

1 = not implemented; 2 = planning but not implemented; 3 = implemented but not results noted;  
 4 = positive results reflecting successful implementation; 5 = goals met or exceeded.

## Work Plan Enrollment Management Assessment

Purpose	Review Check Points	Self-Test
<b>I. Marketing &amp; Outreach</b> The purpose of this assessment area is to determine how well the college conveys its message and how well coordinated (efficient) the cross-campus recruitment efforts are in achieving institutional recruitment efforts.  Misrepresenting the college to prospects is the first potential reason a student will become disillusioned and decide to leave.	<b>Step #1 Marketing Brochure(s)</b>	circle one 1 2 3 4 5
	<b>Step #2 Message Effectiveness</b>	1 2 3 4 5
	<b>Step #3 Web Site Ease and Clarity</b>	1 2 3 4 5
<b>II. Recruiting</b> This assessment area examines the effectiveness of the recruitment efforts.	<b>Step #4: Recruiters Effectiveness</b> Determine how well the college: <ul style="list-style-type: none"> <li>○ allocates its resources to maximize returns;</li> </ul>	circle one 1 2 3 4 5
	<b>Step #5: Identifying Target Populations</b> <ul style="list-style-type: none"> <li>○ uses research to identify viable target populations;</li> </ul>	circle one 1 2 3 4 5
	<b>Step #6: Cross Campus Coordination</b> <ul style="list-style-type: none"> <li>○ coordinates cross-campus recruitment efforts;</li> </ul>	circle one 1 2 3 4 5
	<b>Step #7: Campus Visits</b> <ul style="list-style-type: none"> <li>○ utilizes on-campus visits and special events; and</li> <li>○ incorporates the alumni, corporate interests, and other organizations that should logically be considered sponsors?</li> </ul>	circle one 1 2 3 4 5



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**Work Plan  
Enrollment Management Assessment**

Purpose	Review Check Points	Self-Test
<p><b>III. Financial Aid</b> Effective utilization of institutional funds for awarding merit aid is becoming a strong determinant in the recruitment process.</p>	<p><b>Step #8: Aid Formula</b></p> <ul style="list-style-type: none"> <li>○ Are institutional funds shifted from need based awarding methodology to merit or discounting tuition strategies?</li> <li>○ Are nontuition awards (dorm space) considered in the awarding process?</li> <li>○ Are other than merit scholars considered in the awarding process—2.5 to 3.0 GPA?</li> <li>○ Is financial aid used as a recruiting tool or a reward for showing up?</li> </ul>	<p><b>circle one</b></p> <p><b>1 2 3 4 5</b></p>
<p><b>IV. Admissions</b> By assessing admission criteria practices, it will be possible determine which students are statistically “at risk.”</p>	<p><b>Step #9: Identifying “At Risk” Students</b> Review of admission standards will allow the institution to determine which block of students should be monitored and assisted to achieve improved retention results.</p> <ul style="list-style-type: none"> <li>○ Placement Testing</li> <li>○ High School GPA</li> <li>○ class ranking</li> </ul>	<p><b>circle one</b></p> <p><b>1 2 3 4 5</b></p>
<p><b>V. Advising &amp; Placement</b> Effective retention processes are usually a function of how proactive the academic advising efforts are for the incoming students—freshmen and transfer.</p>	<p><b>Step #10: Advising “At Risk” Students</b> Early advising of “at risk” students is the corner stone of proactive retention programs.</p> <ul style="list-style-type: none"> <li>○ Front load services and programs for students who fit the dropout profile—even before they know they need it</li> </ul>	<p><b>circle one</b></p> <p><b>1 2 3 4 5</b></p>
	<p><b>Step #11: Timely Remediation</b> What special steps and programs are available to work with “at risk” students before they get into academic trouble?</p> <ul style="list-style-type: none"> <li>○ Special steps and programs to work with at-risk students before they get into difficulty – 3rd week</li> </ul>	<p><b>circle one</b></p> <p><b>1 2 3 4 5</b></p>
	<p><b>Step #12: Early Warning Processes</b> How proactive are the Advisors in identifying “at risk” students?</p> <ul style="list-style-type: none"> <li>○ What is the criterion?</li> <li>○ Is institutional research criteria used?</li> </ul>	<p><b>circle one</b></p> <p><b>1 2 3 4 5</b></p>

**Work Plan  
Enrollment Management Assessment**

Purpose	Review Check Points	Self-Test
	<b>Step #13: Special Student Advising</b> Identify special mentoring and advising opportunities for special students: ○ Honors, international, band, athletic, etc.	<b>circle one</b>  <b>1 2 3 4 5</b>
<b>VI. Nontraditional Student Programs</b> Many colleges are experiencing growth in the nontraditional student area. These students require different services and have different needs.	<b>Step #14: Transfer Students</b> How well does the college track and community college and transfer students?	<b>circle one</b>  <b>1 2 3 4 5</b>
	<b>Step #15: Weekend &amp; Evening Students</b> Determine if nontraditional student programs and services adequately meet the needs of the students.	<b>circle one</b>  <b>1 2 3 4 5</b>
<b>VI. Career Counseling</b> This often overlooked area of advising typically begins too late to provide retention related incentives to stay in college.	<b>Step #16: Integrated Advising</b> Determine if college programs supports early and effective career counseling to provide incentives for all students to remain in college.	<b>circle one</b>  <b>1 2 3 4 5</b>
	<b>Step #17: Alumni Interface</b> How well is the Alumni Association integrated into the Career Development programs?	<b>circle one</b>  <b>1 2 3 4 5</b>
<b>VII. Process Friendly Environment</b> Learning to navigate the confusing college campus environment can be a daunting experience that results in delayed requests for assistance.	<b>Step #18: Process Steps</b> Are key student transaction processes student “friendly” (ease in finding offices).	<b>circle one</b>  <b>1 2 3 4 5</b>
<b>VIII. Student Life</b> An active and meaningful campus calendar is important for establishing student connections and desire to stay on campus.	<b>Step #19: Student Development Efforts</b> Assess the social and special needs efforts of the weekend and off-hours programs.	<b>circle one</b>  <b>1 2 3 4 5</b>
<b>IX. Institutional Research</b> This is an assessment of the college’s ability to provide timely and relevant retention information. These research standards are mentioned and assessed at various points of the diagnostic review noted in Steps #1 through #20.	<b>Step #20 Monitoring Institutional “Kick Points”</b> <ul style="list-style-type: none"> <li>• <b>Characteristics of “at risk” students</b></li> <li>• <b>Adequacy of placement testing</b></li> <li>• <b>Effectiveness of remedial courses (math and writing)</b></li> <li>• <b>Retention of traditional and nontraditional students</b></li> <li>• <b>Identification of “gate keeping” instructors</b></li> </ul>	<b>circle one</b>  <b>1 2 3 4 5</b>

Enrollment Management requires a comprehensive approach that emerges through the academic culture of the college. Effective enrollment management is a shared responsibility for integrated institutional planning, the implementation of key performance indicators, as well as research and evaluation that look to the quality of the institution. Enrollment management is at the core of the college because enrollment management is about enhancing the quality of the education of students. Enrollment management is far more than attracting students to the college. Enrollment management is also about retaining and graduating those students. Successful retention is a complex problem with no easy to find solution. However, retention must be based on raising the quality of teaching, learning, and student performance.

