2013 Annual Division Plan for Academic Year 2014-15
Student Services

PLANNING

a. Summary of Relevant Program Review and Outcome Results During Prior Year

Not Applicable

b. Review of Prior Division Strategies

2012-13 (Final)

Goal 1: Increase student readiness for college.

Action Plan:

- Facilitate maintenance of existing and development of new articulation agreements.

    Articulation agreements have continued to be maintained and developed. There has been a protracted disruption in this process based on disagreement regarding the articulation process and associated posting of college credit. Based on a change to Board Policy, progress has been made in clarifying this process. The implementation of the CATEMA system has improved the challenges with tracking students who should be awarded credit. We have not seen the full advantage of this, however, because of the disagreement at the district level regarding the articulation of high school classes and awarding of college credit.

Student Services

- Continue to facilitate concurrent enrollment and virtual high school programs.

  Concurrent enrollment continues to be a well-developed opportunity with our high school partners. In 11-12, we had 364 students participating in our classes via concurrent enrollment.
  Virtual high school, on the other hand, was discontinued based on an evaluation of the success rates for students in the program, which were only strong at one of our partner schools, Mesquite. The analysis seemed to indicate that the program was being used as placement for students who were under-prepared and not ready for a college level course. Because of this, the program was discontinued with the expectation that the demand for CTE would still be met through concurrent enrollment.

- Offer the components of the matriculation process at service area high schools.

  The counseling department continues to offer the matriculation process at the Cerro Coso service area high schools, though it requires a significant commitment of resources. Recognizing the value of outreaching and recruiting to our high school populations, this remains a strong strategy for maintaining our high school enrollment yield, which can fluctuate from year to year because of the small graduating class sizes of our service area high schools. Based on the data from the Enrollment Yields by Service Area High School, this will remain an ongoing strategy. In 11-12 270 students were matriculated onsite at our various service area high schools.

- Implement the use of Early Assessment Program. Work with high schools to identify interventions for students not yet at college level.

  Acceptance of EAP as an alternative placement measure for our assessment test process has been fully implemented by working with the English and math departments. Any student who has EAP results and scores as "Ready for college-level courses" or "Conditionally ready for college-level courses" can use this for placement in lieu of taking the Accuplacer assessment test. Students who score in the "Not yet demonstrating readiness" range are still required to take the assessment test, so that we can determine their basic skills course placement.

- Explore transition to the diagnostic version of Accuplacer and the possibility of piloting with service area high schools.

  The implementation of the diagnostic version of Accuplacer has been put on hold because of a number of changes at the

state and consortium level:

1. Participation in the C6 development of a common assessment test with McCann, which was to include a diagnostic test.
2. The legislation that was passed for the state to explore and develop a system-wide common assessment test, which was to include a diagnostic component.
3. Statewide research (Long Beach City College, but being replicated by the RP group) that indicates that high school grades are the best indicator for college placement and success.

It is clear that change is needed in the assessment process, however, with the new number of new initiatives moving forward, it is not clear the direction we should take, at this time. In the mean-time, counseling and the assessment center is promoting and supporting the use of the Khan Academy diagnostic and remediation modules for math. Some students who have used this tool for remediation have moved up by two placement levels. This will be expanded to be required before students are able to repeat a math course.

- Develop summer bridge opportunities through Access programs, Counseling and STEM grant.

  The EOPS program hosted a summer bridge, however, the demand was extremely small. The enrollment ended up at only 7 students, which was not worthwhile compared to the amount of work and resources that went into conducting the bridge.

- Provide an extended orientation opportunity for high school students and their parents prior to the beginning of the fall term.

  IWV Counseling hosted an Open House on a Saturday that was open to the community, but specifically targeted graduating seniors and their parents. This event was modeled on the Open House events hosted at both the ESCC Campuses and the KRV Campus. It included the complete matriculation process, extended orientations and tours of the campus and served over 150 participants.

Goal 2: Strengthen support for entering students

Action Plans:

- Increase the number of students completing the Matriculation process.

This strategy was largely successful, with the proportion of students participating in Assessment, Orientation, and Counseling increasing by 6-12% and the overall number of students completing the matriculation process increasing by 4% percent from 11/12-12/13. However, the proportion of students completing an education plan decreased by 3% 11/12-12/13. Student Education Planning workshops and other strategies have been implemented to address this decline.

