

STUDENT SERVICES PROGRAM REVIEW

SELF STUDY TEMPLATE

G R O S S M O N T
C O L L E G E



Program:	Student Success and Support Program (SSSP)
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SECTION 1 – PROGRAM MISSION

Name of Program:	SSSP (Student Success and Support Program)
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PURPOSE OF SECTION 1.1 & 1.2: *To help the committee understand how the department/program supports the mission of GC.*

College Mission: *“Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.”*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

Program mission:	The mission of the “Student Success and Support Program” at Grossmont College is to support that all students complete their college courses, persist to the next academic term, and achieve their educational goal through the assistance of the core services from orientation, assessment and placement, counseling, and student follow-up services.
Relationship to College mission:	Changing lives through education is the mission of Grossmont College. The SSSP mission aligns with the college’s mission in the fact that SSSP is helping support students in achieving their educational goals which in turn will change their lives.

1.2 Mission statement improvement plan: Identify any plans your department/program has to change or revise its mission (when applicable).

Plan:	This is SSSP’s first year in doing a Program Review, so there is no need at this point to revise its mission.
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SECTION 2 – PROGRAM OVERVIEW & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 2.1: To help the committee understand the history of the department/program, what your department/program does and your overall place in the college.

- 2.1 Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:

The Seymour-Campbell Student Success Act of 2012 formerly known as the Matriculation Act of 1986 was established "to increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other educational planning services, and academic interventions," or follow-up services for at-risk students.

Grossmont College's Student Success and Support Program (SSSP) builds on the existing practices to enhance the way student support services are delivered to improve the services that students receive at the beginning of their educational journey. The goal of SSSP is to improve access to orientation, assessment, education planning services and to create proactive partnerships with at-risk students. First time to college students who complete orientation, assessment, and an education plan will receive priority registration. The reason for giving priority registration is that it will provide students an earlier date to enroll in classes, allowing the best opportunity to get into the classes they need. SSSP is a program that provides access to core services, follow-up services, counseling and at risk.

The SSSP program originally resided under the Dean of Counseling but was restructured in February 2016 due to the increased demands of the Student Success and Support Program (SSSP). The Associate Dean of Student Services/SSSP was created to oversee the programmatic details. In October 2016, a full-time SSSP Counselor/Coordinator was hired. The need for this position was imperative as Counseling provides a comprehensive menu of services such as degree and certificate program guidance, education planning including abbreviated and comprehensive education plans, new student orientation, career exploration opportunities, guidance in the navigation of enrollment issues, and teach workshops designed to enhance student success. The program also manages the retention and intervention services related to academic probation and at-risk student populations. As SSSP services were expanding, in spring 2017 two full-time counselors were reassigned 50% to SSSP to help support activities and initiatives designed to improve student retention, strengthen student motivation and comprehensive and integrative delivery of services. In August 2017 a full-time SSSP Program Specialist was hired. The specialist provides support for all of the core services that are offered to our students. Another important position that was hired in 2017 was the Student Services Technology Manager which helps support all the technology and reporting in regards to SSSP and the core services.

PURPOSE OF SECTION 2.2 & 2.3: To help the committee understand your program and key services provided through your program and the population it serves.

2.2 What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population Information:

The Student Success and Support Program serves all credit and noncredit students at Grossmont College. Below is the breakdown for the 2016-2017 year based on enrollment status, gender, age and ethnicity. Also provided is a matrix based on the needs and the services that reach that need.

Grossmont College Summer 2016 - Spring 2017 Population

	Summer 2016	Summer 2016	Fall 2016	Fal 2016	Spring 2017	Spring 2017
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	5,772	100.00 %	17,892	100.00 %	17,357	100.00 %
First-Time Student	328	5.68 %	1,631	9.12 %	509	2.93 %
First-Time Transfer Student	389	6.74 %	663	3.71 %	637	3.67 %
Returning Student	384	6.65 %	2,571	14.37 %	1,772	10.21 %
Continuing Student	4,410	76.40 %	12,692	70.94 %	14,111	81.30 %
Uncollected/Unreported	1	0.02 %	5	0.03 %	10	0.06 %
Special Admit Student	260	4.50 %	330	1.84 %	318	1.83 %

	Summer 2016	Summer 2016	Fall 2016	Fall 2016	Spring 2017	Spring 2017
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	5,772	100.00 %	17,892	100.00 %	17,357	100.00 %
Female	3,439	59.58 %	10,083	56.35 %	9,827	56.62 %
Male	2,267	39.28 %	7,605	42.51 %	7,349	42.34 %
Unknown	66	1.14 %	204	1.14 %	181	1.04 %

	Summer 2016	Summer 2016	Fal 2016	Fall 2016	Spring 2017	Spring 2017
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	5,772	100.00 %	17,892	100.00 %	17,357	100.00 %
19 or Less	1,659	28.74 %	4,956	27.70 %	4,234	24.39 %
20 to 24	2,235	38.72 %	7,146	39.94 %	7,274	41.91 %
25 to 29	834	14.45 %	2,410	13.47 %	2,495	14.37 %
30 to 34	411	7.12 %	1,189	6.65 %	1,131	6.52 %
35 to 39	230	3.98 %	689	3.85 %	668	3.85 %
40 to 49	246	4.26 %	809	4.52 %	802	4.62 %
50 +	157	2.72 %	693	3.87 %	753	4.34 %

	Summer 2016	Summer 2016	Fall 2016	Fall 2016	Spring 2017	Spring 2017
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	5,772	100.00 %	17,892	100.00 %	17,357	100.00 %
African-American	420	7.28 %	1,106	6.18 %	1,053	6.07 %
American Indian/Alaskan Native	19	0.33 %	44	0.25 %	46	0.27 %
Asian	386	6.69 %	1,090	6.09 %	1,124	6.48 %
Filipino	201	3.48 %	677	3.78 %	621	3.58 %
Hispanic	2,043	35.40 %	6,077	33.96 %	5,779	33.29 %
Multi-Ethnicity	381	6.60 %	1,219	6.81 %	1,200	6.91 %
Pacific Islander	34	0.59 %	80	0.45 %	63	0.36 %
Unknown	37	0.64 %	135	0.75 %	147	0.85 %
White Non-Hispanic	2,251	39.00 %	7,464	41.72 %	7,324	42.20 %

See Appendix A for Grossmont College Summer 2016 - Spring 2017 Population table.

Student Needs & SSSP Events Matrix

	CEP Major Workshops	New Student Advising Sessions	Onboarding Process at High Schools	Family Orientation	Probation & Dismissal Workshops	Semester Kickoff Events	Student Success Fair	Super Saturday & Fast Friday Onboarding Events
Students need direction so they know their goal and how to achieve it.	X	X	X	X	X			X
Students need to stay focused and follow their educational plan as recommended by their counselors.	X				X			
Students need to actively participate and stay engaged by being part of the larger Grossmont community.						X	X	
Students need to feel connected to the campus and build relationships to nurture their sense of belonging.	X	X				X	X	
Students need to feel valued and validated, so they know that Grossmont College wants them to succeed.	X	X	X	X	X	X	X	X
Students need to see a cross-collaboration across Grossmont College departments to ensure they are not getting mixed messages about their academic plans.		X		X			X	
Students need consistency and a well-structured plan once they begin their college experience.	X	X	X					X

See Appendix B for Student Needs & SSSP Events Matrix

Needs:

- Students need direction so they know their goal and how to achieve it.
- Students need to stay focused and follow their educational plan as recommended by their counselors.
- Students need to actively participate and stay engaged by being part of the larger Grossmont community.
- Students need to feel connected to the campus and build relationships to nurture their sense of belonging.
- Students need to feel valued and validated, so they know that Grossmont College wants them to succeed.
- Students need to see a cross-collaboration across Grossmont College departments to ensure they are not getting mixed messages about their academic plans.
- Students need consistency and a well-structured plan once they begin their college experience.