**Enrollment Management** as defined by Noel-Levitz, “is an institution wide, systemic, comprehensive, research driven system designed to locate, attract, retain and graduate the students the institution wishes to serve,” has taken on renewed importance at College of the Redwoods as a result of the planning processes and the renewed commitment to increase enrollment. Enrollment Management is the process of defining enrollment goals and establishing strategies to reach these goals. It is the development of policy, procedures, standards and criteria relative to all facets of enrollment management including but not limited to student recruitment, admissions policy, assessment, orientation and advising, data analysis, financial aid policies, retention programming, marketing, campus life development, student/faculty connections, and student degree completion.

Implementation of an integrated enrollment management plan for CR is central to the success of the strategic and education plans and achievement of our mission. Our ability to work collaboratively to take into account the internal and external factors that impact our enrollments will contribute to the fiscal vitality of College of the Redwoods and the success of the students we serve. We must develop effective tools to project enrollment trends, set achievable enrollment goals, identify obstacles to retention and graduation, and implement effective enrollment management solutions.

**Projection of Target FTES by Location and Department by Academic Year (including projected increase in DE FTES)**

Location	Division	% of Total in 2007-08	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	% of Total in 2014-15
Arcata Instructional Site		3.7%	176.64	185.26	203.67	207.65	211.26	214.49	214.77	214.48	3.0%
Del Norte Education Ctr		9.4%	445.37	467.10	513.51	523.55	532.65	540.80	541.49	540.77	7.5%
Del Norte Off Campus		0.4%	19.39	20.34	22.36	22.80	23.19	23.55	23.58	23.55	0.3%
Eureka Downtown Site		1.7%	81.83	85.82	94.35	96.19	97.86	99.36	99.49	99.36	1.4%
Eureka Campus	ALSS	14.7%	693.30	727.12	777.71	794.82	810.32	824.22	825.39	824.16	11.5%
	ATHPE	5.5%	261.69	274.46	293.55	300.01	305.86	311.10	311.55	311.08	4.3%
	BTECH	10.6%	499.32	523.67	560.11	572.43	583.59	593.60	594.45	593.56	8.3%
	HCMM	12.4%	584.07	612.57	655.18	669.60	682.66	694.36	695.35	694.31	9.7%
	HOCC	6.6%	312.08	327.30	350.07	357.77	364.75	371.01	371.54	370.98	5.2%
	MSE	17.1%	809.41	848.90	907.96	927.93	946.03	962.25	963.62	962.18	13.4%
	PSC	3.5%	164.77	172.81	184.83	188.90	192.58	195.88	196.16	195.87	2.7%
	SLSS	1.0%	48.22	50.58	54.09	55.28	56.36	57.33	57.41	57.32	0.8%
Eureka Campus	TOTAL	71.4%	3561.78	3735.52	3995.41	4083.30	4162.94	4234.34	4240.37	4234.02	59.0%
Eureka Off Campus	ALSS	0.1%	6.26	6.57	7.22	7.36	7.49	7.61	7.62	7.61	0.1%
	BTECH	0.0%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	HCMM	0.0%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	MSE	0.1%	3.60	3.77	4.15	4.23	4.30	4.37	4.37	4.37	0.1%
	PSC	0.2%	9.05	9.49	10.43	10.64	10.82	10.99	11.00	10.99	0.2%
Eureka Off Campus	TOTAL	0.4%	18.91	19.83	21.80	22.23	22.62	22.96	22.99	22.96	0.3%
Klamath Trinity Branch Campus		1.8%	85.05	89.20	98.06	99.98	101.71	103.27	103.40	103.27	1.4%
Mendocino Coast Education Center		4.8%	225.27	236.26	371.05	368.53	366.25	364.20	364.02	364.21	5.1%
Mendocino Off Campus		2.4%	111.84	117.29	128.95	131.47	133.75	135.80	135.98	135.79	1.9%
McKinleyville Site (expected opening Summer 2009)		0.0%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
South Humboldt Instructional Site		0.0%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Virtual Campus/Distance Education		4.0%	196.92	316.38	473.84	617.30	770.76	934.22	1176.91	1434.60	20.0%
<b>Target FTES</b>		<b>100.0%</b>	<b>4923</b>	<b>5273</b>	<b>5923</b>	<b>6173</b>	<b>6423</b>	<b>6673</b>	<b>6923</b>	<b>7173</b>	<b>100.0%</b>
<b>Total - Δ DE</b>			<b>4726</b>	<b>5154</b>	<b>5766</b>	<b>6030</b>	<b>6270</b>	<b>6510</b>	<b>6680</b>	<b>6915</b>	

Grand Total FTES	4923	5273	5923	6173	6423	6673	6923	7173
VC/DE FTES at Target Percentage	196.92	316.38	473.84	617.3	770.76	934.22	1176.91	1434.6
VC/DE FTES	4.0%	6.0%	8.0%	10.0%	12.0%	14.0%	17.0%	20.0%
VC/DE FTES Target Percentage of Total FTES	4.0%	6.0%	8.0%	10.0%	12.0%	14.0%	17.0%	20.0%
Test VC/DE FTES - Target VC/DE FTES	4726.08	4956.62	5449.16	5555.70	5652.24	5738.78	5746.09	5738.40

Goal	Self test points	Strategy	Action Steps	Measure for Action Steps	Responsible	Date Initiated	Completion Date	Status/Results
I. Improve marketing and outreach	2-3	<b>Develop a marketing brochure</b>	Conduct an analysis of the marketing brand image and message	Analysis completed	DeMark	August 22, 2009	Dec. 1, 2009	
			Conduct focus groups on current brochures and determine if brochures communicate the CR message	Groups set up to identify program/course needs for target audiences.	DeMark	August 22, 2009	Dec. 1, 2009	
			Revise brochures		DeMark	August 22, 2009	Dec. 1, 2009	
		<b>Redefine CR market position and leverage strengths to create stronger public presence that will lead to increase interest and growth and message effectiveness</b>	Continue to build brand image through external promotional and media opportunities.	Campaign completed	DeMark	Ongoing		
			Create promotional campaign that can be adapted to multiple target audiences. Focus on five groups: Emerging 17-24 olds first time in state and out of state students; International students; Returnees: 25+ working adults looking for retraining or new skills; Transitional: Over 25 dislocated, unemployed or under employed adults; Entrepreneurial: business owners seeking on-going training.	Targeted activities planned to meet those needs. Plans implemented	DeMark	January 16, 2010	May 14, 2010	
			Work with Marketing to develop marketing message for "early college" concurrent enrolled students	Message developed	DeMark/Malkus			
			Marketing and Admissions will identify	Strengths communicated	DeMark/Bailey			

			CR strengths to showcase during recruitment	via EM committee				
		<b>Develop metrics that measure the growth goals as determined by the EMP</b>	Develop marketing information plan that will measure the college's performance in building public image, increasing our number of new student inquiries, increasing number of applications and improving yield of enrollment students.	Marketing information plan completed	DeMark	January 16, 2010	May 14, 2010	
			Bi-annually assess community/student perception of the college or experience with CR	Feeder HS survey/CCSSE Graduate survey	Davis	January 16, 2010	May 14, 2010	
		<b>Redesign website to activity target key audiences with a focus on ease and clarity of website</b>	Conduct external student website assessment	Completion of the assessment	Morrison/IR	May 18, 2009	July 14, 2009	Completed
			Conduct internal website assessment	Completion of the assessment	Lynch	May 18, 2009	August 21, 2009	
			Revise website in reaction to assessments	First three layers of site re-written	Lynch	August 22, 2009	Dec. 1, 2009	
			Conduct a benchmark assessment of the website	Increased web traffic	Lynch	August 22, 2009	Dec. 1, 2009	
			Create interactive tools to compute interest of targeted audiences		Lynch	August 22, 2009	Dec. 1, 2009	
			Improve the use of the web for recruitment and outreach information		Lynch			
		<b>Deliver high quality service and marketing products to internal and external audiences</b>	Provide customer service workshops to faculty and staff.		Wells	August 22, 2009	May 10, 2010	
			Insure that telephones are answered		Green, Tucker	July 19, 2009	Ongoing	

			promptly, accurately, and courteously.					
			Assess quality of the college's marketing and recruitment materials and processes		Snow-Flamer, DeMark,	July 19, 2009	Ongoing	
			Insure all print and web based marketing/public relations material is of the highest quality		Snow-Flamer, DeMark, Goodlive			

