PROGRAM OVERVIEW

Program Title: Opening Doors to Excellence

Program Code: 6303 - COUNSELING

Review Type: Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The Opening Doors to Excellence program serves currently enrolled and returning Chaffey students on academic and/or progress probation. In addition, the program serves students being academically dismissed or returning after being dismissed from Chaffey. It seeks to provide equal access to occupational, transfer, general education, and foundation program for its students through an intervention that includes formal communication with the student, student contracts defining student responsibility for improvement of standing, information sessions on probation and dismissal, blocked registration, mandatory counseling and educational planning, college success courses employing learner center instructional strategies, and collaboration with instruction via directed learning activities through the Success Centers. Its purpose is to lay out a well-defined pathway for students to regain good standing. As a result, ODE plays a key in contributing to the creation of an environment at Chaffey where student success is highly valued and supported. Data is collected and analyzed by the Institutional Research Department to evaluate program AUOs and SLOs and determine program effectiveness. Please note: the boiler plate data provided below is on the Counseling Department as a whole not Opening Doors specifically. See attachments and
explanations in the Student SLO, Access, Support, and Other Information for program specific data as requested by the PSR in the section below.

**Review Team Response**

Opening Door clearly supports the overall mission of the college as it addresses various academic and guidance interventions along with the process of the students’ efforts to improve their academic status with the college. It is great to see the program’s emphasis on the evaluation of its effectiveness via the collaborations with the Office of Institutional Research.

**PROGRAM DATA**

Enrollment

Enrollment by Day, Evening, Online, Arranged (
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Enrollment by Ethnicity/Gender - 2010-11**

Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
### Success Rate by Day, Evening, Online, Arranged

#### Measure

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's' and how have you responded to the
What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.
Opening Doors to Excellence program (ODE) assists students on academic and progress probation regain good standing without suffering the consequence of being dismissed in the next consecutive semester. Employing a combination of counseling, instruction, directed learning activities in the Success Centers, informational sessions on the nature and consequences of being on probation, and the use registration incentives provide a comprehensive intervention that results in a high level of student satisfaction. In addition, students not wanting to benefit from this comprehensive resource are given the opportunity to refuse services and immediately regain access to their registration priority albeit with the risk of being dismissed in the subsequent semester as dictated by college policy.

Discuss how you evaluate your effectiveness in meeting students' needs.
ODE was established as part of study conducted by a nationally respected research organization. In its first two years of operation, the program was subject to a random assignment study that measured the program's effectiveness in helping students overcome their probation status and make progress toward their educational goals. The results of this study were published and disseminated nationally. It has become one of the foremost research studies published on probation in the community college setting. More importantly for Chaffey, it provided the resources to custom develop a model intervention for helping students regain good standing as well as establishing critical baseline data for researching and analyzing program SLOs and AUOs. The Institutional Research department assisted program staff in developing pre- and post-test surveys to measure the impact of the guidance courses on key elements of student success (Attachment III). Working with the previous researchers, Chaffey's IR department also continues to measure the impact of the program in helping students regain good standing (Attachment II). ODE was established as part of study conducted by a nationally respected research organization. In its first two years of operation, the program was subject to a random assignment study that measured the program's effectiveness in helping students overcome their probation status and make progress toward their educational goals. The results of this study were published and disseminated nationally. It has become one of the foremost research studies published on probation in the community college setting. More importantly for Chaffey, it provided the resources to custom develop a model intervention for helping students regain good standing as well as establishing critical baseline data for researching and analyzing program SLOs and AUOs. The Institutional Research department assisted program staff in developing pre- and post-test surveys to measure the impact of the guidance courses on key elements of student success (Attachment III). Working with the previous researchers, Chaffey's IR department also continues to measure the impact of the program in helping students regain good standing (Attachment II).

How and when has your service reviewed or revised SLO's and/or AUO's.
Since establishing SLOs and AUOs when the program was institutionalized in spring 2007, program staff, instructors, and IR analysts have met annually to review data collected and analyzed on ODE by the IR department. Over the years, program AOUs and SLOs have been modified to more accurately evaluate the effectiveness of the
How has your program utilized SLO/AUO assessment results for program improvement?
Most recently, faculty and program staff revised the guidance course curriculum and implemented instructional strategies to improve program students’ value for goal setting after SLO research and analysis indicated a need for improvement in this area. In addition, modifications were made on the pre-and post-test survey in consultation with an analyst from IR to more accurately measure student goal orientation. In the early institutionalization phases of the program, AUO goals were modified to attain more realistic outcomes.