- Through SLOs, identify gaps in student learning within the orientation process.

  Gaps were identified in the student learning outcomes associated with the online orientation. The orientation has been revised to include more checks for understanding and will be re-assessed.

- Implement the diagnostic version of Accuplacer.

  Same response as above regarding local and state context.

- Develop and offer extended orientations for special populations of students. Determine ways to incentivize, so that greater numbers of students will participate.

  Extended orientations have been developed and offered for several special populations, including Veterans, athletes, EOPS students.

Two new athlete orientations were offered in the fall and spring semesters and were well attended. These will continue as developed. One VA orientation was offered but only one student attended. Incentive for VA student compliance with the matriculation components is needed. Discussion is focused on an online orientation to best serve this population. Workshop participation did increase compared to the previous two years. Students served in
10-11 = 172, 11-12 = 211, 12-13 = 314.

Counseling staff have determined that using incentives is not feasible to promote student participation in workshops. Instead, a more direct method for the use of workshops to deliver services is being developed. This will be managed through an intake process for students coming to the counseling office for services. Students will be scheduled for workshops after reception staff determine what needs they have related to matriculation components or probation issues, etc.

- Increase the number of students with a completed education plan prior to the student semester of registration.

  This has not been effectively accomplished. New strategies are being implemented to capture more students in completing the education plan. This will be critical in moving forward for compliance with the new student success legislation.

- Provide Financial Aid Workshops.

  Financial Aid workshops and participation in Open Houses at all campuses except for East Kern were implemented in 11-12. A Financial Aid Technician participated in all of these events and provided direct financial aid support at all sites. This will be a continued strategy and will be increased to include East Kern.

- Develop and provide a preparedness assessment for new students prior to enrolling in an online course.

  This plan is being carried over and will be implemented through a join committee of academic affairs and student services in 13-14. The goal will be to implement a self-assessment that a student has to complete prior to registration for an online class.

- Review and revise all student services online information and services.

  This has been accomplished to a large degree and on an incremental basis, though continues to require attention. Much of the revision will be made available as the new college website is finally available. An exercise will be conducted at the next student services all staff to have groups evaluate the sites by attempting to complete assigned tasks through our websites, as if they were a student.

Goal 3: Create a better structured pathway for student success and completion.

Action Plan:

Student Services

- In collaboration with the departments, complete Pathway documents.

  Pathways have been completed for all of majors and certificates for all sites. These pathways are now the basis for the implementation of the student education planning module in DegreeWorks.

- Intervene with students who have not declared a major by the second semester of attendance.

  Based on a revision to the application for admissions, the decision was made to no long allow "undecided" as an option. Unfortunately, this does not allow for identifying the population of students who are not certain of a major. A further revision of the application will include a question for the applicant regarding how certain he/she is of the major they have selected. This will allow us to contact the population of students who indicate they are uncertain.

- Monitor student progress toward completion of the declared educational goal at key points:

  -30 units
  -60 units

  Institutional Research is working on developing a report to identify these students. Once identified, there will be a celebration each semester of "milestone completion."

- Implement DegreeWorks as a tool for both Counseling and students as a tool for tracking progress towards the educational goal.

  We are in the process of having 5 years of catalogs scribed for DegreeWorks which will tremendously increase our capacity to use the system. Currently, the Degree Audit function is in place and will be tested thoroughly once the catalog scribing is complete. Cerro Coso is working with Matt Jones on the development of educational planning templates based on our program pathways. This will serve as the basis for development and training for all three colleges. Matt is working with Karee to input our pathways as SEP templates. This will be a major step forward for the implementation of the education planning module for DegreeWorks.

Goal 4: Improve Basic Skills support.

- Combine the Matriculation Advisory Committee and Basic Skills Committee into Student Success Committee to better coordinate both programs

  This has been completed in the form of the Student Success and Support Council.

- Require basic skills students to participate in support services

  This has been inconsistently implemented, based on the support and coordination of the faculty members teaching the basic skills classes. Some instructors work very closely and collaboratively with counseling, some do not.

- Require basic skills students to develop an SEP with a counselor

  Similar to the above, some instructors have included the development of the SEP as a credit assignment in their basic skills course. Counseling will continue to collaborate with instructors to implement this strategy.