Goal	Self test points	Strategy	Action Steps	Measure for Action Steps	Responsible	Date Initiated	Completion Date	Status/Results
II. Improve the effectiveness of recruiting efforts	2-2.5	<b>Evaluate current recruiting resources and practices and identify ways to maximize current opportunities and resources</b>	Create coordinated outreach/recruitment plan to include targeted high schools that have the potential of generating the highest percentage of graduates	Recruiting plan completed.	Tucker/ Snow-Flamer	May 18, 2009	August 21, 2009	
			Assign advisors to high schools and define enrollment targets based on historic enrollment numbers	List of advisors, assigned high schools, and enrollment targets	Bailey	May 18, 2009	August 21, 2009	
			Create recruiting materials and presentations	Current materials reviewed and enhanced.	Bailey/DeMark	August 22, 2009	Dec. 1, 2009	
			Develop standard inquiry card and follow-up plan	Card produced	Goodlive/Snow-Flamer	May 18, 2009	August 21, 2009	
			Develop a system to track responses from targeted groups	System developed	Goodlive/Chown, Snow-Flamer	May 18, 2009	August 21, 2009	
			Develop weekly admissions "funnel"	Information developed and	Snow-Flamer/Davis	May 18, 2009	August 21, 2009	

			information and communicate with cabinet	recorded in minutes				
		<b>Identify target populations and develop a new model for recruiting freshman students using a targeted student demographic model.</b>	Work with IR to Identify target populations	Target populations identified	Snow-Flamer	August 22, 2009	Dec. 1, 2009	
			Concentrate recruitment efforts on locations where specific targeted groups of students can be found and contacted effectively.	Plan developed	Bailey/ Snow-Flamer	August 22, 2009	Dec. 1, 2009	
			Improve communication system to students and parents from prospect on by creating sequential communication plan and documents	System developed	Green Snow-Flamer	May 18, 2009	August 21, 2009	
			Soft” recruiting activities will be developed to involve concurrent enrolled students.	Activities developed	Malkus /DeMark	August 22, 2009	Dec. 1, 2009	
			Build a college presence on Face book	Face book page created	Lynch/t	May 18, 2009	August 21, 2009	
			Create a “parents” section on Face book	Face book page created	Lynch/t	May 18, 2009	August 21, 2009	
			Ask for email addresses of parents on the application form.		Goodlive	August 22, 2009	Dec. 1, 2009	
			Hire an outreach coordinator		Cabinet	August 23, 2010	Dec. 1, 2010	
			Advertise distance education course offerings on CVC		Lynch	May 18, 2009	July 14, 2009	
			Train all counselors and	Module	Bailey	August 22, 2009	September 15,	

			advisors in outreach activities	developed in advisor training program			2009	
			Create welcome center and or information desk at Eureka campus		Snow-Flamer	August 24, 2011	Dec. 1, 2011	
			Create a first "public" first point of contact person		Snow-Flamer	August 23, 2010	Dec. 1, 2010	
			Adjust phone tree to reach a person		Goodlive/Agpawa	August 22, 2009	Dec. 1, 2009	
			Increase opportunities for community use of college facilities	List of community groups using CR facilities	Schmitcke	Jan. 16, 2010	May 14, 2010	
			Use alumni and faculty in recruitment activities (letters/on campus events)	List of alumni and faculty participating	Snow-Flamer/Carson/Fielding	August 22, 2009	Dec. 1, 2009	
			Work with IT to activate the datatel communication module		Goodlive	Jan. 16, 2010	May 14, 2010	
			Train admission staff on using the communication tools in the module		Goodlive	Jan. 16, 2010	May 14, 2010	
			Call all fulltime Eureka area students who were accepted		Goodlive	Aug. 22, 2009 / Jan. 16, 2010	Dec. 1, 2009 / May 14, 2010	
			Review and revise correspondence for accuracy and appropriateness for target audience		Goodlive/DeMark	August 22, 2009	Dec. 1, 2009	
			Reformat letters as recommended by PR and		Goodlive	Jan. 16, 2010	May 14, 2010	

			<p>approved by the Manager of Admissions. Create documents in Communication Management Module as appropriate</p> <p>Obtain names and addresses of potential prospects from and HSU Coordinate outreach activities with academic departments and HSU</p> <p>Send Summer/Fall enrollment information to Spring stop outs (enrolled in fall but didn't reenroll in the spring)</p> <p>Send Spring enrollment information to fall stop outs</p> <p>Maintain the quality of new communication with students through editing</p>		<p>Snow-Flamer</p> <p>Goodlive</p> <p>Goodlive</p> <p>Goodlive</p>	<p>August 23, 2009</p> <p>Jan. 16, 2010</p> <p>August 23, 2010</p> <p>Ongoing</p>	<p>Dec. 1, 2009</p> <p>May 14, 2010</p> <p>Dec. 1, 2010</p>	
		<p><b>Enhance cross campus coordination and actively involve academic departments in the recruitment, intake and orientation processes.</b></p>	<p>Develop a system to keep the web calendar updated and college staff knowledgeable about academic and support programs</p> <p>Cross train admissions staff in financial aid</p> <p>Reclassify admissions personnel to accommodate dual admission/financial aid role</p>	<p>System developed</p> <p>Training plan completed</p>	<p>Van Pelt/Hinrichs</p> <p>Goodlive/Thiesen</p> <p>Cabinet</p>	<p>May 18, 2009</p> <p>August 24, 2011</p> <p>August 24, 2011</p>	<p>August 21, 2009</p> <p>Dec. 1, 2011</p> <p>Dec. 1, 2011</p>	

			Use faculty in outreach and orientation activities	Documentation of requesting support and list of participating faculty	Bailey	Ongoing		
			Develop a monthly electronic newsletter to promote and inform college personnel on recruitment and enrollment management		Snow-Flamer	August 22, 2009 /Ongoing	Dec. 1, 2009	
		<b>Use campus visits and special events in recruitment efforts.</b>	Offer and identify alternative visit opportunities so that those families can attend with the student. Saturday visits, evening programs, etc. Families will be informed about the CR application and enrollment process		Snow-Flamer/Bailey/Hash	August 22, 2009	Dec. 1, 2009	
			Students and parents will receive a letter/email from the President reminding them of the good choice that they made in choosing CR, as well as other letters/emails from across campus (example: Housing, ASCR, Student Ambassadors) reinforcing their decision.		Goodlive	August 22, 2000	Dec. 1, 2001	
			Host Spring on campus counselor meeting		Bailey	Jan. 16, 2010	May 14, 2010	
			Develop opportunities for high school faculty to		Carlson/Bailey	August 22, 2009 /Jan. 16, 2010	Dec. 1, 2009 /May 14, 2010	