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

Students in their second consecutive semester on progress and/or academic probation are identified by Information...
Services and blocked from registering for the subsequent semester (Attachment IA). Students attend an information session on their probation standing and are given three options to clear their registration block (Attachment IB). Students selecting the Opening Doors to Excellence program sign a contract agreeing to specific terms for improving their standing (Attachment IC). A second option is to petition for a waiver of the program by which a student, in consultation with program staff, determines that progress in the current term classes will result in getting off probation by the end of the in progress term (Attachment ID & IIB). The third option is for students who don’t have a reasonable chance of getting off probation at the end of the current term to refuse services and accept full responsibility for being dismissed in the subsequent term (Attachment IE & IIC).

### Type of Service
<table>
<thead>
<tr>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

**Additional information:**
See Attachments I & II for data above. Approximately 1600 to 1700 2nd level students have been identified each year over the past three years (Attachment IA). A total of 100% of the students received letters each semester over the three year period meeting the AUO goal of 98%. Approximately 900 to 1000 students each year respond by attending an informational session about the program (Attachment IB). The 50% rate for the AOU in this activity was met over the three years. This can be attributed to higher incidence of student enrollment at Chaffey in addition to the greater awareness of ODE by counselors, faculty, and staff. Students selecting to participate in ODE and sign a contract has remained constant at approximately 70% with a low of 66.3% in spring 2010 and a high of 73.9% in fall 09 meeting the AUO for this activity of 65% (Attachment IC). Students opting to petition to waive the program declined from a high 26% in 08-09 into the teens in the subsequent four semesters (Attachment ID). The rate at which these students were able to get off probation increased over the years with a low of 55% in spring 09 and a high 81% in spring 11 (Attachment IIB) meeting the AUO objective of 75%. This can be attributed to a more thorough understanding of probation learned in our information sessions and a greater desire on behalf of students to maintain their active status as registration becomes more difficult for students that stop out. Students choosing to refuse services increased however, over the three years because guidance classes filling earlier leaving little room for late coming students to add in the last days of registration (Attachment IE). The rate at which these students get off probation varies from semester to semester (Attachment IIC). Typically 10 to 15 percent of the students that refuse get off probation. The AUO of 15% of refusal students getting off probation was met in only one of the six semesters.

**Review Team Response**
The Opening Doors program offers students several options for continued access to courses at Chaffey. Not only can students elect to take part in the program, but they are also offered the opportunity to petition to waive the program. The increasing percentage of petitioners achieving good standing suggests that the program actively facilitates access to courses by removing the registration block for those students deemed to have the potential to succeed. The program's emphasis on comparing programmatic data to AUO criteria also points to the program's emphasis on enhancing the effectiveness of its services. Excellent work!
**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

Students choosing to participate in the Opening Doors to Excellence program sign a contract detailing the terms of their continued enrollment then meet with a counselor to develop an educational plan. The student educational plan includes enrolling in a required guidance course in the subsequent term, repeating courses with substandard grades and making progress towards completion (Attachment II A).

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
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</tbody>
</table>

Additional information:
See Attachment II for requested information above. This component of the program has had significant success in meeting the AUO objective for this activity. In five out of the six semesters over the last three years students completing the first two steps of participating in the ODE program have completed an educational plan at a rate of 75% or higher. The lowest rate was 70% in spring 2010 and the highest was spring 2011 at 92.3%. This critical component is the second most important in the intervention because the student gets an opportunity to review their academic progress thoroughly with a counselor then develop a three semester plan to get off probation including deciding which courses to repeat and planning courses to help make progress on educational goals. It is also a chance for the counselor to explore the core reasons why a student is on probation and strategize how to address those issues as part of working to get off probation.

**Review Team Response**
The Educational Plan is a student's pathway to reaching their educational goals. In this regard, the additional counseling support that Opening Doors students receive is helpful in developing a "game plan" for success - something all probation students need. It is commendable to see that the program strives to ensure that so many of the students that sign contracts ultimately complete an Educational Plan.