- Develop and offer COUN C070, a degree level, but not transferable course to be paired with the lower-level basic skills courses in reading, English and math.

  This was abandoned as an effective strategy. The direction has been to implement "soft skills" to the course outline of record for basic skills to "imbed" this content in the course, versus having the content be delivered through a stand-alone course. Again, there is inconsistency in implementation, depending on the instructor.

- Develop a partnership with service are adult school to refer students without a high school diploma or GED for lowest levels of reading, English and math remediation

  This was put on hold based the direction the state has taken regarding adult school programs and funding. A partnership will be established, but based on this new legislation.

Goal 5: Increase opportunities for student engagement.

- Increase athletic participation opportunities and achieve compliance with gender equity.

Two new women's sports have been added, volleyball and soccer. While soccer was a replacement for women's basketball, this change still represents the increase of a sport and additional opportunities for participation based on the data indicating the sport for which there is local demand in our communities. This revision to our sport line-up also reflects our continued compliance with Title IX.

- Continue to increase outreach activities and opportunities.

New Last Year:
Events
• Open House offered at IWV campus for first time; assessment, orientation and educational planning offered-approximately 150 people attended
• Cal City HS orientation and counseling provided related to offering Concurrent enrollment in English classes-60 students

Continuing:
Events
• Career Exploration Day - 400 HS students in attendance
• Provided information at two Tehachapi Career Fairs-approximately 300 students in fall and 800 students in spring
• Mesquite HS Senior class visit, assessment and counseling provided-met with 25 Seniors to discuss transition to Cerro Coso
• "I'm Going to College" 5th event-400 5th graders from local Elementary schools
• Local HS Economics and Government class visits-approximately 300 students
• Provided Orientation, Assessment and Counseling provided on HS campus to 130 Seniors
• Parent Orientation Night at local HS-35 parents and students attended
• Cal City HS placement exam given at HS campus-75 students
• Trona HS assessment and counseling provided
• Open House events at Bishop, Mammoth and KRV sites-assessment, orientation, counseling offered prior to start of semester to facilitate enrollment and meet community needs
• Transfer Awareness month in October with workshops offered throughout the month focused on application process, CSU and UC focused workshops, transfer with a guarantee informational workshop and other college representatives to meet with students one on one.

- Provide additional support to students through workshops.

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Workshop participation did increase compared to the previous two years. Students served in

10-11 = 172, 11-12 = 211, 12-13 = 314.

2013-14 (Midpoint)

Goal 1: **Increase opportunities for meaningful student engagement**

- Reevaluate orientations for new EOPS students. Develop a more comprehensive orientation that includes interactive activities to establish relationships between students and staff and immediately provide resources and campus contacts for assistance during the first few weeks of the semester. (ACCESS)
- Fully implement Peer Mentoring Program. (ACCESS)
- Continue to expand current sports programs. This lends to the colleges goals of recruit a diverse full time student population. (Athletics)
- Provide equity and opportunity for all. (Athletics)
- Focus on developing efficiencies and opportunities for automation of previously manual tasks in order to use staff time for direct student contact. (A&R)
- Increase work study opportunities for CW students who are not already working or have been placed in a volunteer site. (CalWORKS)
- Provide employment transition workshops monthly for CalWORKs students on campus. (CalWORKS)
- Fully implement all group workshops (Extended orientation, SEP, Probation/Disqualification, Athlete and Veteran). Increase overall participation by increasing incentives for students to participate in workshops. (Counseling)
- Increase student access to FAO Technicians for assistance. (Financial Aid)
- Create programming that is diverse, timely and educational. (SGCC)
- Increase student awareness and participation in S.A and SGCC events. (SGCC)

Goal 2: **Implement student success strategies to improve student achievement**

- Increase the number of new students completing the matriculation process (All student services- VPSS)
- Reevaluate orientations for new EOPS students. Develop a more comprehensive orientation that includes interactive activities

to establish relationships between students and staff and immediately provide resources and campus contacts for assistance during the first few weeks of the semester. (ACCESS)
- Fully implement Peer Mentoring Program. (ACCESS)
- Create a tracking system in banner to track the success, retention and GPA of student athletes. This will allow the most up to date and current information on our athletes. (Athletics)
- Support the academic and athletic success of student-athletes. (Athletics)
- Ensure accuracy, consistency and currency of Admissions and Records processes, functions and information. (A&R)
- Provide students with updated information on CalWORKs regulations. (CalWORKS)
- Complete implementation of Pilot program of Smarter Measures, assess data and report out. (Counseling)
- Complete CTE project of providing counseling support in determining and facilitating student completers in designated CTE programs. (Counseling)
- Implement Degree Works for students to perform self-audits of their completed coursework. (Counseling)
- Response to students will be timely, accurate and consistent. (Financial Aid)

