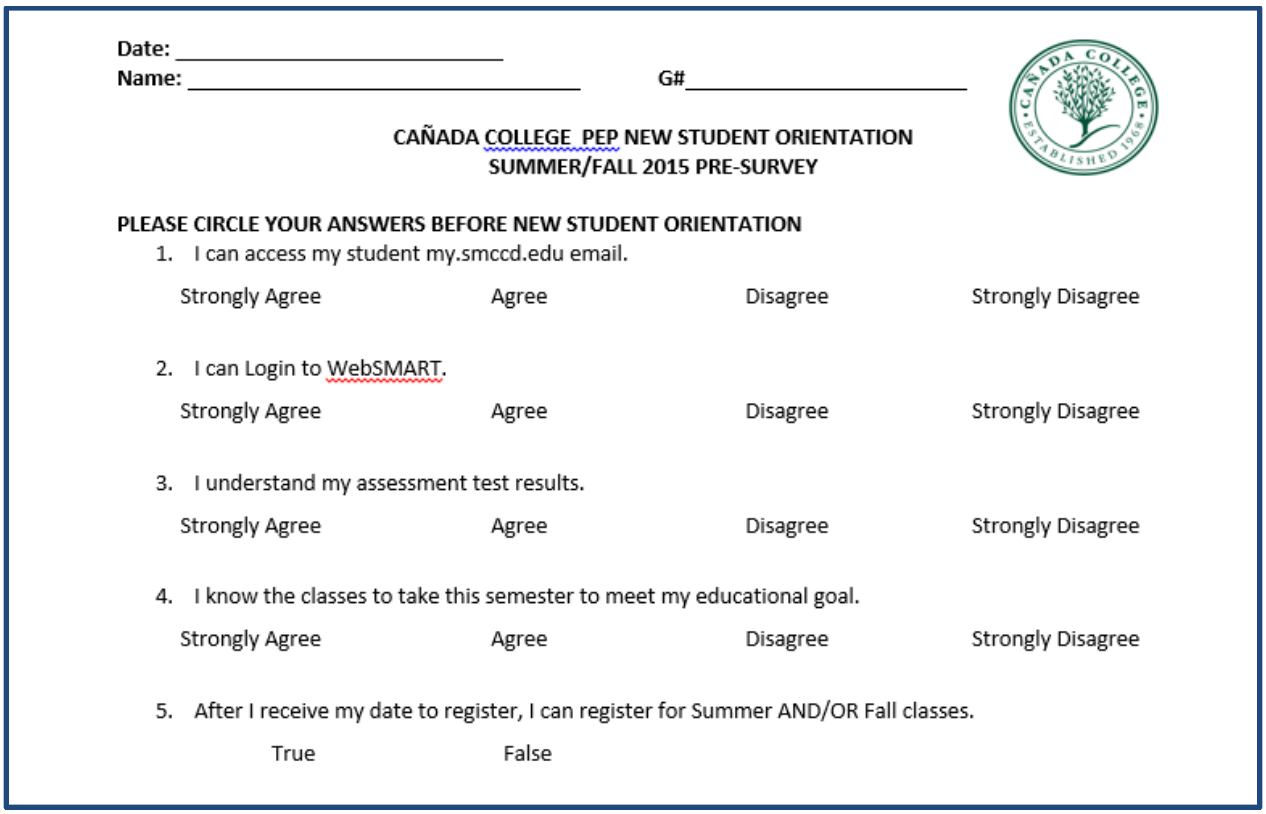
We've installed a 3rd computer work station at the Welcome Center which provides more efficiency when serving students, staff, faculty and the general public

We continue to revise our Welcome Letters to all incoming students to encourage their early registration

D. Describe your program's SLO Assessment Plan.

SLO Assessment: Staff administers a pre and post-survey to measure the New Student Orientation attendees' increase of knowledge in the following areas:

PRE-SURVEY



Date: _____

Name: _____ G#_____

CAÑADA COLLEGE PEP NEW STUDENT ORIENTATION
SUMMER/FALL 2015 PRE-SURVEY

PLEASE CIRCLE YOUR ANSWERS BEFORE NEW STUDENT ORIENTATION

1. I can access my student my.smccd.edu email.

   Strongly Agree Agree Disagree Strongly Disagree

2. I can Login to WebSMART.

   Strongly Agree Agree Disagree Strongly Disagree

3. I understand my assessment test results.

   Strongly Agree Agree Disagree Strongly Disagree

4. I know the classes to take this semester to meet my educational goal.

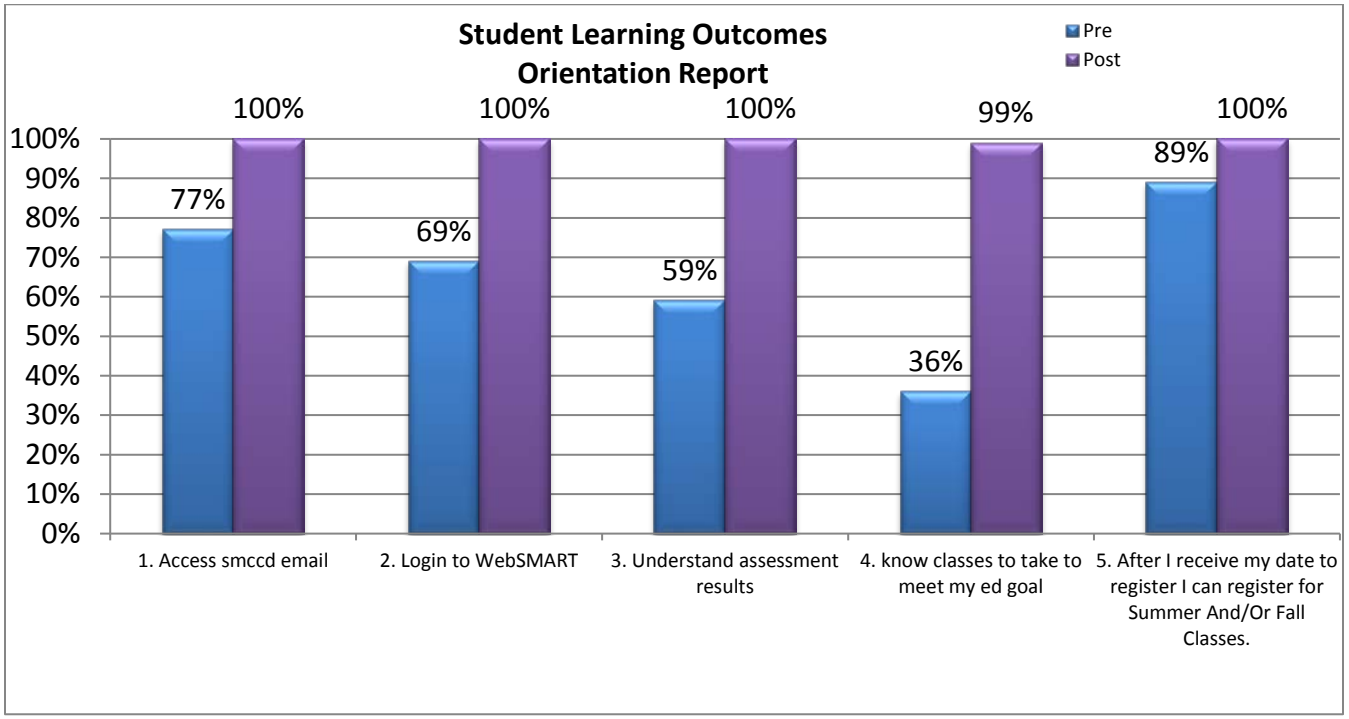
   Strongly Agree Agree Disagree Strongly Disagree

5. After I receive my date to register, I can register for Summer AND/OR Fall classes.

   True False

E. Summarize the findings of your program's SLO Assessments.

RESULTS



Looking Ahead 2016-17

State your SAOs and SLOs for the next review cycle.

In the table, describe how you will you address identified opportunities for improvement.