		<p>participate in CR faculty development events</p> <p>Meet with high school counselors to determine "optimal" summer course schedule</p> <p>Work with high school honors classes to have CR honors student visit classes</p> <p>Host Fall (for seniors) and Spring Preview (for juniors) College Open Houses</p>		<p>Academic Advisors</p> <p>Bailey/Potamianos</p> <p>Bailey/Wahlund</p>	<p>Jan. 16, 2010</p> <p>August 22, 2009</p> <p>August 22, 2009 /Jan. 16, 2010</p>	<p>May 14, 2010</p> <p>Dec. 1, 2009</p> <p>Dec. 1, 2009 /May 16, 2010</p>	
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Goal	Self test points	Strategy	Action Steps	Measure for Action Steps	Responsible	Date Initiated	Completion Date	Status/Results
III. Effectively use financial aid in the recruitment process	3	<b>Increase use of need and merit based aid in recruiting students t the college</b>	<p>Assess options for lowering textbook costs</p> <p>Send prospective student letter or email to FAFSA applicants</p> <p>Increase student financial awareness by including module in Freshman Seminar courses and advising sessions</p> <p>Provide funds for emergency loans</p> <p>Improve students' ability to access financial aid online</p> <p>Improve students understanding of financial aid versus cost of attendance</p> <p>Provide weekly/monthly reports on the number of FAFSA applicants/awards, etc to VP/Cabinet</p>		<p>Bettenhausen</p> <p>Goodlive/Thiesen</p> <p>Green/Thiesen</p> <p>Snow-Flamer/Cabinet</p> <p>Lynch/Thiesen</p> <p>Green/Thiesen</p> <p>Green/Thiesen</p>	<p>August 22, 2009</p> <p>August 22, 2009</p> <p>August 22, 2009</p> <p>Jan. 16, 2010</p> <p>August 22, 2009</p> <p>August 22, 2009</p> <p>May 18, 2009</p>	<p>Dec. 1, 2009</p> <p>Dec. 1, 2009</p> <p>Dec. 1, 2009</p> <p>May 14, 2010</p> <p>Dec. 1, 2009</p> <p>Dec. 1, 2009</p> <p>August 21, 2009</p>	

Goal	Self test points	Strategy	Action Steps	Measure for Action Steps	Responsible	Date Initiated	Completion Date	Status/Results
IV. Improve services to “at risk” populations	1.5	<b>Identify “at risk” students</b>	Develop a profile of an at risk student based on student success indicators	List of “at risk” students to whom communication is sent	Snow-Flamer/Davis	August 22, 2009	Dec. 1, 2009	
			Students identified to be academically at risk during recruitment/assessment will receive student success communication as soon as they are admitted	List of “at risk” students to whom communication is sent	Goodlive/Bailey	Jan. 16, 2010	May 14, 2010	
			Develop criteria for identifying financially at risk. Some criteria may include: request for BOG, free/reduced lunch in high school.	List of “at risk” students to whom communication is sent	Green/Thiesen	August 22, 2009	Dec. 1, 2009	
			Students identified as financial at risk during recruitment will receive financial counseling	List of “at risk” students to whom communication is sent	Bailey/Thiesen	Jan. 16, 2010	May 14, 2010	
			Develop criteria for identifying “socially at risk	Students referred to as socially at risk will be tracked and records reviewed by the VPSS annually	Green	August 22, 2009	Dec. 1, 2009	
			Students identified as socially at risk during enrollment or at any time during their first year, will be referred to counseling		Green/Bailey/Hash/Ekholdt	August 22, 2009	Dec. 1, 2009	

			<p>Use entering student data in advisor caseloads to determine which block of students should be monitored and assisted</p> <p>Provide for credit orientation course</p> <p>Expand concept of ASC to include academic advising</p> <p>Develop an advising process that has advising immediately following testing</p> <p>Send “atta boy” “atta girl” feedback emails to students who are successful</p> <p>Ensure group and individual tutoring for students via face-to-face and online tutoring.</p> <p>Provide academic skill building workshops and resources (i.e., study skills, test taking/note taking skills, etc.).</p>		<p>Bailey/Advisors</p> <p>Green</p> <p>Tucker</p> <p>Tucker/Bailey /Sodhi</p> <p>Bailey/Green/ Goodlive</p> <p>Tucker/Sodhi</p> <p>Tucker/Sodhi</p>	<p>August 22, 2009</p> <p>August 22, 2009</p> <p>May 18, 2009</p> <p>May 18, 2009 /August 22, 2009</p> <p>August 22, 2009</p> <p>August 22, 2009 /Ongoing</p> <p>August 23, 2010</p>	<p>Dec. 1, 2009</p> <p>Dec. 1, 2009</p> <p>July 14, 2009</p> <p>August 21, 2009 / Dec. 1, 2009</p> <p>Dec. 1, 2009</p> <p>Dec. 1, 2009</p> <p>Dec. 1, 2010</p>	<p>Complete</p>
		<b>Implement student friendly web services</b>	<p>Implementation full online enrollment services: online application, orientation, scheduling, advising, transcript requests, registration</p>	<p>Track percentage of students applying online, requesting transcripts online, and registering online</p>	<p>Lynch/Goodlive</p>	<p>August 22, 2009</p>	<p>Dec. 1, 2009</p>	

		<b>Create process for late enrollees to improve</b>	Investigate best practices for late enrollees  Create proposal revising college practices for late enrollees		Goodlive  Green/Goodlive	August 22, 2009  August 22, 2009	Dec. 1, 2009  Dec. 1, 2009	
		<b>Improve student registration experience and implement retention/persistence strategies to encourage current students to reenroll</b>	Survey students to identify unmet needs of target populations.  Identify unmet needs of advising services  Increase the percentage of students registering online to 95% by fall 2010.  Faculty submit their grades electronically  Examine and improve advising system for continuing students to include drop in advising  Encourage faculty to provide classroom incentives for students who provide evidence of enrollment in the next term	Comprehensive program reviews  Feedback from students included in caseloads	Snow-Flamer/Davis  Davis/Bailey  Goodlive  Anderson/Brown  Bailey  Anderson/Brown	August 22, 2009 /ongoing  August 23, 2010  August 22, 2009  Jan. 16, 2010  Jan. 16, 2010	Dec. 1, 2009  Dec. 1, 2010  Dec. 1, 2009  May 14, 2010  May 14, 2010	

Goal	Self test points	Strategy	Action Steps	Measure for Action Steps	Responsible	Date Initiated	Completion Date	Status/Results
V. Improve advising and placement services	2-3	<b>Provide effective early advising of at risk students and create systems that prepare students for the first day of class and their college experience students</b>	Assess the content, delivery, and timing of all programs that lead to the first day of class (i.e. Redwoods days, orientation, testing, campus visits)		Snow-Flamer, Tucker, Green, Bailey, Goodlive, Hash	August 22, 2009 /Jan. 16, 2010	Dec. 1, 2009 / May 14, 2010	
			Retention will become a recurring theme in the planning and delivery of orientation activities		Tucker/Bailey	August 23, 2010	Dec. 1, 2010	
			Implement student email system.		Lynch	August 22, 2009	Dec. 1, 2009	
			Implement E-advising software		Goodlive	August 22, 2009	Dec. 1, 2009	
			Provide pre-online class workshop for students who may take an online class		Lynch	Jan 16, 2010	May 14, 2010	
			Implement multiple measures as stated in Title V regulations		Green/Anderson/Brown	Jan 16, 2010	May 14, 2010	
			Create community learning cohort groups with mentors and imbedded advisors		Snow-Flamer/Green	August 22, 2009 /Jan. 16, 2010	Dec. 1, 2009 / May 14, 2010	
			Create late start classes that make room for late arrivals		Snow-Flamer/Carson	August 22, 2009 /Jan. 16, 2010	Dec. 1, 2009 / May 14, 2010	
			Research model for learning communities		Carson/Snow-Flamer	August 22, 2009	Dec. 1, 2009	
			Expand learning community cohorts		Carson/Snow-Flamer	August 23, 2010	Dec. 1, 2010	