2.3 Please list and describe the key services provided through your program.

Service:	Description:
<p>Orientation</p> <p>MIS DATA Element: SS06</p>	<p>Orientations are offered both online and face to face. In person orientations are through our New Student Advising Workshops. The online orientation is through a product called Cynosure. The students is required to complete three mandatory modules and at the end of each module is a quiz to test their knowledge. t meets the requirements set forth by Title V mandates. This core service is intended to provide students the information necessary to start on their path to success. Orientations provide a clear picture of the college requirements and support services available.</p> <p>Onboarding services are intended for all first time to college students but we also find that students who are new to Grossmont are also completing the onboarding process despite having prior college credit. Onboarding includes orientation, assessment/placement and a one semester education plan also referred to as an Abbreviated Education Plan.</p>
<p>Assessment/ Placement</p> <p>MIS DATA Element: SS07</p>	<p>Assessment is the process through which a student’s skill level in a particular subject area is measured through standardized testing using multiple measures for placement purposes. Grossmont offers different ways a student can be exempt from taking the assessment test, including high school transcripts, EAP, SAT, ACT, and AP scores.</p>
<p>Educational Planning</p> <p>MIS DATA Element: SS08- Advising SS09A- Abbreviated Education Plan</p> <p>SS09C- Comprehensive Education Plan</p>	<p>The purpose of an educational plan is to direct students’ focus on an educational goal of their choice. An Abbreviated Educational Plan (AEP) is for new students who have less than 15 units completed. An AEP can be a one or two-semester plan that helps guide students through the beginning stages of their educational goal. Typically an AEP happens in New Student Advising Workshops, in counseling mini-sessions as well as students can use Cynosure to complete an AEP online.</p> <p>A Comprehensive Educational Plan (CEP) is a plan that covers all terms needed for students to achieve their educational goals. The CEP addresses course of study requirements, such as requirements for the major, transfer, certificate, program, applicable course prerequisites or corequisites defines all the necessary transfer, degree or certificate requirements and informing students of their course selection.</p> <p>Who receives these services? These services are intended for all students. Ideally we would like all students to receive an AEP and then by their third semester or 15 units have a Comprehensive Education Plan. We realize unless this is mandatory this will not happen but we continue to spread the word and importance of having an education plan in all areas across campus.</p>
<p>Follow-Up Services</p> <p>MIS DATA Element:</p>	<p>Follow-Up services constitute a variety of services that help the student stay on track. These can include but are not limited to: students on academic or progress probation, one-on-one or group counseling sessions, as well as updating a</p>

SS10-At-Risk	student's educational plan, student success workshops, and referrals to other services.
SS11- Follow-Up Services	Please see appendix C for the Reason Code Explanation with Funding.

PURPOSE OF SECTION 2.4 & 2.5: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

2.4 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

SSPR Recommendations:	This is the first year that the Student Success and Support Program is writing Program Review so there are no previous recommendations available.
Response to Recommendations:	Not available.

2.5 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	<p>In the summer of 2014, new Student Success (SS) data elements replaced the Student Matriculation (SM) data elements reported previously. The SS data elements are used to generate allocations using the credit SSSP funding formula. Allocations for the fiscal year are based on data submitted in the prior year; therefore, it is important for the program to ensure the data reported is accurate and complete by the final submission deadline of the first Monday in August each year. Data for services are reported for the term in which the services were provided. There are three submissions each year. Summer, Fall, and Spring. Please see Appendix D for the breakdown of the core services from 2014 to 2017 and the allocations that were received.</p> <p>Please see Appendix D for the Year Over SSSP Data.</p>
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SECTION 3 – GOALS & IMPROVEMENT

PURPOSE OF SECTION 3.1 – 3.4: To describe the main goals and objectives for the program (goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students).

3.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Comments:	This is the first year that the Student Success and Support Program (SSSP) is writing a program review.
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3.2 Make a rank ordered list of priority goals and objectives for your department/program for the next three year cycle. (When developed be sure to keep in mind “SMART” Goal standards, and Grossmont Achieve the Dream strategic plan).

Goal:	Description:	Action Plan:
1. Access	Student access is promoted through extensive outreaching to H.S partners; New Student Orientations through online and advising sessions. SSSP provides students with equal access to services and increases their understanding of the various support services available to them. Our goals is to reach all students. See Appendix ().We do have the breakdown of services by ethnicity, age and gender. We will be using this data to help guide our targeted approach especially as we work on Goal #1 for the Integrated Plan which is to increase the number of students by streamlining the onboarding process to reflect our service population.	<ul style="list-style-type: none"> ● Counseling ● Orientation ● Student Success Fair ● Grad Guru ● Onboarding Process ● Assessment/ Placement ● Grad Guru
2. Goal/ Objective Completion	Help students define and complete their long-term goal and short-term objectives promptly. We also know that students take more units then they need and by having a clear path to follow with a program map or education plan it will help reduce the number of excess units students are taking.	<ul style="list-style-type: none"> ● CEP Major related workshops ● NSA ● Educational Planning ● Onboarding Process
3. Retention	Efforts to increase student retention involves continuous monitoring of student advancing through academic Ed planning, CEP campaigns, counseling sessions and comprehensive and integrated services. SSSP maintains an overall plan of workshops, follow-up services, and initiatives that students can access throughout the academic year.	<ul style="list-style-type: none"> ● Onboarding Process ● Probation and Dismissal workshops

<p>Even with all these supports in place, we do not have a consistent way to truly track students through the process as our technology doesn't support that structure currently. The district is making strides in improving the structure through CRM Recruit. We also know based on the KPI data from 2016 that our 1st time Fall to Fall persistence rate for our African America, Native American and Pacific Islander students is disproportionately impacted.</p> <p>Please see Appendix E for Student Success Services by Age, Gender, and Ethnicity.</p>	<ul style="list-style-type: none"> ● Major related workshops ● CEP Campaign ● Grad Guru
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3.3 Please reflect on the “Institutional Capacity” (IC) of your goals. (IC = use of Information Technology & Institutional Research; Process for identifying achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

<p>Comments:</p>	<p>Annual KPI and Student Success Card data will be used to inform future efforts, including the success and need for SSSP services such as CEP, Ed planning workshops, and probation and dismissal workshops. See 2016 KPI attached in Appendix F.</p> <p>Processes for formulating and evaluating solutions will be identified after the implementation of pre and post assessments of workshops and counseling sessions. Satisfaction surveys will also be sent to faculty, administrators and staff who participate in SSSP events and initiatives. See in the Appendix examples of Surveys used.</p> <p>SSSP will adhere to the Information Technology & Institutional Research efforts of Planning, Implementation, and Evaluation (RPIE) when evaluating our current and future efforts.</p> <p>Information Systems will be integrated into our goals by using the online event calendar, web ads, and webpage to disseminate information campus-wide.</p> <p>SSSP will continue to communicate with students via GradGuru and will analyze the acquired data to identify trends, gaps, and user demographics. There is a plan to scale the use of GradGuru, which entails targeting users early, using posters, banners, and information cards, and keeping users engaged through push notifications for event announcements. To accomplish this goal, there is a substantial need for a hot spot in the Main Quad. During large events such as the semester Kick-offs and Student Success Fair, where the Grad Guru App are heavily marketed, students are unable to download the app because of the lack of Wifi service. A hot spot would allow students to not only download the app right away but engage with it as we promote it.</p>
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3.4 Identify your most successful goal. Describe how this goal was a success (including activities, supporting data).

Comments:

Access has been our most successful goal. New Student Advising (NSA) sessions provide students an alternative to the Online Orientations, as students are given the opportunity to go through the Orientation process with a counselor. A total of 127 students attended an NSA workshop for summer 2016 and for summer 2017 we had 945 students attend. New Student Advising Workshops are not mandatory and are open to first time to college students. Returning and Transfer students from another college are referred to see a counselor in a mini session. In the NSA, students learn what their math and English placement mean and what classes they will need to take if they are not pursuing a certificate but an AA/AS or transfer. They also learn about the general education patterns and assemble an abbreviated education plan. In order to continue to scale this, we need consistent room use as currently it is scheduling a room that is available in that rooms may be different each time throughout the summer and some NSA's we can accommodate 20 students and others 30 depending on room size as well as counselor availability. Also it would be nice to be able to see who completed the online orientation and then also came to a NSA. It requires a lot of cross referencing different systems.

3.5 Identify your least successful goal. Describe how this goal was unsuccessful (include challenges or obstacles encountered and any changes to this goal and why).

Comments:

Retention was our least successful goal; as many students registered but did not attend the events. As an example, the Major related CEP Workshops received a significant amount of registrations, but the majority of students who registered, did not attend the workshops. Furthermore, data were erroneous and not current as many students who were contacted to attend the workshops, had a CEP on file. Sixty of the 106 students registered in each of the 10 CEP workshops had a CEP on file. SSSP will seek to establish a system where updated data and reports are used when planning such workshops. Close monitoring of the data will enable the SSSP team to contact the student population that can benefit the most from the workshops. It is important to note that students who already had a CEP on file before to the workshops, had an opportunity to meet with a counselor one-on-one and ask clarifying or follow-up questions regarding their education path. The 46 students who did not have a CEP on file benefitted by meeting with a counselor, and receiving an education plan to further their academic success. Most importantly, this effort also gave students who changed their major, the opportunity to ask about the process to officially change their major or address their concerns directly with a counselor.