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

Opening Doors students enroll in Guidance 507, Opening Doors to Student Effectiveness (Attachment IV). Guidance 507 is a learner-centered course that addresses college success skills, life management, goal setting, self-esteem, educational participation, educational worth and value, support programs and services, and other topics related to overcoming probation and regaining good standing (Attachment III). Students earning a passing
grade in Guidance 507 are given two additional semesters without being dismissed from the college to improve their academic standing and get off probation (Attachment IID). Guidance 507 courses require students to complete 5 directed learning activities in the success centers to enrich topics covered in the guidance class. Additionally, these directed learning activities help students gain a greater awareness of the value and usefulness of the success centers for their other classes.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
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</tbody>
</table>

Additional information:
The course SLOs for Guidance 507 show robust differences between pre and post test results for self-esteem and educational participation meeting the SLO for the course in spring 10, fall 10 and spring 11 (Attachment III). A lesser difference was found in goal orientation and educational value for the same three semesters with none of the differences being statistically significant. The instructors for Guidance 507 met last year to discuss how to improve the Goal Orientation and Educational Value outcomes. Changes were made to the assessment instrument to improve its ability to accurately measure the desired outcomes by IR. This year, instructors will meet to make changes in the course to better address these SLOs and improve desired outcomes. Data provided by institutional research (Attachment IV) shows excellent retention rates for the Guidance 507 (previously 506/511) courses at 90%+ for the past three years. The success rates, on the other hand, are clearly more reflective of the academic standing of ODE students with rates ranging from 58% for evening students in 08-09 to a high of 76% for evening students in 09-10. In the past three years, the program met its AUO of 25% of students getting off probation after one year (Attachment IID) over all six semesters. A range of 32% in fall 2010 to 41% in fall 2009 and spring 2010 got off probation after one year of successfully completing the ODE program. ODE has significant limitations with following up on ODE students in the second semester of program year. With one counselor that splits load between serving ODE students and dismissed students and two 15 hour a week apprentices, there is only enough time to help newly identified students.

Review Team Response
The Guidance 507 course has a clear impact on students' likelihood of achieving good standing and on both their educational participation and sense of self. The program is commended for again documenting the efficacy of its program services.

VISIONARY IMPROVEMENT PLAN(VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
Design and develop additional follow-up services to students in the second semester of the program including evaluating student progress on goal using eAdvising tools of degree audit and educational planning. These tools help to further engage students in monitoring their progress and increasing their vested interest in making progress on goal.

Pilot newly developed follow-up intervention in spring 13 with a random group of ODE students that participate in fall 12. Conduct qualitative assessment for feedback on intervention design and effectiveness.

Hire and train Counselor Apprentice to provide additional follow-up support service in second semester intervention; will add follow-up services as requirement on the student contract; and will initiate blocking of registration process for students to promote completion of required follow-up services prior to continuing their enrollment at Chaffey.

Track student completion for guidance course and evaluate academic standing one year after completing the Opening Doors intervention. Measure rate of students that have successfully completed ODE intervention one year after intervention to determine if second semester follow-up services have increased rate of students getting off probation by 15% in comparison to the previous academic year's rate.

All plans should improve or expand student learning.

Year Three Goal:
Goal 1: To increase the number of probationary students continuing enrollment at Chaffey after successfully completing the ODE intervention and benefiting from the 1 year immunity by 15% beginning with the Opening Doors cohort starting fall 12.

To which planning direction does this goal apply?
Flexible and continuous student support
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Design and develop additional follow-up services to students in the second semester of the program including evaluating student progress on goal using eAdvising tools of degree audit and educational planning. These tools help to further engage students in monitoring their progress and increasing their vested interest in making progress on goal.
Pilot newly developed follow-up intervention in spring 13 with a random group of ODE students that participate in fall 12. Conduct qualitative assessment for feedback on intervention design and effectiveness.

Year 2 Steps to Success (activities) and VIP Assessment:
Hire and train Counselor Apprentice to provide additional follow-up support service in second semester intervention; will add follow-up services as requirement on the student contract; and will initiate blocking of registration process for students to promote completion of required follow-up services prior to continuing their enrollment at Chaffey.
Track student completion for guidance course and evaluate academic standing one year after completing the Opening Doors intervention. Measure rate of students that have successfully completed ODE intervention one year after intervention to determine if second semester follow-up services have increased rate of students getting off probation by 15% in comparison to the previous academic year's rate.