			Continue development and refinement of FYE courses and activities		Snow-Flamer/Green/Tucker/Hash	Jan. 16, 2010 /Ongoing	May 14, 2010 /	
		<b>Provide steps and programs for remediation of students considered “at risk”</b>	<p>Review students on probation and dismissal and refer to counseling, advising, special programs</p> <p>Change intervention dates for probation 2 to earlier date</p> <p>Assess the remediation approaches to meet the needs of developmental students</p> <p>Revalidate Accuplacer cut scores within ARCC cohorts</p> <p>Work with Math and English departments to examine and revise if necessary Accuplacer placement scores</p> <p>Work with Math and English departments and Bob Sizzo to discuss and implement EAP pilot</p> <p>Intervene with students at risk of losing financial assistance due to poor</p>		<p>Green</p> <p>Goodlive/Green</p> <p>Snow-Flamer/Carson</p> <p>Davis</p> <p>Carson/Davis/Snow-Flamer</p> <p>Snow-Flamer/Carson/Davis</p> <p>Green/Thiesen</p>	<p>August 22, 2009 /Ongoing</p> <p>August 22, 2009</p> <p>Jan. 16, 2010</p> <p>May 18, 2009 /August 22, 2009</p> <p>August 22, 2009</p> <p>August 22, 2009</p> <p>August 22, 2009 /Jan. 16, 2010</p>	<p>Dec. 1, 2009 /</p> <p>Dec. 1, 2009</p> <p>May 14, 2010</p> <p>August 21, 2009 / Dec. 1, 2009</p> <p>Dec. 1, 2009</p> <p>Dec. 1, 2009</p> <p>Dec. 1, 2009 / May 14, 2010</p>	

			academic progress  Use RA's in the dorms to assist in notifying students of advising and financial aid procedures and deadlines		Hash/Ekholdt	August 22, 2009 /Jan. 16, 2010	Dec. 1, 2009 / May 14, 2010	
		<b>Implement a system of early reporting of student's performance---early alert</b>	Implement "caseload management" system for academic advising  Implement process for advisors to track and make weekly contact with advisees in their caseload.  Investigate retention alert Datatel system  Develop an online faculty/student friendly early alert reporting method  Pilot an early alert reporting period  Evaluate early alert reporting period  Revise reporting instrument as necessary and produce final version on WebAdvisor  Full implementation of early alert reporting  Faculty will be required to post grade		Bailey  Bailey  Snow-Flamer/ Bettenhausen  Green/Anderson/ Brown  Green/Anderson/ Brown  Green/Anderson/ Brown  Green/Anderson/ Brown  Green/Anderson/ Brown  Lynch/Anderson/ Brown	August 22, 2009  August 22, 2009  Jan. 16, 2010  Jan 16, 2010  August 23, 2010  August 23, 2010  August 23, 2010  Jan. 18, 2011  August 24, 2011	Dec. 1, 2009  Dec. 1, 2009  May 14, 2010  May 14, 2010  Dec. 1, 2010  Dec. 1, 2010  Dec. 1, 2010  May 16, 2011  Dec. 1, 2011	

			<p>book on Sakai to ensure that student have current information about their progress in each class</p> <p>Sakai training will be provided to all faculty during orientation/convocation/division meetings, etc</p> <p>Students may view their grade books through Sakai</p> <p>Implement a process for intrusive early intervention</p>		Lynch	<p>Jan 16, 2010 / August 24, 2011</p> <p>August 24, 2011</p>	<p>May 14, 2010 / Dec. 1, 2011</p> <p>Dec. 1, 2011</p>	
		<b>Develop effective advising for special populations</b>	<p>Research “best practice” in supporting academic needs of high risk/basic skills students</p> <p>Develop online advising system.</p> <p>Assign athletics to “regular” advisors as part of their caseload.</p> <p>Hire DE/Vets advisor</p> <p>Advisors given responsibility for transcript evaluation and SEPs</p> <p>Advisors trained on evaluation</p>		<p>Bailey</p> <p>Lynch</p> <p>Bailey</p> <p>Snow-Flamer/Lynch</p> <p>Green/Tucker/Bailey</p> <p>Bailey/Sisto</p>	<p>January 16, 2010</p> <p>August 22, 2009</p> <p>May 18, 2009</p> <p>May 18, 2009</p> <p>August 22, 2009</p> <p>August 22, 2009</p>	<p>May 14, 2010</p> <p>Dec. 1, 2009</p> <p>August 21, 2009</p> <p>August 21, 2009</p> <p>Dec. 1, 2009</p> <p>Dec. 1, 2009</p>	

		<b>Identify short and long range enrollment targets</b>	Set enrollment goals and identify program mix	Enrolment targets for all disciplines/subjects/ areas	Enrolment Management Committee	Jan. 16, 2009 /Ongoing	May 18, 2009 / Ongoing	
		<b>Develop and implement infrastructure necessary to support faculty, staff, students in alternative delivery strategies</b>	Collaborate with units to develop infrastructure to support faculty professional development, curriculum development, technology, student support with Sakai LMS	Infrastructure and training resources identified and plan created	Lynch	August 22, 2009 /Ongoing	Dec. 1, 2009 /	
		<b>Develop a profile of the typical “successful” CR student</b>	Survey graduated students  Collect and analyze data stored in Datatel regarding characteristics of successful graduates from last three academic years		Davis  Davis	August 22, 2009  August 22, 2009	Dec. 1, 2009  Dec. 1, 2009	
		<b>Maximize efficiency in class scheduling and ensure that academic scheduling enables students to get the courses they need to complete a degree or certificate in a timely manner</b>	AC’s and EMC develop initial plan for course offerings by day, time, and type striving for high enrolled classes  Offer sequence of courses at times hat will optimize both technology and facilities  Assign large classrooms to courses with historically high enrollments  Ensure all classes are		Snow-Flamer/ Carson  Snow-Flamer /Carson  Schmitcke /Goodlive  DeMark	Jan. 16, 2010  August 22, 2009 /Ongoing  August 22, 2009	May 14, 2010  Dec. 1, 2009 /  Dec. 1, 2009	