PURPOSE OF SECTION 3.6 – 3.11: The committee wants to gauge department/program efforts as they relate to quality, vitality, and responsiveness to student needs. Similarly, to review how these efforts inform department improvement and refinement.

3.6 Please describe any programmatic changes to services in your department/program (i.e. accomplishments, changes in service, etc.) during the last 3 years.

Service:	Process(es) used to support programmatic change(s):
NSA Advertisement	In addition to the New Student Advising (NSA) posters that are placed throughout the Administration building, NSA sessions are advertised through the reply of each clearance email sent by Assessment/Placement center.
AEP Tracking and Follow Up	All Abbreviated Education Plans created are saved in our system, allowing the SSSP counselors to access student files and make informed decisions regarding follow-up services and student success initiatives.
CEP Initiatives	The Comprehensive Education Plan (CEP) campaign was launched to familiarize students with the language used across campus regarding their educational plans. Furthermore, the CEP campaign served to flag students who had more 30 units completed and had not declared a major, in an attempt to get them on the right academic plan.

3.7 How does the population you serve assess the department/program?

Comments:	<p>Student participation is a large indicator of our department’s success in offering access to all students.</p> <p>Surveys are also given to those who attend the High School Counselor Breakfast and Family Orientation. Survey results are then distributed to the SSSP team to study, results are discussed during debrief meetings, and recommendations for future events are made based on the overall scores and comments. Survey data are a central focus in continuing and new efforts.</p> <p>Please see Appendix G for High School Counselor Breakfast Survey and Appendix H for Parent Orientation Survey.</p>
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3.8 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department/program, and describe any measures that have been taken to respond to these factors.

Comments:	<p>SSSP is Performance Based Funding Mainly on Services Provided. The Board of Governors (BOG) developed an allocation formula for SSSP funds that reflects, at minimum, the number of students eligible to receive core services at each college and the number who receive them. The BOG developed separate, but very similar, formulas for SSSP credit and noncredit programs. The adopted allocation formula, distributes 60 percent of funds based on the number and types of services provided. Another 30 percent is based on student enrollment, and 10 percent is for a uniform base grant to each college. Within the 60 percent component, the formula weights the various services to reflect their costs. A comprehensive student education plan, for example, generally is more expensive to provide than an orientation, initial assessment, and abbreviated education plan. Accordingly, the formula allocates more for comprehensive education plans than the other services. To provide the necessary data for allocations, colleges track the number and types of services provided to each student, and submit this information to the CCC Chancellor's Office. Also requires colleges to match state SSSP funds with local funds.</p>
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3.9 Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Comments:	<p>There is a large collaboration between SSSP and Counseling as many of the SSSP efforts, such as the CEP Major workshops, NSA, and Probation and Dismissal workshops require for counselors to review students' plans and goals, and create a document that can further inform students about their class choices. Improved coordination with other campus programs could enhance institutional effectiveness as a full assessment system, and use of evaluation can improve the student experience and overall program effectiveness.</p> <p>All categoricals are required to use the same coding in SARS to help capture the core services that we report to the State. Categorical receive monies from the SSSP allocations. Also when events like the Counselor Breakfast, Family Orientation, Griffin Experience, Student Success Fair, all student services and academic departments are invited to participate.</p> <p>With the merging of the the State Plans for SSSP, Basic Skills and Equity, there was quite a bit of work that was done to create the Integrated Plan for the State. Originally when each of these initiatives rolled out, each area was required to submit an annual plan. This created silos as pockets of work was taking place but not looking at the overall vision of how these three plans could integrate and operate together. The Integrated Plan brought all three plans together and through the Student Success and Equity Task Force there were five main goals created that the plans were going to focus on for the next 18 months. Equity runs through all five goals but SSSP emphasized in three of the five goals and emphasized onboarding,</p>
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reducing excess units through multiple measures and reducing the number of students on academic or progress probation.

SSSP & Student Services Departments Collaboration Matrix

	CEP Major Workshops	New Student Advising Sessions	Onboarding Process at High Schools	Family Orientation	High School Counselor Breakfast	Probation & Dismissal Workshops	Student Success Fair
Admissions & Records			x	x	x	x	x
Accessibility Resource Center				x	x		x
Assessment Center		x	x		x		x
Athletics					x		
CalWorks							x
CARE					x		x
Career Services				x	x		x
Counseling	x	x	x	x	x	x	x
Dream Center					x		x
EOPS					x		x
Financial Aid				x			x
Grad Coaches				x			x
Guardian Scholars/NextUp				x	x		x
Learning Assistance							x
Mental Health							x
Outreach			x	x	x		x
Puente			x	x	x		x
Student Affairs					x		x
Student Engagement					x		x
Student Health							x
Via Rapida			x	x	x		x
Transfer Center				x	x		x
Tutoring Center						x	x
Umoja				x			x
Veterans Center							x

See Appendix I for the SSSP & Student Services Departments Collaboration Matrix.

3.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:

From 1987–88 through 2012–13, the Matriculation Program required community colleges to contribute some local funding as a match to state funding. The Student Success and Support Program (SSSP) continues this local match requirement. The California Community Colleges Board of Governors (BOG) sets the specific local match amount. In recent years, the BOG has amended regulations to lower the local match amount. These adjustments have been in response to large SSSP state

funding increases, together with growing concerns about colleges' ability to make their local match. Currently it is a 1:1 to match.

3.11 If applicable, briefly explain your department/program plans for improvement and refinement.

Identify any plans your department/program has to:		Details:
X	Change or improve services.	SSSP is a program that provides access to core services and many resources to new, current, and continuing students. Identify opportunities for students to explore career options. We realize with direction of Guided Pathways as well Strong Workforce, we need to partner with the Career Center and look at how we can better serve students in terms of career exploration in the beginning of the onboarding process.
X	Change or improve department/program assessment.	Implementation of pre and post assessments for all workshops and orientations. Currently we survey big events like the Counselor Breakfast and Family Orientation but we are needing to find an electronic and more streamlined way to survey students for other services.
X	Improve involvement with the community.	Partnering with our feeder high schools to promote onboarding services as well as at community organizations like the library, Foothills Adult School. This also includes the Grossmont/Cuyamaca College Promise collaborations in helping promote the East County Education Alliance.
X	Improve coordination with other programs on campus.	Partnering with Title V with the FYE program and other key student services and academic departments.
	Other	

SECTION 4 – INSTITUTIONAL LEARNING OUTCOMES & CAMPUS STRATEGIC PLAN

PURPOSE OF SECTION 4.1: To describe how Institutional Learning Outcomes (ILOs) are supported by your department/program.

4.1 Check each ILO supported by your department/program and corresponding area of Integrative and Applied Learning.

ISLO		Description
X	Critical & Creative Thinking	<p>Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.</p> <p>Students will analyze, connect, and synthesize ideas in order to creatively solve problems.</p> <p>Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.</p>
<p>SSSP Supports this ISLO:</p> <p>Probation & Dismissal: Students “explore issues, ideas, and are given artifacts,” the “explore issues and ideas” portion can be directly related to the counselor presentations (Counselors would present scenarios and have students explore issues before telling them what to do). Students also received the Academic Success Contracts and Student Services information – like the Tutor center presentation and interest forms – which in this case can be translated into tools for student success.</p> <p>Student Success Fair can be linked to “gather evidence from multiple perspectives before forming an opinion or conclusion,” as students are given the opportunity to speak to multiple departments/clubs and decide whether or not those services are beneficial to them.</p>		
X	Communication Skills	Students will communicate effectively through reading, writing, speaking, and listening.
<p>SSSP Supports this ISLO:</p> <p>Students have interaction with the SSSP team starting with the onboarding as well as through the NSAs, Family Orientation as well as other events that require them to actively listen and speak as it pertains to their educational path. Also students work with counselors to prepare their education plan as well as some students may encounter difficulties and need to attend workshops to get them back on track. All of these activities require some form of communication.</p>		
	Global & Local Perspectives	<p>Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.</p> <p>Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.</p>

	Technology & Information Skills	<p>Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.</p> <p>Students will demonstrate skill in the use of technology and its ethical and responsible applications.</p>
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X	Life & Career Skills	<p>Students will engage in self-reflection to cultivate their personal development and well-being.</p> <p>Students will engage in and interpret various forms of creative expression.</p> <p>Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.</p>
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SSSP Supports this ISLO:

Students when thinking about the end in mind they are thinking about their career and how that career will impact their lives. When they are working with counselors to build their education plan then they are ultimately looking at the path to achieve their career as well as build their skills.