Goal 3: **Increase and improve outreach, recruitment and intake efforts**
Action Plan:
- In collaboration with academic affairs, maintain current Pathway documents (Counseling)
- Intervene with students who have not declared a major by the second semester of attendance.
- Increase community awareness and involvement with Cerro Coso Athletics Programs. (Athletics)
- Participate in matriculation events. (A&R)
- Work with academic affairs, department chairs and faculty to engage better participation in outreach activities. (Counseling)
- Identify enrollment target populations and develop outreach activities specific to those populations. (VPSS and Counseling)

Goal 4: **Improve Basic Skills support.**
Action Plan:
• Require Basic Skills Students to participate in support services (VPSS)
• Require all Basic Skills students to develop a Student Educational Plan with a counselor (Counseling)
• Develop and offer COUN C070, a degree level, but not transferable student success course, to be paired with lower-level Basic Skills courses in reading, English and math (Counseling)

Goal 5: Operate at a level of Sustainable Continuous Quality Improvement

Student Services

Action Plan:

• Enter SLO and SDO data for student services into Curricunet for ongoing tracking of assessment data (All student services programs- VPSS)

• Codify practices and procedures in writing for consistency and accuracy (All student services programs- VPSS)

• Provide training on developing assessments for all events and activities, so each can be evaluated (VPSS)

• Host two all staff training days (VPSS)

• Provide training and professional development on SLO/SDO Assessment and Program Review

• Establish a reputation as a responsive, efficient, customer service oriented department, targeting high volume enrollment periods. (A&R)

• Create and implement a Staff Training Plan that includes opportunities for conference attendance. (Financial Aid)

• Improve the efficiency and effectiveness of the application and packaging processes. (Financial Aid)

c. Strategies for 2014-15

Strategy 1: Increase student success

1. College Strategic Objective(s) addressed:1

2. Action Plan:

- 100% completion of matriculation components (Orientation, Assessment, Long term Educational Plan) for all DSPS students.(ACCESS)
- Provide new students with resources to help navigate admission, enrollment, and update processes. (A&R)
- Improve our athletic opportunities academic support programs for student-athletes to ensure the development of student, engagement, success and a culture of academics first. (Athletics)
- Implement Degree Works for counseling staff use with students.
- Develop online SEP and Probation/Disqualification workshops, online V.A orientation. Develop FAQ page on website to

Student Services

facilitate directing students to workshops and expedite other counseling services. (Counseling)

- Increase the likelihood of academic success among those participating in student clubs, government, and campus events. (Student Activities)

3.Measure of Success:

- Completion of all matriculation components by all DSPS students.(Spring 2015)
- Students satisfaction with Admission and Records assistance will be 85% evaluated by student survey and comment box. (Spring 2015)
- Player GPA and Unit Completion (Spring 2015)
- All counseling staff fully trained in use of Degree Works and evidence that staff is using Degree Works in appointments with students. (Spring 2015)
- Completed FAQ web page and completed online delivery of SEP, Orientations, and Probation/Disqualification workshops.
- Data associated with participation in student government, clubs and GPA and Unit completion for participants (Spring 2015)

4. Expected Completion Date: See Above

5. Person Responsible: Vice President of Student Services

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
X *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

X *Intake*   ☐ *Remediation*   X *First Year*   X *2nd Year/Program Completion*   ☐ *Post-Graduation*