SAO Enhance student satisfaction of the Cañada College Orientation, Assessment and Registration Program after attending the Orientation session.	**Action Plan** Satisfaction Survey Implement suggestions from the Satisfaction Survey	**Timeline** 2016-17	**Responsible Party** Jeanne Stalker, Loretta Davis Rascon, Yesenia Haro, Stephen Soler	**Resources Required** N/A

SAO Increase Non-Exempt New Student registration for sampled students from 94% to 96%	**Action Plan** Send follow up letter periodically to remind students to register for Summer and/or Fall classes after initial non-exempt welcome letter.	**Timeline** 2016-17	**Responsible Party** Ruth Miller	**Resources Required** N/A

SLO Students will improve their knowledge of SSSP campus and online resources, showing improvement from the New Student Orientation Pre-Survey to the New Student Orientation Post-Survey by a 10% increase in knowledge.	**Action Plan** Staff administers a pre- and post-survey to measure the New Student Orientation attendees' increase of knowledge in the following areas:	**Timeline** 2016-17	**Responsible Party** Jeanne Stalker, Loretta Davis Rascon, Yesenia Haro, Stephen Soler	**Resources Required** N/A
SLO Students will understand that they are able to register for Summer and/or Fall classes following the Summer and/or Fall New Student Orientation.	**Action Plan** Continued use of true/false question to the Pre- and Post-Orientation Survey about when to register for Summer and/or Fall classes.	**Timeline** 2016-17	**Responsible Party** Jeanne Stalker, Loretta Davis Rascon, Yesenia Haro, Stephen Soler	**Resources Required** **N/A**

Resources Required: Hourly Personnel

8. Personnel:

A. List new or replacement positions you anticipate requesting. Identify the term (fall or spring) and year in which you anticipate submitting the staffing request.

NOT APPLICABLE

B. Include links to new position request documents:

9. Non-Instructional Equipment:

A. Provide a list of all equipment needed. To be funded, requests must include all the required purchasing information.

Item name	New/Repair/Replacement	Vendor	Catalog number	Unit Price	# Needed	Justification	Contact
	Assessment Partition Dividers			82	1 Package	To ensure privacy for our test takers.	
	LED Display for 9-110			12,669	1	To provide a clear high quality oreintation for students.	
	Printer/Reader			13,001	1	Need to access and print out old student records.	
	Dell Latitude Ultrabook			1,298	1	To better serve our students on and off campus using a lap top.	

B. Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs?

NO

10. Information Technology

A. Provide a list of all software and hardware needed. Include the required purchasing information and/or desired capabilities. **(Kim Lopez to provide details)**

Item name	New/Upgrade	Vendor	Catalog number	Unit Price	# Needed	Justification	Contact

B. Will additional space be needed to accommodate the requested equipment? **NO**
C. Will the requested equipment require maintenance agreements and or support personnel? **NO** If so what are the projected costs?

11. Facilities: Identify your program's facility needs (custodial services, maintenance, remodeling, or new construction) and provide a brief explanation/justification. Identify if the needs address ADA, safety, or utility concerns.

NOT APPLICABLE

12. **Professional Development:** What professional development is needed to strengthen your program? Why? How will the professional development benefit the college?

    Describe professional development requests for next year.

    - Annual Accuplacer Conference
    - Participation in California Community College Chancellor's Office Assessment Task Force
    - CACCRAO Conference
      Provided a broad overview and specific details regarding the administration of the California Community College Registrar and Admissions Office
    - WAVES Conference
    - CCCAA – California Community College Assessment Director's Group

13. **Research:** Identify your program's specific research needs. Why is the research needed?

    Assistance from our Research Office to collect most important data to show the effectiveness of our programs.

14. **Funding:** Describe any projects that your program would like to pursue that are currently unfunded or not fully funded. Why is the funding required?

    PEP our Priority Enrollment Program, which is our main outreach event for our local feeder high schools, is a shared activity between Outreach and Orientation/Assessment. Given the fact that for several years Financial Aid has provided funding for food and now are no longer able to do so, we are requesting $2,000.00 to provide either a lunch or dinner including a beverage for the students who are on our campus completing the SSSP components.

    The Admissions and Records Office is in need of funding ($10,000) for "hourly" for the registration period, 1 week before the beginning of term through 1 week after the late registration period, to better assist the students. This is a high peak period, and having "hourly" would assist the office, with backing-up counter and phones, and other projects. During the high-peak period, the office staff have urgent deadlines, such as official transcript/ IGETC/CSU certifications, different petitions related to registration, graduation evaluations, final grade issues, which makes it difficult to keep on schedule when it's so busy. The Admissions and Records has always had "hourly", but during the "fiscal down-times", the funds were cut back, and eventually removed all together. Our sister schools, CSM and Skyline have always had "hourly" during the registration period. In addition, having "hourly" also reduces the "overtime" given during this time to assure students are helped in a timely manner.