PURPOSE OF SECTION 4.2 & 4.3: Please demonstrate how your department/program links into GC’s strategic plans of Outreach, Engagement, Retention and Institutional Capacity (IC). (IC = use of Information Technology & Institutional Research; Process for Identifying Achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

4.2 Summarize your program strengths in terms of (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	<p>Outreach is one of SSSP’s strengths as we continuously collaborate with our feeder high schools to offer Onboarding Services during the academic year. A Counselor Breakfast was coordinated for high school counselors from our feeder high schools to attend and learn about the various programs and resources available. The Parent Orientation gave parents the opportunity to learn about the college and the onboarding process.</p>
Engagement	<p>SSSP engages its students through the Education Plans as it assists in the tracking of student performance in classes and refers students to support services when needed. With the launch of a First-Year Experience pilot program for the 2018- 2019 academic year, it is anticipated that the tracking and intrusive counseling approach to identifying and insuring First-Year college students receive a CEP will be expanded. This may include the additional support of additional adjunct counselors and student success coaches, mandatory Career course with a required CEP component, as well as other methods to complete this goal.</p> <p>The Griffin Experience captured our prospective students’ interest and engaged them by allowing them to experience the college in one day. The Griffin Experience is being redesigned to give students more options to participate instead of the week before schools starts and to build relationships with other new students as well as faculty and staff.</p>

	<p>SSSP also collaborates with Student Affairs every semester for the Student Success Fair, which is opened to all Grossmont College students. Student Affairs aids in the recruitment of student clubs, volunteers, and overall event. Furthermore, Student Affairs also participates in the “Kick-off” events, which are held at the beginning of the semester to welcome all new and returning students.</p> <p>In addition to collaborating with student services and academic departments, SSSP also collaborates with Peer Mentors, Student Ambassadors and Associated Student Government (ASGC) Students. Peer Mentors and Student Ambassadors are invited to participate in all SSSP activities and share both anecdotal and program/campus information. The Associated Students are an integral part of the Student Success Fair, as they help recruit student clubs to participate, and bring the student perspective to the planning component.</p>
Retention	<p>New Student Advising (NSA) workshops were offered to all first-time college students who wanted to complete the Orientation piece of the Onboarding process in person. Students who attended the NSA received an Abbreviated Education Plan and a Fastpass to meet with a counselor during their first semester. The Fast Pass encourages students to come back for a Comprehensive Education Plan (CEP)</p> <p>A Registration Party was coordinated to allow students to register for their classes with the help of SSSP, to ensure successful navigation of WebAdvisor and to make sure they were still following their Abbreviated Education nPlan (AEP).</p> <p>Probation and Dismissal workshops were offered to students who had academic difficulties. The workshop covered study tips, ways to stay off probation, the petition process, and one-on-one meeting with a SSSP counselor who revised their academic plan.</p>
Institutional Capacity	MIS (SSSP) Reporting, SARS, and Equity Data.

4.3 Summarize your program challenges in terms of (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	<p>Visibility is the main challenge, as we have to stay within our boundaries unless we are invited by other schools which limits how visible Grossmont College is to other schools. Since we are only able to conduct the Onboarding process with our feeder high schools, we do not aid potential incoming students from our non-feeder high schools in the Onboarding process. We will be changing this as we will be hosting Super Saturdays and a Fast Friday for all new students despite where they reside. Students will be able to complete the onboarding process in one day at Grossmont College. This is launching in Spring 2018. Getting the buy-in from our feeder high schools is sometimes a challenge, as they are 4-year college oriented and discourage their students from attending a Community College.</p>
Engagement	<p>While some students may choose to not participate in the on-campus events, they are still engaging through the GradGuru app, as they continuously receive messages that remind</p>

	<p>them they are part of our community. Students also receive email communications as well as signage around campus about upcoming events like the Student Success Fair.</p>
Retention	<p>SSSP is changing the culture for students who are on probation or dismissal by encouraging them to attend workshops where counselors can revisit their education plan and advice on the next steps. The main challenge is to convince students to attend these workshops, so they see that they are not being punished and that the SSSP team validates their experiences and challenges at the college. Starting in Fall 2018, SSSP will be looking at creating workshops that target our 2.0 students to help encourage them to persist. At the moment, the Probation and Dismissal workshops are the only retention activity, as we are seeking collaboration with the Grad Coaches and the Career Center, who are in the process of establishing new programs and initiatives. SSSP is currently working on the development of time management and student success workshops.</p>
Institutional Capacity	<p>While we do receive quantitative data through MIS reports, SARS and Equity data; we are in need of qualitative data. Our numbers do not explain why students chose to attend some events and not others, if our communication is clear and if our program objectives are clear and benefiting them. SSSP is now in a phase where we are beginning to perform at a desirable level with our given resources, especially as we are now hiring key people; yet, there is still a great need for data and technology.</p>

SECTION 5 – STUDENT LEARNING OUTCOMES & STUDENT SERVICE OUTCOMES

PURPOSE OF SECTION 5.1: To assess practices used to achieve Student Learning Outcomes (SLOs) and Student Service Outcomes (SSOs). SLOs and SSOs allow faculty, staff, administrators and institutional researchers assess the impact of services and instruction.

5.1 How does your program support student learning?

Comments:	SSSP supports student learning by guiding students to take the adequate courses to fulfil their major requirements. Counselors give students class recommendations and academic advice from the moment they first meet at the New Student Advising Session, through their academic journey, including the Comprehensive Education Plan session. In addition, SSSP promotes that all students continuously learn and stay engaged with the campus by making them aware of the many services and resources available to them on and off campus. Counselors communicate and maintain relationships with instructional faculty to keep abreast of new curriculum and career trends.
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5.2 Please use the table to fill in the appropriate information regarding:

- SLOs/SSOs measured
- Assessment Tool - Briefly describe assessment tool.
- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps - How will you address the needs and issues revealed by the assessment?
- Timeline for Implementation - Make a timeline for how you will implement the next steps outlined above

SLO/SSO MEASURED:	Students will complete orientation, assessment, and an abbreviated education plan. Increase rate of first time to college students completing the onboarding process. Long term goal is to increase rate to 100%
ASSESSMENT TOOL:	Quantitative data derived from Colleague/SARS and MIS regarding completed onboarding services.
ASSESSMENT ANALYSIS:	Students who partake in the onboarding process have to go through the orientation, assessment and abbreviated education plan. When coded, SSSP can pull data from SARS to see how many students we have served and do a cross-analysis comparing it to the total incoming student body during a fiscal year.
NEXT STEPS:	After an analysis of the data, SSSP must continue the coding system and ensure that all student contacts are coded accordingly.
TIMELINE FOR IMPLEMENTATION:	Continuous each semester 2018-2019 (Active)

SLO/SSO MEASURED:	Develop comprehensive student educational plans with students. Increase rate of students achieving comprehensive educational plans by the third semester. The long-term goal is to increase rates to 100%
ASSESSMENT TOOL:	Quantitative data derived from Colleague/SARS and MIS regarding completed comprehensive student educational plans.
ASSESSMENT ANALYSIS:	Reports will be acquired and students who have completed their third semester and do not have a Comprehensive Education Plan on file will be flagged. Counseling personnel will encourage all incoming first-year students to make an appointment in efforts to meet a minimum of 80% completed comprehensive student educational plans.
NEXT STEPS:	Students who are flagged as lacking a Comprehensive Education Plan will be invited to a Major CEP workshop or encouraged to schedule an appointment with a SSSP counselor.
TIMELINE FOR IMPLEMENTATION:	Continuous each semester 2018-2019 (Active)

SLO/SSO MEASURED:	Decrease the number of students on academic dismissal and probation by offering online and in person probation and dismissal workshops throughout the winter and summer terms. Students are invited to the workshops through email, where they are asked to click and fill out a registration link. Students are continuously reminded of the workshop they registered for through SARS texting, email and by phone.
ASSESSMENT TOOL:	After grades have posted, run the DISQ/ PROB from the reports tab under Admissions and Records. Provide in person and online workshops to approximately 1,200 students who are on academic probation and dismissal. Provide one hour student success workshops to students who have been identified as "Early Alert" students by their faculty members that include study skills, time management, note taking skills, and career decision making skills. These workshops currently target students who are on academic probation and dismissal, not students who were academically disqualified and had to sit out a semester.
ASSESSMENT ANALYSIS:	Cross-reference how many students were on Dismissal, who attended the Probation and Dismissal workshop and submitted their petition for reinstatement to Admissions and Records and how many students who were on probation after attending a workshop the next semester were off probation.
NEXT STEPS:	Continue doing the Probation and Dismissal workshops at the end of each semester as well as develop workshops for Academic Probation students and plan to accommodate additional appointments and workshops for probationary students.
TIMELINE FOR IMPLEMENTATION:	Continuous each semester 2018-2019 (Active)

PURPOSE OF SECTION 5.3 – 5.6: To show how SLO/SSOs assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning. Applicable only to departments/programs that offer courses of instruction. Briefly answer the following questions.