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
The described goal and corresponding steps to success are described clearly and are measureable. In particular, the program is commended for describing a pilot intervention that would offer the program both quantitative and qualitative information upon which to make decisions for program improvement. This, along with much of the work already completed, highlights the innovative approach the program has taken towards helping students achieve good standing and finding concrete objective ways by which to gauge program effectiveness. We are sure that the program will continue to work closely with Institutional Research to more
carefully outline the various steps towards measuring VIP progress and in crafting objective outcome measures. The only recommendation is to omit staff requests from the VIP goal. The program’s commitment to the stated goal should not hinge on whether additional staff members are hired; if this is the case and additional staff members are in fact needed to complete this goal, then perhaps certain aspects of the goal should be modified to reflect what could be accomplished with current staffing.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO Meeting at ON Course Conferenc</td>
<td></td>
<td>On Course National Learner-Centered Conference</td>
<td>2010 MetLife CC Award for Service to Students, 2011 CCCC Board of Governors Exemplary Program Award</td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
The instructors and counseling staff attended the national On Course conference in April 2011. The curriculum developed for the Guidance 507 course was developed around the learner-centered strategies, methods and techniques of the On Course textbook and training program for college success. In addition to attending numerous workshops over the two-day conference Chaffey instructors and counseling staff presented a workshop on the Opening Doors program’s specialized curriculum, methods, and techniques for helping students on academic probation. With all Opening Doors staff in attendance, the coordinator of the program scheduled a meeting at the hotel and invited a member of the Institutional Research Department to present data collected and analyzed on the Student Learning Outcomes of the Opening Doors program. Results were discussed and program improvements brainstormed. The coordinator of the program worked with a subcommittee of the group to further develop improvements that were subsequently incorporated into the program.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Standards Committee for Dismissal, Faculty Senate, &amp; Retention and Enrollment Management</td>
<td>Early Alert Planning Committee</td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Long-time Guidance 507 instructor Susan Starr’s involvement in Faculty Senate helps the Opening Doors program maintain its fundamental premise of collaboration with instruction as both an instructional and counseling based intervention. The instructors in the Opening Doors Program were some of the first instructors to enroll in the Early Alert program and incorporated the Early Alert
intervention into the guidance course. The Scholastic Standards committee evaluates student petitions of students being dismissed from the college seeking to continue enrollment at Chaffey. As the chair of the committee, the coordinator is able to provide first hand information about students that have completed the Opening Doors program and did not get off probation in the immunity period. His participation on the committee helps former ODE students have appropriate consideration for readmission to the college.

**Teaching/Years of Service**

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
</table>

**Given the data how has your program been impacted?**  
The program employs two full-time counselors that teach the Guidance class overload. Susan Starr has 21+ years experience and Karina Jabalera has 0-5 years experience. The coordinator Ricardo Diaz has 21+ years experience and does not teach a guidance class.

**Does your program anticipate retirements within the next 3 years?**  
No retirements anticipated.

**Review Team Response**  
Professional development is ongoing and properly addressed in the Opening Doors program. In particular, it is apparent that professional development activities are focused upon further enhancing the efficacy of the program and increasing the percentage of students achieving good academic standing - this is evidenced by the continued reflective dialogue that the program has with Institutional Research in considering programmatic evidence and in making informed decisions about program/curricular enhancements.

**PROJECTED NEEDS**

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.  
Opening Doors was given national and state awards that included unrestricted funds for program and staff development. The MetLife Foundation awarded $50,000 in 2010 and the California Community Colleges Board of Governors awarded $4,000. Currently, $28,000 remains of the original amount awarded.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

**FT Faculty:**

**Year 1:**

**Hiring Criteria:**

**Year 2:**
Hiring Criteria:

Year 3:

Hiring Criteria:

STAFF

Year 1
Counselor Apprentice IV- A 15 hour a week Counselor Apprentice to provide the follow-up advisement to students in the second semester of the intervention. Currently, students self initiate follow-up and access general counseling for additional support beyond program. Because the program is available fall and spring semesters all current staff availability is consumed by processing the next group of identified students. The proposed staff would be dedicated to following up on and assisting second semester ODE students.

Year 2

Year 3

EQUIPMENT

Year 1

Year 2

Year 3

TECHNOLOGY

Year 1

Year 2

Year 3

SOFTWARE

Year 1

Year 2

Year 3

OTHER

Year 1

Year 2
Year 3

Review Team Response
Projected needs concur with the growing demands of the program.

Review Team Response
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests.
The program is commended for its commitment to helping students achieve good academic standing. The recent Met Life Award is further testament to what the program offers Chaffey students. Specifically, while the program is commended for the additional counseling support it offers students, it is the curriculum (i.e., GUID-507) that seems to be the critical aspect of the program that drives student success. The robust gains in the students' sense of their values and beliefs, coupled with gains in their educational participation, indicate a fundamental change in the students' perspective of themselves and of their education. Not many programs like this around the state - if not the country - can make such claims about the impact they have on their students. The program's strong collaboration with Institutional Research further underscores the value it places on evidence-based decision-making, which in turn, enhances program services, student access, and student learning. The program is strongly commended for its work. It serves as an example to other instructional and student services programs seeking to integrate an evidence-based approach to program planning and student success.