Strategy 2: Improve Quality Student Services and Student Engagement

1. College Strategic Objective(s) addressed: 2

Student Services

2. Action Plan:

- Increase work study opportunities for EOPS students. (ACCESS)
- Increase Admissions and Records service at Cerro Coso sites (A&R)
- Use student input to improve student services and measure customer satisfaction (A&R)
- Develop yearly, season, semester, unit, and weekly practice plans that develop a competitive environment that is built around student learning and retention. (Athletics)
- Develop a positive culture throughout the program. (Athletics)
- Decrease turnaround time for students making changes to their Federal Application for Financial Aid (FAFSA) (Financial Aid)
- Implement Student Comment boxes along with surveys for continual quality improvement and assessment of program. (Financial Aid)
- Increase the number of opportunities offered for student to participate in SGCC sponsored events that are linked to keeping students engaged and on campus. (Student Activities)

3.Measure of Success:

- Work study student success and persistence rates will be compared to overall EOPS rates to determine if student employment increases student success. (Fall 2014)
- Students served at sites will indicate 85% satisfaction on student survey/ comments. (Spring 2015)
- Students comments will be reviewed and used for training staff as appropriate. Student comments will indicate satisfaction of 85% after one year of use. (Spring 2015)
- Student feedback and # of participants (retention), increase or decrease (Spring 2015)
- Corrections will be input in Banner with a 3 day turnaround from COD for processing. (Spring 2015)
- 85% of Students will indicate they were satisfied with their FA walk in experience. (Spring 2015)
- Number of activities offered and number of participants (Spring 2015)
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4. Expected Completion Date: See Above

5. Person Responsible: Vice President of Student Services

*6. Which of the following Is **primarily** true of this strategy? Choose one.*

☐ *It is designed to improve internal unit operations*
X *It is designed to increase student success*

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7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

X *Intake*   ☐ *Remediation*   X *First Year*   X *2nd Year/Program Completion*   ☐ *Post-Graduation*

Strategy 3: **Improve Student Equity**

1. College Strategic Objective(s) addressed: 1

2. Action Plan:
- Assess service needs of Access Program students. Obtain student feedback from ethnically and culturally diverse students regarding their experience as an EOPS student and determine if there are issues or types of services that are not benefitting our current population. (ACCESS)
- Develop a positive culture throughout the program. (Athletics)
- Increase student access to Financial Aid Services at all sites (Financial Aid)
- Improve participation of under-represented groups in student services (Student Services)

3.Measure of Success:
- Compile data obtained from surveys and focus groups and analyze data through group review by Access staff and other appropriate staff. (Fall 2014)
- Gender Equity and Student Satisfaction (Spring 2015)
- Increased percentage of site students applying for Financial Aid. Phone logs will indicate walk in students received priority service from IWV FA staff. Student survey will show 85% satisfied with FA service. (Spring 2015)
- Disaggregated participation rates for historically underrepresented groups

4. Expected Completion Date: See Above

5. Person Responsible: Vice President of Student Services

6. Which of the following Is __primarily__ true of this strategy? Choose one.

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☐ *It is designed to improve internal unit operations*
X *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

X *Intake*　　　　☐ *Remediation*　　　　X *First Year*　　　　X *2nd Year/Program Completion*　　　　☐ *Post-Graduation*

BUDGET ITEMS at DIVISION LEVEL (All items must be prioritized.)

a. **2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately.** *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source (check *one*): G = General Fund, O = Other	
								G	O

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

Student Services

b. **4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment.** *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check *one*): G = General Fund, O = Other
							G O

d. **5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses.** *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check *one*): G = General Fund, O = Other
							G O

e. **6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay.** *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Student Services

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check one): G = General Fund, O = Other	
							G	O

SUMMARY OF RESOURCES REQUESTED

a. Facilities

Admissions and Records
- Handicap Access- Need handicap access for the counter and access to the kiosks. Possibility of working with IT on a temporary solution.

ACCESS
- New workstation- Need a workstation for the new SSA position- desk and chair.

Athletics

Counseling
- Filing Cabinets- Need to replace four filing cabinets. Current cabinets are unstable and unsafe. Understand that there are replacement filing cabinets available at ESCC, so just need these to be brought to IWV.

Financial Ad
- Replace Reception Desk- Need to replace or find a way to anchor the reception desk. It is unstable and wobbly enough to be

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Student Services

unsafe.
- Redirect Vent- Vent feeds all heating and air into the director's office. This creates problems of both excessive noise and climate control for the entire office.