5.3 How does your department manage and follow the 6 year SLO Assessment Plan?

Comments:	SSSP will follow the 3 year cycle and will do annual updates yearly.
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5.4 How does your department use SLO assessments to discuss teaching and learning in your courses?

Comments:	NA
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5.5 How is the information from those discussions communicated to the faculty in your department/program who teach?

Comments:	NA
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5.6 What assistance is needed from the College to remove barriers to SLOs being an effective and important component of your department planning (from writing SLOs to assessments to communicating action plans)?

Comments:	NA
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PURPOSE OF SECTION 5.7- 5.10: For departments that offer courses of Instruction. To describe how curriculum is maintained and/or developed.

5.7 Describe how your course offerings have changed since the last program review. Have you added or deleted courses? If so, why?

Comments:	N/A
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PURPOSE OF SECTION 5.8: To understand your practice for reviewing outlines. For example: when you submit a new course, a course is modified, or a course update is submitted to the curriculum committee.

5.8 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

Comments:	N/A
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PURPOSE OF SECTION 5.9: To describe what the department does to maintain high academic standards amongst its faculty.

5.9 What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

Comments:	N/A
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PURPOSE OF SECTION 5.10 – 5.11: To evaluate the department’s success with course delivery methods in online vs. hybrid vs. face-to-face platforms.

5.10 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would promote your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert here).

5.11 Briefly explain your department/program plans to improve and refine SLOs.

Identify any plans your department/program has to:		Details:
	Change or improve your SLOs/SSOs.	N/A
	Change or improve how the department/program assesses SLOs/SSOs.	N/A
	Change or improve department/program services as a result of SLO/SSO findings.	N/A
	Other	N/A

SECTION 6 – STUDENT SUCCESS & EQUITY

PURPOSE OF SECTION 6.1:

To have department/programs examine the effectiveness of the program.

To have departments/programs explain what they have done to improve student success.

- 6.1 How does your department/program contribute to student success outcomes (promote transfer, completion of educational goal, retention, and/or future success)? As compared to previous years?

Comments:

Promote Transfer:

SSSP has participated in the College and Transfer Fairs to ensure that students are aware that they must have a comprehensive Education Plan to ensure they are not taking classes that do not fulfill major or graduation requirements.

Completion of educational goal:

The Comprehensive Education Plan campaign was re-launched this year, with the intent to promote visibility, understanding, and awareness of the importance of a Comprehensive Education Plan (CEP).

New Student Advising Sessions were held throughout the academic year, with varying dates and times to allow students with diverse schedules to attend. Multiple SSSP counselors aided in the workshops to ensure all students received their Abbreviated Education Plan (AEP).

CEP Major workshops were offered for AOJ, Business and Psychology majors, after an examination of the data reports indicated those were the most popular majors at Grossmont College. A total of 91 students registered to the CEP workshops and 39 students had a CEP upon completion of the workshops. Various students who attended the workshops already had a CEP on file; counselors took this opportunity to ensure students were following their education path and gave them a revised CEP when necessary. An examination of the data showed that the CEP efforts impacted disproportionately impact students, as 62% (n=81) of the students who attend the CEP Major workshops self-identified as first-generation college students. First-generation college student was defined as a student whose neither parent received an education beyond high school.

Retention:

Academic Probation and Dismissal Workshops were advertised and offered shortly after students received the Academic Disqualification email from Admissions and Records. Workshops were offered to inform students about their academic standing, next steps and to encourage students to continue pursuing their education. Students met individually with counselors to create an Abbreviated Education Plan and go over their next steps. A total of 103 students registered to attend a workshop.

The Parent Orientation was an event done in collaboration with various student services departments, and the Counseling department to inform and familiarize parents with the onboarding process, Associate degrees offered at Grossmont and the special programs geared to promote student success. Counseling services, financial aid, transfer center, and specialized support programs (Puente, Umoja, A.R.C etc.) were

some of the programs that participated in the Parent Orientation (please see Appendix J for for agenda). Parents were guided through the college process and an given insight of what to expect from Grossmont College and our goal with their child’s education.

Future Success:

SSSP continuously partakes in the Onboarding process with high schools to ensure all High School seniors have completed the Application, Assessment, Orientation and Advising process promptly. The SSSP team collaborates with other Grossmont College departments and high schools throughout the academic year to plan high school visits and events accordingly.

A Counselor Breakfast was coordinated to ensure all High School counselors were informed of the Onboarding Steps for the Griffin Coyote Connection. Counselors were offered a tour of the Grossmont campus, coordinated by the Outreach Department. In addition, High School Counselors also had the opportunity to learn from various Academic and Student Services departments at the college, through Faculty and Coordinator presentations. To further expose High School counselors to the programs and services available at Grossmont College, Counselors took part in a Question/Answer session with Academic and Student Services departments, and had the opportunity to ask clarifying questions and make connections with all programs, including specialized programs. Please see Appendix K for the High School Counselor Breakfast agenda.

PURPOSE OF SECTION 6.2: To have departments/programs explain what they have done to improve student equity and support to special populations.

6.2 Please answer the following questions:

Access: How do the services you provide to students facilitate access and equity to special populations?

Support: How do the services you provide to students support special populations? How do the services support students while attending the college?

Access:	The services SSSP provides to students facilitates access and equity to special populations as SSSP targets all students who can benefit from the resources offered at Grossmont College. SSSP focuses on at-risk students and promotes student access and success through core services, counseling and early intervention. SSSP is mindful of who our students are and who our students will be in the future; thus making data and best practices research a focal point of our decision making and coordinated events.
Support:	During the Academic Probation and Dismissal workshops, SSSP ensures to streamline resources and opportunities by inviting Peer Mentors to the workshops who can showcase how they can help students succeed academically, and the resources students can access on campus. In addition, SSSP mandates physical accommodations for the classrooms where workshops are held. Students are also referred to support services across campus; especially if they are part of special populations.

SECTION 7 – STUDENT DATA

PURPOSE OF SECTION 7.1: To use Key Performance Indicators (KPIs) to demonstrate the department/program: scale of operation, efficiency, and effectiveness. Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 7.2.

7.1 If applicable, report program/area data showing the quantity of services provided the past 2 academic years (i.e. number of workshops or events offered, ed plans developed, students served, etc.)

KPI or Service:	Year 1 Quantity: 2015-2016	Year 2 Quantity: 2016-2017
<i>See Appendix for description of service and funding formula breakdown.</i>		
Number of students that completed orientation (SS06)	10, 758	11,927
Number of students that completed assessment (SS07)	5, 722	14, 586
Number of completed Comprehensive Educational Plans (CEPs- SS09C)	2,868	2,438
Number of Abbreviated Education Plans (AEPs-SS09A)	7,987	9,620
Advising Services (SS08)	16,065	17,025
Total number of follow-up services (SS11)	12, 535	13, 253
At-Risk Services (SS10)	3,979	3,712

Please see Appendix L for Funding Explanation.

PURPOSE OF 7.2: Summarize findings of additional data provided by the Data Liaison.

Comments:	We did not seek additional data from the Data Liaison for this year. We are currently working on building dashboards to get the breakdown of all services by demographics. The tracking of SSSP data is still not up to where we should be as a campus. We are working on a nightly integration so we can have real-time data so we can understand where we are in relation to the data before submitting our MIS Data. We have SARS and can pull the core services data but it has not been filtered on the back-end of Colleague as that student may be counted the previous year for a CEP.
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PURPOSE OF SECTION 7.3: To have the department/program examine the trends represented in the data from 7.1 or 7.2.

7.3 What story does your data tell about efficiency, responsiveness, timeliness, number of requests, etc.? (Use bulleted list and limit to ½ page).

Comments:

Our data is slowly improving. As we have strengthened the onboarding process and making sure that websites, checklists as well as the email that goes out to all students after they have applied ensures they understand the process they need to follow shows in the increases from 2015-2016 to 2016-2017. More staff and faculty are aware of the mandates as well and making the word “onboarding” more universal.