		<p>advertised in the schedule (if added late distribute separate marketing on website and flyers)</p> <p>Offer courses in various formats: M-F, Friday afternoon/Saturday or similar combination</p> <p>Offer summer bridge courses</p> <p>Develop a cohort degree/certificate completion model</p> <p>Conduct independent analysis of college-wide course offering, programs, schedule of courses and course delivery</p> <p>Test Ohlone's enrollment management tool to assist in predicting FTES/fill rates and scheduling options</p> <p>Develop a schedule for regular review of programs and delivery methods</p> <p>Complete distance education/traditional degree/certificate/course delivery plan.</p> <p>Offer 100% of all courses required for</p>	<p>CLARUS provides baseline data</p> <p>CLARUS</p>	<p>/Goodlive</p> <p>Carson/ Snow-Flamer</p> <p>Carson</p> <p>Carson</p> <p>Snow-Flamer /Carson Deans/Directors</p> <p>Goodlive</p> <p>Carson/Anderson/ Brown</p> <p>Lynch</p> <p>Carson/ Snow-Flamer</p>	<p>August 22, 2009</p> <p>August 22, 2009 /Ongoing</p> <p>May 14, 2010</p> <p>Jan. 16, 2010</p> <p>August 22, 2009</p> <p>August 22, 2009</p> <p>Jan. 16, 2010</p> <p>Jan. 16, 2010</p> <p>August 23, 2010</p>	<p>Dec. 1, 2009</p> <p>Dec. 1, 2009 /</p> <p>August 22, 2010</p> <p>May 14, 2010</p> <p>Dec. 1, 2009</p> <p>Dec. 1, 2009</p> <p>May 14, 2010</p> <p>May 14, 2010</p> <p>Dec. 1, 2010</p>	
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			completion of CR certificate/degree programs within an academic year and market					
		<b>Increase the number of hybrid and online offerings</b>	Offer more GE and AA offerings and certificates online  Offer more hybrid courses as a method to mitigate reduced traditional course offerings		Lynch  Lynch	August 23, 2010  Jan 16, 2010 /Ongoing	Dec. 1, 2010  May 14, 2010 /	
		<b>Create and update programs, certificates and courses to meet emerging needs</b>	Create and promote range of offerings in high need/high demand fields  Look at offering financial incentives for development of new offerings		Carson  Carson	August 23, 2010  August 23, 2010	Dec. 1, 2010  Dec. 1, 2010	
		<b>Develop a 2 year schedule that includes a full breadth of curriculum</b>	Review course contents to determine if the course is relevant to the needs of students  Area Coordinators provide a comprehensive two years course offering schedules that will meet the IGETC requirements, and degree graduation plans.  Schedule courses so that Basic Skills students can take a full load of classes and the classes that		Carson  Carson  Snow-Flamer/Carson, Anderson/Brown	August 23, 2010  August 23, 2010  August 23, 2010	Dec. 1, 2010  Dec. 1, 2010  Dec. 1, 2010	

			<p>are complementary and lead to successful completion</p> <p>Fully implement E-Advising scheduling tool to assist students in developing their education plan</p>		Tucker	August 22, 2009	Dec. 1, 2009	
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Goal	Self test points	Strategy	Action Steps	Measure for Action Steps	Responsible	Date Initiated	Completion Date	Status/Results
Improve nontraditional student programs and services	1	<b>Increase the number of students transferring</b>	Collaborate with HSU on providing transfer information to students completing more than 60 units		Green/Goodlive	August 22, 2009	Dec. 1, 2009	
			Implement steps to curtail financial aid appeals for students who have completed 65 transferable units and are ready for transfer		Green/Thiesen	Jan 18, 2009	May 16, 2009	
			No longer approve on a routine basis financial aid for students who have transferred to four-year college and come back to CR		Green/Thiesen	Jan 18., 2009	May 16, 2009	
			Inform students of revised financial requirements beginning 2009-10 academic year through the orientation process, financial aid mailings, and freshman seminars, and advising		Green/Thiesen	August 22, 2009	Dec. 1, 2009	
			Review and revise policies affecting transfer student success		Snow-Flamer/ Green	August 22, 2009 /Jan. 16, 2010	Dec. 1, 2009 / May 14, 2010	
			Establish new 2+2 distance education articulation agreement		Lynch	Jan. 16, 2010	May 14, 2010	

			with HSU					
		<b>Create services and programs for students on weekend and evenings</b>	<p>Complete satisfaction survey to determine level of satisfaction non-trads have with CR and uncover needs.</p> <p>Implement evening and weekend advising services</p> <p>Enhance evening and weekend student activities programs.</p>		<p>Hash/Davis</p> <p>Bailey</p> <p>Snow-Flamer/Hash</p>	<p>August 22, 2009</p> <p>August 22, 2009</p> <p>August 22, 2009</p>	<p>Dec. 1, 2009</p> <p>Dec. 1, 2009</p> <p>Dec. 1, 2009</p>	

Goal	Self test points	Strategy	Action Steps	Measure for Action Steps	Responsible	Date Initiated	Completion Date	Status/Results
Enhance the college's career counseling services	2	<b>Support early and effective career counseling</b>	Provide career planning modules in General Studies and Freshman Seminar courses		Green/Regan	August 22, 2009	Dec. 1, 2009	
			Work with faculty to imbed career counseling component in selective academic courses		Anderson/Brown/Green	Jan. 16, 2010	May 14, 2010	
			Provide "mandatory" career planning class for "undecided" students		Green/Bailey	Jan. 16, 2010	May 14, 2010	
			Identify online career assessment instruments/sites that could be used during orientation/registration activities		Tucker/Sodhi/Regan	August 22, 2009	Dec. 1, 2009	
			Integrate career assessment instruments in the pre-registration process (campus visits, orientation)		Bailey	Jan. 16, 2010	May 14, 2010	
			Provide career planning in advisors training and "skill set" assessment		Bailey	August 22, 2009 /Ongoing	Dec. 1, 2009 /	
			Work with academic divisions/departments to provide course/field specific		Green/Regan	Jan. 16, 2010	May 14, 2010	

			<p>career information resources.</p> <p>Facilitate career interest inventories and follow-up individualized interpretation and/or counseling.</p> <p>Facilitate periodic job fairs and job search workshops.</p> <p>Publicize Career Services resources and benefits so as to increase student usage of the services.</p>		<p>Green/Regan</p> <p>Green/Regan</p> <p>Green/Regan</p>	<p>August 22, 2009</p> <p>August 23, 2010</p> <p>August 22, 2009</p>	<p>Dec. 1, 2009</p> <p>Dec. 1, 2010</p> <p>Dec. 1, 2009</p>	
		<b>Use Alumni in career development programs</b>	<p>Use the career center resources as a clearing house for internships/mentorship</p> <p>Provide fiscal and time resources for developing the relationship with Alumni Association</p>		<p>Green/Regan</p> <p>Snow-Flamer</p>	<p>Jan. 16, 2010</p> <p>Jan. 16, 2010</p>	<p>May 14, 2010</p> <p>May 14, 2010</p>	

Goal	Self test points	Strategy	Action Steps	Measure for Action Steps	Responsible	Date Initiated	Completion Date	Status/Results
Provide a process friendly environment for new and current students	3	<b>Ensure that key transaction processes are student friendly and provide optimal access to the college's curriculum and services</b>	Review current signage and develop recommendations for the redesign with more student friendly language	Recommend signage changes and complete plan for revising	Bettenhausen	Jan. 16, 2010	May 14, 2010	
			Identify student physical intake needs and provide input to facilities master planning efforts	Student needs represented in plan.	Bettenhausen	Jan. 16, 2010	May 14, 2010	
			Continue interdepartmental updates on policy and procedure changes		Snow-Flamer/Carson Bettenhausen	August 22, 2009 /Ongoing	Dec. 1, 2009 /	
			Continue to review and streamline student enrollment/registration and other student related processes		Snow-Flamer/ Green/Tucker /Goodlive/Hash/Lynch	August 22, 2009 /Ongoing	Dec. 1, 2009 /	
			Purchase and implement document imaging system to provide district wide access to student documents		Goodlive/ Snow-Flamer	August 23, 2010	Dec. 1, 2010	
			Conduct periodic student/customer service training via most effective methods of delivery.		Snow-Flamer/HR	Jan 16, 2010	May 14, 2010	
			Develop and promote higher levels of student self-sufficiency (Sakai, email systems, internet, online orientation)		Lynch/Tucker/Bailey	August 22, 2009	Dec. 1, 2009	