Student Activities/Student Government

No facilities needs at this time

Veteran's Affairs

- Filing Cabinet- Needs to be replaced. It is unstable and unsafe.

b. Information Technology

ACCESS and Counseling

- Desk Top Printers- There is a need to return to desk-top printers. The networked printers have had on-going problems, creating disruptions in working with students. Even when working, having to leave a counseling session every time something is printed is disruptive and inefficient, as this may be required several times in a single counseling session. Desk-top printers do not need to be color.
- Additional scanner—additional demands for scanning to be able to send documents. Currently, only one scanner for Counseling and ACCESS. This is not sufficient.
- Additional shredder—similar to above, a single shredder is not sufficient for the demand (not an IT thing?)
- Replacement of Workshop and Center Computers-Maybe this is already covered in the replacement plan, but the computers in the Career & Transfer Center and workshop room are old and very slow, almost to the point of making them non-functional.
- SARS to Banner Integration-To comply with the requirements for the Student Success legislation, there will need to be implementation of automation in our reporting. This will require integration with SARS and Banner.
- Additional Staff Work Stations- ACCESS is adding two staff members and Counseling is adding one. All three of these positions will need computers and monitors. The SSA position will also need to have a phone line. We are unsure if there is one already there.
- Kiosks- There will need to be a permanent solution for the Counseling kiosks, whether it ends up being the Ipads or complete computers, there will need to be something that works consistently.

Student Services

Admissions and Records
- Additional Monitor- This is needed for April, who does not currently have double monitors. This is a huge time-saving efficiency in many of our service positions.
- New workstation- There is a need for an additional work station for the employee being added in A&R. This will also need a double monitor.

Financial Aid
- Telephone Earpiece- This is needed for Candi, who thought she did not want one when they were being ordered initially, but now does.
- Kiosks- There will need to be a permanent solution for the Financial Aid kiosks, whether it ends up being the Ipads or complete computers, there will need to be something that works consistently.
- Xerox Printer- This needs to be replaced.

Student Services
- Additional monitor- This is for the VP's office.

c. Marketing

Student Services:
- DegreeWorks—We will need to launch a large scale marketing campaign to roll DegreeWorks out to students and faculty once the system is available.

- Matriculation--This has been reflected previously, however, we have yet to fully implement strategies for marketing orientation, assessment counseling, and education planning. This will evolve with the implementation of Achieving the Dream Strategies.

- First Day Contact Survey—Fall 2014 will begin administering a First Day Survey to all students in all classes.

- Informational materials—all departments will develop one-page information sheets describing services to be provided as a compliment to the survey. It would be desirable for these to be on glossy paper.

Student Services

- English and Math campaign—until it is clear whether or not we can require students to take English and math in their first semester, we will need a campaign to promote this successful behavior to students (posters, book markers, etc.)

- Online Orientation—another strategy we will be implementing is the requirement of a brief online orientation before a student can register for the first time for an online class. We will need to get the word out about this and encourage students to complete it early.

- Customer Service Campaign—all of Student Services will launch a customer service campaign with "Ask me!" as the main theme. We have already purchased supplies and equipment for making buttons, but will also want to develop department-specific posters and printed materials.

Athletics:
- Purchase Presto Sports- Webhosting for hosting athletics website. This has capabilities critical for maintaining and reporting required game statistics and providing needed exposure for both recruiting and transferring athletes. Presto is endorsed by CCCAA. The cost of this would be supported by Boosters, but would need to be done in coordination with our web functions.

Financial Aid:
- Proactive campaign for increasing the number of students applying for all forms of financial aid, including student employment.

- Campaign to notify students of changes to eligibility requirements for receiving and maintaining eligibility for State and Federal financial aid.

Student Activities/Student Government:
- Campaign to recruit students for the Student Ambassador Program that we will be attempting to revive. It will be a "We want you!" kind of campaign.
- The group will explore working with a vendor on establishing a "Coyote Bargain Card" (like the BHS Bargain Card). If this is established, we would need to heavily market it.

All Student Services programs will continue to have the regular cycle of marketing needs.

d. Professional Development

Student Services
- A coordinated series of professional development opportunities focused on equity and diversity, with a particular focus on serving and supporting students.
- A coordinated series of professional development opportunities focused on excellent customer service.

Admissions and Records

ACCESS

Athletics

Counseling

Financial Aid

Student Activities

e. Staffing

ESCC Educational Advisor

Student Services