One area that we have dipped in is our Comprehensive Education Plans. Considering this a huge funding component at 35% we are needing to look at ways to provide more services to students but still keeping the integrity and holistic approach to it. We need to look at how we are scheduling 45 minute appointments as we tend to have a lot of repeat students and looking at how we determine when a student should receive a 45 minute appointment. This year the CEP campaign kicked off and there is signage all over campus promoting the awareness of a CEP and why a student should have one. Also professional development opportunities have been presented to instructional faculty to explain the importance of having a CEP.

SECTION 8 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 8.1 & 8.2: The committee is interested in knowing about the people in your department and what they do.

8.1 Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Use bulleted list.)

Position:	Responsibilities:
SSSP Counselor/ Coordinator	<ul style="list-style-type: none"> ● Coordinates the planning, development, implementation and evaluation of the Student Success and Support Program (SSSP) as it relates to the mandated services of orientation, assessment, counseling/advising, educational planning and follow-up services. ● The SSSP Counselor provides academic, vocational, career and personal counseling. The counselor teaches counseling courses, leads workshops, orientations and seminars. ● Assists in developing and implementing necessary retention programs for at risk students
SSSP Program Specialist	<ul style="list-style-type: none"> ● Provide technical assistance and information to students regarding assessment, orientation, advising, educational planning, major selection and requirements, and follow-up services. Refer students with professional needs to the SSSP counselor. ● Coordinate and oversee program and office activities of assigned function; train and provide work direction to others as assigned. ● technical duties independently in support of SSSP, such as assessments and exemptions, designing and developing student database record sets, manage data for SSSP reports and state MIS reports, posting records, and data entry.
SSSP Clerical Assistant	<ul style="list-style-type: none"> ● Perform a variety of general office duties for SSSP including answering telephone lines, copy machines, facsimile machines, and other office equipment; utilize computers for data entry, word processing, spreadsheet applications, scheduling of student appointments, and other related applications; format, type and proofread a variety of letters and reports. ● Assist in the preparation of marketing materials, informational flyers, brochures and other student information.

8.2 How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	<p>In February 2016, it was only the Interim Associate Dean of Student Services/SSSP that was overseeing the program and relying heavily on the counseling department support staff which was already impacted. The need of a dedicated SSSP Counselor/Coordinator was imperative as to be the voice of counseling faculty as well as designing workshops and</p>
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	<p>services through the lens of counseling. The SSSP Program Specialist has been instrumental in providing the in-depth detail that SSSP needs as we serve the whole campus in terms of core-mandated services. The Specialist is the liaison with the high school campuses to set-up and be present for all the onboarding services. The clerical assistant supports everyone on the SSSP team. This position is important as it is the glue that keep everyone together was the all the clerical tasks that are needed with a program at this magnitude.</p>
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8.3 Are the current levels of staffing adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly. If available provide supporting documentation.

<p>Comments:</p>	<p>The current staffing is not adequate in the fact that SSSP needs a full-time retention counselor. Grossmont college loses 50% of our students from fall to fall. One of the main goals of the Strategic Plan is retention. There have been two Student Success Liaisons hired to help support this effort and they are currently houses in instruction. However, there needs to be a strong counseling component in regards to this work. The counselor would focus on the following:</p> <ul style="list-style-type: none"> ● Work with counselors and other student/outreach services staff and faculty, assist in organizing and facilitating Student Success Workshops, and assist with developing and monitoring retention plans for ensuring student success. ● Analyze retention and attrition data to identify trends and potential solutions. ● Prepare and implement intervention plans to work with at-risk students by connecting them with support staff and other resources to improve academic standing. Provide timely feedback to students about their academic progress.
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PURPOSE OF SECTION 8.4 – 8.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.

8.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

<p>Facilities:</p>	<ul style="list-style-type: none"> ● Assessment Center for Workshops ● Career Center for New Student Advising Workshops ● Various classrooms on campus to support the different Student Success Workshops. ● Griffin Gate for large events ● Off-Campus at GUHSD high schools for onboarding services. ● Online Orientation and Advising via Cynosure.
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8.5 Are the spaces listed in 8.1 adequate to meet the program’s educational objectives?
Yes No

If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

If you checked 'no', please explain how your department/program is not meeting its facility space needs, in order to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met by.

Yes:	We are able to meet the needs to serve our students in regards to various Student Success Workshops and Events across campus. It would be nice one day to have a dedicated space to consistently offer workshops to students would know that all the SSSP workshops take place in a designated location instead of all over campus.
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8.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	SSSP has really focused on the pre-planning of services that we will be offering to students. All workshops and large scale events are planned out 6 months in advance to where we can reserve facilities. We may not always get a room ahead of time as we are waiting on instruction for scheduling but we are on the waiting list at the front of the list. We also utilize the room capacity list when planning as well.
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PURPOSE OF SECTION 8.7: Please list significant resource needs that should be currently addressed currently or in near term. For each request, identify which goal guides this resource need (use identified goals from Section 3.1).

8.7 Fill in the table with your resource needs; indicate the guiding goal, type of request, and brief description.

Indicate which goal(s) guide this need:	*Type of Request: P, T, PH, PD, O	Brief Description:
Goal 3: Retention	P	We are needing a full-time SSSP Retention Counselor to lead the retention efforts as our FTE is declining and if we could retain the students we currently have while recruiting new students to Grossmont we would have a better chance of increasing FTE.
Goal 2: Engagement/ Ed Planning	T	Student Ed Planning Software is a must to keep up with the demand and the need of the students.

*P = Personnel; List faculty and staff in order of priority.

T = Technology

PH = Physical; List facility resources needed for safer and appropriate delivery of services.

PD = Professional Development; List need for professional development resources in priority order.

O = Other; List any other needed resources in priority order.

PURPOSE OF 8.8: The committee is looking to recognize department/program efforts for outside funding.

8.8 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	N/A
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SECTION 9: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 9.1- 9.3: To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

- 9.1 Please rate the level of your agreement with the following statements regarding the program review process:
1. This year's program review was valuable in planning for the continued improvement of our department/program
 2. Analysis of the program review data was useful in assessing department/program outcomes and current status in multiple areas

Question:	Strongly Agree	Agree	Neither Agree Or Disagree	Disagree	Strongly Disagree
1. SSPR Value	X				
2. Useful for Analysis & Assessment	X				

- 9.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	SSSPR can be improved to assist SSSP in completing the self-study by providing a framework for us to build on as the academic year progresses. SSSP collaborates with multiple departments, and our work goes far beyond just Grossmont College, which sometimes causes the team to forget about important details after each event. A one-sheet formatted document would help to keep track of each event that is coordinated during the year; which would later serve an addition to the Program Review.
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- 9.3 Describe any concerns or possible dangers to the integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues, etc.

Comments:	SSSP funding is targeted to fully implement core services and is used to achieve the overarching goals to "increase student retention and to provide a foundation to support students by providing comprehensive and integrated delivery services;" therefore a cut in funding would pose possible dangers to the integrity of the program. Furthermore, Assembly Bill No.19, the California College Promise will inevitably bring many more students to our campus, which SSSP will need to serve. If the credit SSSP funding formula were to change, and not be based on the number of students who receive SSSP services, the program would encounter stability issues.
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APPENDICES

Appendix A
Grossmont College Summer 2016 - Spring 2017 Population

	Summer 2016	Summer 2016	Fall 2016	Fall 2016	Spring 2017	Spring 2017
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	5,772	100.00 %	17,892	100.00 %	17,357	100.00 %
First-Time Student	328	5.68 %	1,631	9.12 %	509	2.93 %
First-Time Transfer Student	389	6.74 %	663	3.71 %	637	3.67 %
Returning Student	384	6.65 %	2,571	14.37 %	1,772	10.21 %
Continuing Student	4,410	76.40 %	12,692	70.94 %	14,111	81.30 %
Uncollected/Unreported	1	0.02 %	5	0.03 %	10	0.06 %
Special Admit Student	260	4.50 %	330	1.84 %	318	1.83 %

	Summer 2016	Summer 2016	Fall 2016	Fall 2016	Spring 2017	Spring 2017
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	5,772	100.00 %	17,892	100.00 %	17,357	100.00 %
Female	3,439	59.58 %	10,083	56.35 %	9,827	56.62 %
Male	2,267	39.28 %	7,605	42.51 %	7,349	42.34 %
Unknown	66	1.14 %	204	1.14 %	181	1.04 %