Goal	Self test points	Strategy	Action Steps	Measure for Action Steps	Responsible	Date Initiated	Completion Date	Status/Results
Increase student participation in campus life and connectivity to the college.	4	<b>Assess and improve student development efforts and programs.</b>	Develop Welcome Week activities where retention will become a reoccurring theme in the planning and delivery.		Hash	August 23, 2010	Dec. 1, 2010	
			Welcome Week fully implemented		Hash	August 23, 2010	Dec. 1, 2010	
			Open the weight room and gym to students throughout the day.		Hash	August 22, 2009 /Jan 16, 2010	Dec. 1, 2009 / May 14, 2010	
			Collaborate with HSU to have CR students access HSU center activities		Snow-Flamer	August 22, 2009	Dec. 1, 2009	
			Hire Director of Campus Life		Snow-Flamer	May 16, 2009	August 21, 2009	
			Develop campus activities calendar that has an activity every weekend		Snow-Flamer/Hash	August 22, 2009 /Jan. 16, 2010	Dec. 1, 2009 / May 14, 2010	
			Explore purchase and installation of marquee type sign(s) to publicize campus events, news, deadlines, etc.		Snow-Flamer/Hash	August 23, 2010	Dec. 1, 2010	
			Facilitate campus activities for both commuters		Hash/Campus Life Director	August 22, 2009	Dec. 1, 2009	

			and residential students.				
			Collaborate with Homecoming and Graduation committees to provide events for current students.		Hash/Campus Life Director	August 22, 2009 /Jan. 16, 2010	Dec. 1, 2009 / May 14, 2010
			Ensure that the college provides the environment and services to promote student involvement and connectedness.		Hash/Campus Life Director	August 22, 2009 /Ongoing	Dec. 1, 2009 /
			Continually assess, revise and refresh activities and services based on student feedback.		Hash/Campus Life Director	August 22, 2009 /Ongoing	Dec. 1, 2009 /
			Develop learning communities in the residence halls		Ekholdt/Bailey	August 23, 2010	Dec. 1, 2010

Goal	Self test points	Strategy	Action Steps	Measure for Action Steps	Responsible	Date Initiated	Completion Date	Status/Results
Increase the use of data in retention related decision-making	2	<b>Monitor important retention related indicators</b>	Determine the characteristics of "at risk" students  Revalidate Accuplacer testing system against ARCC per groups  Measure and track student outcomes and success institutionally and/or program and course	IPEDS reports Completers Retention by course/grade distribution	Snow-Flamer /Davis  Tucker/Davis  Davis	August 22, 2009  August 22, 2009  Jan. 16, 2010	Dec. 1, 2009  Dec. 1, 2009  May 14, 2010	
		<b>Develop retention and persistence plan</b>	Develop system and processes to identify barriers to course completion and persistence  Analyze data on courses with significant drop rates  Implement program to place students into college success courses as a condition for continuing students  Review retention/persistence/attrition rates by course and class including the development of system to create early alert prompts for courses  Review policy/procedure regarding "drop/withdrawal" and identify methods for interventions/prompts		Davis  Davis/Admin Team  Admin Team  Admin Team  Snow-Flamer/ Carson	August 22, 2009  August 22, 2009  August 22, 2009  August 22, 2009  August 22, 2009	Dec. 1, 2009  Dec. 1, 2009  Dec. 1, 2009  Dec. 1, 2009  Dec. 1, 2009	

**STUDENT SERVICES  
ANNUAL PLANNING  
UPDATE**

**Worksheet and Guidelines**

**Due: September 9, 2009**

# STUDENT SERVICES ANNUAL PLANNING WORKSHEET

**Student Services Area:** Special Programs  
 Extended Opportunity Programs and Services (EOPS)  
 Cooperative Agencies Resources for Education (CARE)

**Academic Year:** 2009-2010

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We certify that this program review document represents the plans, goals, and critical analysis of this instructional program. Please enter name and signature

Author(s): Sheila Hall

Date: September 9, 2009

Department Administrator: Cheryl Tucker

Date: September 9, 2009

V. P.: Keith Snow-Flamer

Validation: \_\_\_\_\_

**1. Report on goals and improvements: (Provide a brief summary of the major accomplishments and achievements of your department during the past year.) Please note some goals that you want to accomplish this year.**

EOPS/CARE continues to develop and modify programs to increase student success. We have expanded the EOPS Learning Community (LC) model for second-semester students and improved services for first-year students. Basic computer literacy (CIS 100) was connected to the existing model (English 350 & GS 150) in fall 2008. We also offered English 150 & CIS 1 for spring 2009. The EOPS model has been adapted for the general student body population as part of the College's initiatives for first-year students. An action plan was approved to fund the EOPS Learning Community field trip to San Francisco. In March 2009, thirteen EOPS students toured the UC Berkeley and San Francisco State University campuses. We have also enhanced outreach and retention efforts with targeted special populations such as pregnant and parenting teens, foster youth, and Native American and Hispanic students. We continue to support students enrolled in basic skills courses (EOPS developmental Learning Communities, READ 360, and GS 361) by providing supplemental counseling, learning-skills assessments, and life-skills workshops.

For the fall 2009 semester, EOPS is supporting three Learning Communities (two communities linking English 350 with GS 150, and one for continuing students linking English 150 and Sociology 1). As we face budget constraints in the upcoming year, we have shifted our program focus from financial awards to enhanced counseling and advising services. We would like to better utilize our counseling staff to support students in meeting their EOPS/CARE contractual obligations. Several components of the mutual responsibility contract will be addressed this year. We will first identify and contact students who have not maintained a 2.0 GPA and require them to meet with a counselor to develop a recovery plan. We will then focus on students who have not developed a Student Education Plan (SEP) or made counselor contacts. Finally, we will work in close collaboration with financial aid staff to increase the number of EOPS students who file their FAFSA by the priority filing date.

## 2. Report on 2008-2009 Assessment Plan for Student Services Area: *(specify)*

*(Please provide a 1 page historical reference of last year's outcomes)*

<b>Mission Statement:</b> Extended Opportunity Program and Services (EOPS) identifies students affected by language, social, and economic disadvantages and empowers those students to achieve their educational objectives and goals.							
	<b>Objective</b>	<b>Student Learning Outcome (SLO) or Program Learning Outcome (PLO)</b>	<b>Linked to Student Service Goal/Strategic Plan</b>	<b>Assessment Criteria (Specify Target Performance Level)</b>	<b>Assessment Measure</b>	<b>Completion (or anticipate completion)/ Findings</b>	<b>Improvement Recommendations (next step)</b>
1.	Increase the number of EOPS/CARE students who successfully complete their chosen educational objectives.	EOPS students will identify personal, career, and academic goals. (SLO)	Student Services Goals: Support the academic quality and learning environment of the College and improve enrollment and student retention College Strategic Planning Goals: Enable student attainment of educational goals and ensure student access.	Increase number of EOPS students who create, follow, and complete a Student Education Plan (SEP) by 80% as compared to 2007- 2008.	Program identification, exit surveys or interviews, and focus groups.  SEP completion with documentation in each student's EOPS file.  Graduation transcripts which match SEP stated objectives.	Of the 1328 current EOPS students district-wide, 433 (33%) do not have an SEP on file.	Modify orientation objectives and goal-setting information provided throughout the semester to EOPS students (e.g. improve content & delivery of available workshops and communication through newsletter).
2.	Improve outcomes for EOPS Learning Communities (LC)	EOPS LC students will have higher retention and success rates than other EOPS students not enrolled in the LC. (PLO)	Student Services Goals: Support the academic quality and learning environment of the College and develop FYE programs and LC across District and disciplines. College Strategic Planning Goals: Enable student attainment of educational goals and ensure student access.	Increase retention and success rates of EOPS LC students by 20% as compared to those enrolled in 2007-2008.	Course success and retention rates for students enrolled in the LC were compared to other EOPS students with equivalent skill levels.	Initial data became available late spring 2009 semester. Further data analysis is necessary.	Further data analysis is required.