	Summer 2016	Summer 2016	Fall 2016	Fall 2016	Spring 2017	Spring 2017
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	5,772	100.00 %	17,892	100.00 %	17,357	100.00 %
19 or Less	1,659	28.74 %	4,956	27.70 %	4,234	24.39 %
20 to 24	2,235	38.72 %	7,146	39.94 %	7,274	41.91 %
25 to 29	834	14.45 %	2,410	13.47 %	2,495	14.37 %
30 to 34	411	7.12 %	1,189	6.65 %	1,131	6.52 %
35 to 39	230	3.98 %	689	3.85 %	668	3.85 %
40 to 49	246	4.26 %	809	4.52 %	802	4.62 %
50 +	157	2.72 %	693	3.87 %	753	4.34 %

	Summer 2016	Summer 2016	Fall 2016	Fall 2016	Spring 2017	Spring 2017
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	5,772	100.00 %	17,892	100.00 %	17,357	100.00 %
African-American	420	7.28 %	1,106	6.18 %	1,053	6.07 %
American Indian/Alaskan Native	19	0.33 %	44	0.25 %	46	0.27 %
Asian	386	6.69 %	1,090	6.09 %	1,124	6.48 %
Filipino	201	3.48 %	677	3.78 %	621	3.58 %
Hispanic	2,043	35.40 %	6,077	33.96 %	5,779	33.29 %
Multi-Ethnicity	381	6.60 %	1,219	6.81 %	1,200	6.91 %
Pacific Islander	34	0.59 %	80	0.45 %	63	0.36 %
Unknown	37	0.64 %	135	0.75 %	147	0.85 %
White Non-Hispanic	2,251	39.00 %	7,464	41.72 %	7,324	42.20 %

Appendix B

Student Needs & SSSP Events Matrix

	CEP Major Workshops	New Student Advising Sessions	Onboarding Process at High Schools	Family Orientation	Probation & Dismissal Workshops	Semester Kickoff Events	Student Success Fair	Super Saturday & Fast Friday Onboarding Events
Students need direction so they know their goal and how to achieve it.	X	X	X	X	X			X
Students need to stay focused and follow their educational plan as recommended by their counselors.	X				X			
Students need to actively participate and stay engaged by being part of the larger Grossmont community.						X	X	
Students need to feel connected to the campus and build relationships to nurture their sense of belonging.	X	X				X	X	
Students need to feel valued and validated, so they know that Grossmont College wants them to succeed.	X	X	X	X	X	X	X	X
Students need to see a cross-collaboration across Grossmont College departments to ensure they are not getting mixed messages about their academic plans.		X		X			X	
Students need consistency and a well-structured plan once they begin their college experience.	X	X	X					X

Appendix C Reason Code Explanation with Funding

SSSP REASON CODE

Important that counselors code all SSSP activities rendered to students when meeting with them.

REASON CODE	DESCRIPTION	SERVICES-Examples	# AND FUNDING	
NSA_SS06_A	New Student Orientation to GC *NSA Workshops *In-Depth One-on-One Orientation that covers the mandatory requirements.	is to acquaint *students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information	One Time	10%
COUN_SS08_A	Advising - The visit can either be an individual or group appointment.	A substantive interaction between a counselor or advisor and a student. Subsequent visits can be reported in SS11.	1X per year	15%
AEP_SS09_A	Abbreviated Educational Plan (AEP) Another example: abbreviated plans may be completed prior to course enrollment for students who are completing a short-term certificate program or new students who have not declared an educational goal or course of study.	Are one to two terms in length and designed to meet immediate scheduling needs or for students for whom a comprehensive plan is not appropriate.	One Time	10%
CEP_SS09_C	Comprehensive Educational Plan (CEP)	Must cover all of the terms needed for students to achieve their course of study. The comprehensive plan addresses the education goal and course of study requirements.	One Time	35%
BOTH_SS09_B	Both AEP and CEP in One APPT	See Above	One Time	
AT_RISK_SS10_A	Follow-Up Services for At-Risk Students and Personal Counseling	At-risk students are defined as those who are enrolled in basic skills courses, have not identified an education goal and/or course of study, are on academic and/or progress probation, or are facing dismissal.	1X per term after first semester –	15%
ORIENT_OTHER_SS11_1	Other Orientation	Other orientations besides the initial orientation – additional assistance provided to students for orientation to college.	4 X's during year after the first semester	5%
CAREER_PLACE_SS11_2	Career or Subsequent Placement	Career, interest or subsequent placement assessment services.		
FA_ED_FU_SS11_3	Financial Aid, Ed Planning Follow Up	FA Petition, Consortium, Ed Plan Follow-up		
OTHER_SRV5_SS11_4	Other Follow-Up Services Contributes to the success of students (support services)	Examples include: Referrals made, Evaluation, Petitions, Unit Overload, Prerequisite Clearance, Unit Overload, Pass/No Pass Advise		

Students re-enrolling at reporting college after 3 academic years may be considered new for funding purposes.

Appendix D
Year Over SSSP Data

Grossmont College Core Services	2014-2015	2015-2016	2016-2017	2017-2018(SU/FA)
Headcount	24,262	24,431	24,840	21, 471
Allocation	\$2,756,348.00 (15-16)	\$2,824,697.00 (16-17)	\$2,683,462 (17-18)	July 1 (2018-2019)
Initial Orientation	7,210	10,758	11,927	11,762
Initial Assessment	5,718	5,722	14,586	11,219
Abbreviated Ed Plan	1,739	7,987	9,620	11,259
Counseling/Advising	8,938	16,065	17,025	18,400
Comprehensive Ed Plan	3,777	2,868	2,438	2,902
At-Risk	2,098	3,979	3,712	2,997
Other Follow-Up Services	7,575	12,535	13,253	13,510

Appendix E Student Success Services by Age, Gender, and Ethnicity

		Summer 2016		Fall 2016		Spring 2017		Spring 2017	
		Directed	Service Not Received	Directed	Service Not Received	Directed	Service Not Received	Exempted	Exempted
		Service Received	Service Not Received						
Grossmont		9,039	20,103	13,014	49,722	15,925	47,351	374	2,359
Education Plan Services	Total	1,728	7,986	4,883	16,029	4,854	16,238	176	735
	17 or Less	79	684	85	582	70	1,549	0	0
	18 & 19	487	2,107	1,359	3,574	1,285	3,762	0	0
	20 to 24	742	2,602	2,263	5,908	2,319	5,703	98	175
	25 to 29	185	1,135	534	2,445	542	2,204	28	191
	30 to 34	109	547	247	1,223	239	1,039	17	114
	35 to 39	44	317	135	719	140	603	11	71
	40 to 49	53	354	147	870	149	717	12	92
	50 +	29	240	113	708	110	661	10	92
Initial Assessment Services Placement	Total	3,861	5,853	4,661	16,251	6,064	15,028	108	803
	17 or Less	532	231	293	374	1,232	387	0	0
	18 & 19	1,380	1,214	1,460	3,473	1,900	3,147	0	0
	20 to 24	1,007	2,337	1,519	6,652	1,582	6,440	32	241
	25 to 29	394	926	563	2,416	568	2,178	22	197
	30 to 34	205	451	298	1,172	294	984	21	110
	35 to 39	105	256	177	677	173	570	13	69
	40 to 49	143	264	211	806	189	677	13	91
	50 +	95	174	140	681	126	645	7	95
Initial Orientation Services	Total	3,450	6,264	3,470	17,442	5,007	16,085	90	821
	17 or Less	399	364	112	555	1,024	595	0	0
	18 & 19	1,431	1,163	1,479	3,454	1,640	3,407	0	0
	20 to 24	816	2,528	970	7,201	1,263	6,759	30	243
	25 to 29	355	965	339	2,640	437	2,309	22	197
	30 to 34	155	501	187	1,283	247	1,031	12	119
	35 to 39	106	255	120	734	133	610	7	75
	40 to 49	129	278	153	864	145	721	9	95
	50 +	59	210	110	711	118	653	10	92

		Summer 2016		Fall 2016		Spring 2017		Spring 2017	
		Directed	Service Not Received	Directed	Service Not Received	Directed	Service Not Received	Exempted	Exempted
		Service Received	Service Not Received						
Grossmont		9,039	20,103	13,014	49,722	15,925	47,351	374	2,359
Education Plan Services	Total	1,728	7,986	4,883	16,029	4,854	16,238	176	735
	Female	1,003	4,691	2,868	9,075	2,812	9,127	128	507
	Male	704	3,194	1,967	6,770	1,993	6,913	47	224
	Unknown	21	101	48	184	49	198	1	4
Initial Assessment Services Placement	Total	3,861	5,853	4,661	16,251	6,064	15,028	108	803
	Female	2,134	3,560	2,546	9,397	3,340	8,599	72	563
	Male	1,669	2,229	2,057	6,680	2,629	6,277	36	235
	Unknown	58	64	58	174	95	152	0	5
Initial Orientation Services	Total	3,450	6,264	3,470	17,442	5,007	16,085	90	821
	Female	2,055	3,639	2,090	9,853	2,966	8,973	66	569
	Male	1,350	2,548	1,335	7,402	1,960	6,946	23	248
	Unknown	45	77	45	187	81	166	1	4

Appendix F 2016 KPI Data

	Summer 2016		Fall 2016		Spring 2017		Spring 2017		Spring 2017	
	Directed	Service Received	Directed	Service Received	Directed	Service Received	Directed	Exempted	Directed	Exempted
	Service Received	Service Not Received								
Grossment										
Education Plan Services	9,039	20,103	13,014	49,722	15,925	47,351	374		2,359	
Total	1,728	7,986	4,883	16,029	4,854	16,238	176		735	
African-American	180	561	383	965	373	983	13		35	
American Indian/Alaskan Native	2	23	15	44	12	55	0		3	
Asian	72	540	213	1,089	252	1,043	12		45	
Filipino	55	319	171	612	140	604	5		29	
Hispanic	653	2,827	1,770	5,248	1,792	5,539	53		188	
Multi-Ethnicity	131	555	332	1,117	320	1,166	15		48	
Pacific Islander	9	44	23	70	18	70	1		3	
Unknown	11	54	37	130	37	115	2		14	
White Non-Hispanic	615	3,063	1,939	6,754	1,910	6,663	75		370	
Initial Assessment Services Placement	3,861	5,853	4,661	16,251	6,064	15,028	108		803	
Total	316	425	339	1,009	438	918	4		44	
African-American	12	13	13	46	29	38	1		2	
American Indian/Alaskan Native	260	352	380	922	396	899	5		52	
Asian	172	202	186	597	221	523	4		30	
Filipino	1,391	2,089	1,461	5,557	2,143	5,188	30		211	
Hispanic	275	411	328	1,121	406	1,080	11		52	
Multi-Ethnicity	20	33	24	69	22	66	0		4	
Pacific Islander	23	42	48	119	35	117	2		14	
Unknown	1,392	2,286	1,882	6,811	2,374	6,199	51		394	
White Non-Hispanic	3,450	6,264	3,470	17,442	5,007	16,085	90		821	
Initial Orientation Services										
Total	270	471	266	1,082	369	987	5		43	
African-American	9	16	11	48	18	49	0		3	
American Indian/Alaskan Native	146	466	132	1,170	192	1,103	5		52	
Asian	156	218	138	645	154	590	5		29	
Filipino	1,301	2,179	1,202	5,816	1,918	5,413	26		215	
Hispanic	263	423	234	1,215	358	1,128	2		61	
Multi-Ethnicity	17	36	18	75	21	67	1		3	
Pacific Islander	20	45	19	148	22	130	0		16	
Unknown	1,268	2,410	1,450	7,243	1,955	6,618	46		399	
White Non-Hispanic										

High School Counselor Breakfast Survey



**G R O S S M O N T
C O L L E G E**

Grossmont College
High School Counselor Breakfast

January 20, 2017

SURVEY

(Very Satisfied- Very Dissatisfied) How Satisfied are you with the following:	<i>Mark response using rating scale below</i>			
	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
a. Registration, Parking, Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Location, Date and Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Academic Deans Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Academic Departments Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Special Programs Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Overall Event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. What other information would you like us to cover next year? (Please list below):

2. Lastly, if you have any additional comments or suggestions regarding High School Counselor Breakfast, please share:

Thank you!

Thank you for taking time to complete our Survey! Your contribution is very important to us as these data will help us strengthen our efforts.

Appendix H Parent Orientation Survey



**GROSSMONT
COLLEGE**

*Grossmont College
Parent Orientation*

May 24, 2017

SURVEY

(Very Satisfied- Very Dissatisfied) How Satisfied are you with the following:	<i>Mark response using rating scale below</i>			
	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
a. Registration, Parking, Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Location, Date and Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Onboarding Process Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Counseling/Transfer Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Financial Aid Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student Panel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Overall Event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. How did you hear about the event?

2. What did you like about Parent Orientation?

3. What did you dislike about Parent Orientation?

4. Please provide any additional comments or suggestions for future parent orientations

Thank you for taking time to complete our Survey! Your contribution is very important to us as these data will help us strengthen our efforts.

Appendix I
SSSP & Student Services Departments Collaboration Matrix

	CEP Major Workshops	New Student Advising Sessions	Onboarding Process at High Schools	Family Orientation	High School Counselor Breakfast	Probation & Dismissal Workshops	Student Success Fair
Admissions & Records			x	x	x	x	x
Accessibility Resource Center				x	x		x
Assessment Center		x	x		x		x
Athletics					x		
CalWorks							x
CARE					x		x
Career Services				x	x		x
Counseling	x	x	x	x	x	x	x
Dream Center					x		x
EOPS					x		x
Financial Aid				x			x
Grad Coaches				x			x
Guardian Scholars/NextUp				x	x		x
Learning Assistance							x
Mental Health							x
Outreach			x	x	x		x
Puente			x	x	x		x
Student Affairs					x		x
Student Engagement					x		x
Student Health							x
Via Rapida			x	x	x		x
Transfer Center				x	x		x
Tutoring Center						x	x
Umoja				x			x
Veterans Center							x

Appendix J
Parent Orientation Agenda

Student Success and Support Programs

Presents

Parent Orientation

Check-in/Dinner

Welcome

President Dr. Abu-Ghazaleh

Onboarding Process

Karolia Macias, Counselor/SSSP Coordinator

Counseling & Transfer Services

Dr. Ticey Hosley, Articulation Officer/Counselor

Sarah Moore, Transfer Center Coordinator/Counselor

Financial Aid

Mauricio Amezcua Lopez, Lead Ambassador

Luma Shamon, Financial Aid Supervisor

Student Panel

Grossmont College Students

Activity/Resource Fair

Student Services Departments

GROSSMONT
COLLEGE



"Changing Lives Through Education"



Appendix K
High School Counselor Breakfast Agenda



G R O S S M O N T
C O L L E G E

High School Counselor Breakfast

Friday, January 20th

7:30 am – 12:00 pm

Griffin Gate

7:30 am-8:00am

Check-In / Meet and Greet

Breakfast

8:00am-9:00am

Welcome and Introductions of Dean Liaisons

Dr. Nabil Abu-Ghazaleh	President
Dr. Marsha V. Gable	Vice President, Student Services
Domenica Oliveri	Interim SR. Dean, Allied Health & Nursing
Dr. Javier Ayala	Dean, CTE/Workforce Development
Agustin Albarran	Dean, English and Social/Behavioral Sciences
Nadra Farina-Hess	Interim Dean, Learning & Technology Resources
Dr. Michael Reese	Dean, Mathematics, Natural Sciences, Exercise Science and Wellness
Martha Clavelle	Dean of Counseling Services

9:00am-9:15am

Break & Transition

9:15 am-10:00am

Presentation – Academic Departments

Career Technical Education, Allied Health/Nursing and Administration of Justice (Classroom 34-170)

10:05am-10:45am

Presentation – Special Programs

Puente, UMOJA, EOPS/CARE, DSPS, Dream Center, CalWORK's, Cafyes and Guardian Scholars (Classroom 34-171)

10:45am-11:00am

Break & Transition

11:00am-11:45pm

Counseling & Transfer Center

Griffin Gate

11:45am- 12:00pm

Q&A/Survey

12:00 pm- 1:00pm

Campus Tour (Optional)

Appendix L Funding Explanation

SSSP Performance Based Funding

The Student Success and Support Program replaced the matriculation program by refocusing the funding and resources on services to entering students while emphasizing the responsibility of the institution as a whole for student success.

Service	%	MIS Data Element	Frequency in Formula
Initial Orientation	10%	SS06	once during time student is served by the college †
Initial Assessment	10%	SS07	once during time student is served by the college †
Abbreviated Student Education Plan	10%	SS09	once during time student is served by the college †
Counseling/Advising	15%	SS08	once per year per student during time student is served by the college
Comprehensive Student Education Plan	35%	SS09	once during time student is served by the college † (revisions or a new SEP in subsequent terms are counted under "other follow-up service")
Academic/Progress Probation Services	15%	SS10	once per term during time student attends the college (after first term)
Student Success Other Services	5%	SS11	up to four times during the year during time student attends the college