### 3. 2009-2010 Assessment Plan for Student Services Area: (specify)

Report on up to three outcomes from your service area. Please detail findings and improvement recommendations on following page.

<b>Mission Statement:</b> Extended Opportunity Program and Services (EOPS) identifies students affected by language, social, and economic disadvantages and empowers those students to achieve their educational objectives and goals.							
	<b>Objective</b>	<b>Student Learning Outcome (SLO) or Program Learning Outcome (PLO)</b>	<b>Linked to Student Service Goal/Strategic Plan</b>	<b>Assessment Criteria (Specify Target Performance Level)</b>	<b>Assessment Measure (Measurement tool)</b>	<b>Completion (or anticipate completion)/ Findings*</b>	<b>Improvement Recommendations (next step)*</b>
1.	Increase the number and percentage of EOPS students meeting their contractual obligations	EOPS students will demonstrate understanding of program eligibility requirements	Student Services Goals: Improve enrollment and student retention. College Strategic Planning Goals: Enable student attainment of educational goals.	Set baseline data in 2009-2010 on several requirements: minimum 2.0 GPA, three counseling contacts, and Student Education Plan (SEP) development.	Pre and post test, orientation evaluations, student transcripts, and SARS reports.	Ongoing throughout 2009-2010 academic year	Implement sanctions to students who have not met EOPS eligibility requirements. Make modifications to service delivery (e.g. group advising, reminders to students, and orientation objectives).
2.	Increase student understanding of financial aid processes	EOPS students will demonstrate knowledge of the importance of applying for financial aid by the priority deadline.	Student Services Goals: Improve enrollment and student retention and increase ways students can access CR. College Strategic Planning Goals: Enable student attainment of educational goals and ensure student access.	Set baseline data in 2009-2010	Collaborate with financial aid staff to count how many EOPS students have filed their FAFSA and when they filed.	Results will be available by April 2010	Modify financial aid information provided to students during orientation and other activities as needed.
3.							

\* Detail on following page

**2009 Assessment Plan Findings/Data Analysis & Improvement Recommendations**

*Report the finding of your outcomes assessment. How will you use the outcomes for area improvement*

**2009 Assessment Plan Findings/Data Analysis & Improvement Recommendations**

**SLO/PAO #1:**

**Findings/Data Analysis**

**Improvement Recommendations**

**SLO/PAO #2:**

**Findings/Data Analysis**

**Improvement Recommendations**

**SLO/PAO #3:**

**Findings/Data Analysis**

**Improvement Recommendations**

#### 4. Resource Needs

##### **Does the staffing structure meet the unit's needs?**

*If your answer is "no," please **consider** the following in framing your answer:*

- a. *Has the workload of your unit increased in recent years? Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?*
- b. *Has technology made it possible to do more work with the same staff? Or, has technology increased your work load (adding web features which need updating for example)?*
- c. *Does the workload have significant peaks and valleys during the fiscal year? If so, describe.*
- d. *If your workload is increasing and resources will not allow for increased staffing, how do you anticipate being able to ameliorate the negative consequences of too much work and maintain a positive atmosphere in your unit?*

Unit Name: EOPS/CARE

**a. Staff Needs**

**NEW OR REPLACEMENT STAFF (Administrative or Classified)**

<p><b>List Staff Positions Needed for Academic Year 2009-2010</b>  <b>Please be as specific and as brief as possible when offering a reason.</b> Place titles on list in order (rank) or importance.</p>
<p><b>1. Student Services Specialist</b>  <u>Reason:</u> With the increase in student enrollment and the associated workload, another classified position to assist with data entry, student service, and database maintenance is needed.</p>
<p><b>2.</b>  <u>Reason:</u></p>
<p><b>3.</b>  <u>Reason:</u></p>
<p><b>4.</b>  <u>Reason:</u></p>
<p><b>5.</b>  <u>Reason:</u></p>
<p><b>6.</b>  <u>Reason:</u></p>

\* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

Unit Name: EOPS/CARE

**b. Equipment (excluding technology) Needs Not Covered by Current Budget**

<b>List Equipment or Equipment Repair Needed for Academic Year 2009-2010</b> <b>Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible.</b> Place items on list in order (rank) or importance.			
	Cost per item	Number Requested	Total Cost of Request
<b>1. Xerox Copy Machine which can double as a fax machine.</b> <u>Reason:</u> We do not have one and must walk out of the office in the hallway to make copies.	\$5200	1	\$5200
<b>2. Heavy Duty Paper Shredder</b> <u>Reason:</u> We work with confidential information on a daily basis (i.e. transcripts, personal information, etc.) in a busy office and need to destroy confidential records immediately.	\$850	1	\$850
<b>3.</b> <u>Reason:</u>			
<b>4.</b> <u>Reason:</u>			
<b>5.</b> <u>Reason:</u>			
<b>6.</b> <u>Reason:</u>			

\* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what your current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage.

Unit Name:

EOPS/CARE

**c. Technology++ Needs Not Covered by Current Budget:**

*NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)*

Submitted by: Sheila Hall	Title: Assistant Director, EOPS/CARE	Phone: x4155
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Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification	<b>Computer replacements</b> Current office computers are out of date (over 4 years old)	R	C	Office	Yes	10+	No	\$2100	3	\$6300
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = “Total Cost of Ownership” for one year is the cost of an average cost for one year. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what your current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage.
- ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

Unit Name: \_\_\_\_\_

**d. Facilities Needs Not Covered by Current Building or Remodeling Projects\***

<p align="center"><b>List Facility Needs for Academic Year _____</b>  <b>(Remodels, Renovations or added new facilities)</b> Place items on list in order (rank) or importance.</p>	<p align="center">Total Cost of Request</p>
<p><b>1. N/A</b> <u>Reason:</u></p>	
<p><b>2.</b> <u>Reason:</u></p>	
<p><b>3.</b> <u>Reason:</u></p>	
<p><b>4.</b> <u>Reason:</u></p>	
<p><b>5.</b> <u>Reason:</u></p>	
<p><b>6.</b> <u>Reason:</u></p>	

\*Please speak with your campus Business Officer to obtain accurate cost estimates and to learn if the facilities you need are already in the planning stages.

Unit Name: EOPS/CARE

**e. Professional or Organizational Development Needs Not Covered by Current Budget\***

<p><b>List Professional Development Needs for Academic Year 2009-2010.</b> Reasons might include in response to AUO assessment findings or the need to update skills. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1. Travel funds to attend state conferences and district travel</b>  <u>Reason:</u> Due to state budget reductions, we no longer have travel funds</p>	varies	6	\$5000/yr.
<p><b>2.</b>  <u>Reason:</u></p>			
<p><b>3.</b>  <u>Reason:</u></p>			
<p><b>4.</b>  <u>Reason:</u></p>			
<p><b>5.</b>  <u>Reason:</u></p>			
<p><b>6.</b>  <u>Reason:</u></p>			

\*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

Unit Name: \_\_\_\_\_

**f. OTHER NEEDS not covered by current budget**

<p align="center"><b>List Other Needs for Academic Year</b> _____</p> <p>Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1. N/A</b> <u>Reason:</u></p>			
<p><b>2.</b> <u>Reason:</u></p>			
<p><b>3.</b> <u>Reason:</u></p>			
<p><b>4.</b> <u>Reason:</u></p>			
<p><b>5.</b> <u>Reason:</u></p>			
<p><b>6.</b> <u>Reason:</u></p>			