

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

Grossmont College (GC) serves an average of 5000 new students each year. Of these, about half are first-time college students, while the other 2500 transfer-in from other institutions. Approximately 40% of Grossmont’s student population comes from outside of the district’s service boundaries.

Students who are new to GC participate in an on-line orientation after submitting a college application through “CCCApply”. Orientation information is offered in both group and individual settings. Most students complete the on-line orientation independently using the “Cynosure” technology deployed by the Grossmont-Cuyamaca Community College District (GCCCD).

Students are able to access the on-line orientation at any point during the matriculation process; it is one of the components required in order to earn priority registration*. Orientation may be done before or after completing the English and/or math assessment, but must be completed prior to participating in advising. The assessment session also includes a “mini” orientation that provides relevant matriculation information.

**In 2012 the Grossmont-Cuyamaca CCD implemented a district policy to allow new students who had completed the full matriculation process to receive a “Group 3” priority registration date.*

To complement the on-line orientation, there are a variety of opportunities for students to obtain information and support through in-person contacts with staff and faculty. Given that the matriculation process begins in Spring for new students entering in the Fall, GC will continue to expand the outreach and transition services offered in the high schools. These services will include application/orientation workshops offered at all feeder high schools, as well as at other high schools in the region, as requested.

The following events and activities are also planned as part of a comprehensive approach to

ensure that students, parents, and high school counselors are informed about college programs and processes.

- High school counselor workshop in the Fall
- College campus “Open House” in the Spring
- “Getting Started at Grossmont College” information nights
- Parent orientation and advising workshops
- Financial aid outreach
- Campus tours

In addition to on-line and high school orientations, there are a variety department and program-specific orientations and other services offered, both on-campus, and in the community, including:

- Student Services department and program orientations (group and individual):
 - EOPS
 - DSPS
 - CalWORKS/New Horizons
 - International Counseling
 - Foster youth
- College program orientations:
 - UMOJA
 - Freshman Academy
 - University Link
 - EOPS summer institute
 - Adult Re-entry orientation
 - OPT program week-long orientation

Additionally, we have many community partnerships that provide an opportunity for information-sharing and referrals to orientation services, including:

- CalWORKS – County of San Diego community service centers
- East County Career Center
- CalSOAP (student outreach and access program) – statewide
- College Connection: coordinated services for foster youth
- “Got Plans?”, a Grossmont Union High School District College and Career Fair (hosted alternately on Grossmont and Cuyamaca College campuses)
- San Diego County Refugee Services (County)
- Women’s Resource Fair

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

As mentioned in question 1 above, most of the orientation activity occurs in the on-line realm. The primary role of staff is in providing support to students navigating the online orientation and is composed of:

- a full-time general counseling classified staff member; and

- **five (5) full-time Disabled Student Programs and Services (DSP&S) classified staff members.**

In addition, orientation support is provided during high school outreach and transition activities by:

- **First Year Experience counselor 0.4 FTE – responsible for orientation workshop**
- **CTE Transitions program specialist – hosts/coordinates campus tours, conducts visits to high schools**
- **Adjuncts (4): conduct visits to high schools**

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

The college uses the following technologies which are supported by GCCCD Information Systems staff:

- **Cynosure – orientation and advising technology**
- **SARS – used by general counseling, EOPS, DSPS, CalWORKS, New Horizons, EFFORT**
- **Colleague – recording participation in orientations**
- **WebAdvisor (support is provided to DSPS students through the Assistive Technology Center)**

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

During the 13-14 school year, the college piloted the use of Cynosure software to offer orientations on-line. This orientation features videos, modules, and questions to check for understanding. It is organized around six primary topic areas:

- 1. First Steps: Overview of the matriculation process**
- 2. Academic Goals: Identifying a goal and beginning an education plan**
- 3. Student Services**
- 4. College Success**
- 5. Campus Life**
- 6. Student Conduct and Safety**

The content and format will be modified and expanded, with discussions underway to reorganize the information into modules, and incorporate additional college and program information. Comprehensive college information is also available in the student handbook.

In addition to the current on-line format for providing orientation information, GC also plans in 2014-15 to provide orientation through the following activities:

- Campus Open House
- Parent and student information nights
- High school workshops
- Students will also be introduced to college processes and related information through a Welcome Letter and through “WebReg” workshops (registration tutoring and assistance) as part of orientation offerings for larger numbers of students.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

In addition to the orientation information listed in question 4 above, the college also feels that the following information is an important part of our college orientation:

- Safety
- Health Services
- Student Code of Conduct
- Student Engagement Opportunities
- Student Responsibility

The issues identified above are included in the on-line orientation, within the “Campus Life” and “Student Conduct and Safety” sections.

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

The primary target population for our assessment and placement services are first-time to college students (approximately 2,500), as well as those who have attended other institutions but did not complete a math or English course. Assessment scores from other community colleges in San

Diego County are accepted for transfer-in students. Assessment is not mandated, but it is one of the required steps in order to earn priority registration.

Given the target audience of 2500 first-time college students, as well as those transferring from other institutions, the college assessment plan will provide sufficient seats for this population, while also encouraging the utilization of assessment exemptions (see #6 below).

- **Spring:** Testing will be offered both at high schools and in the college Assessment Center, with the goal of promoting early access to and completion of all matriculation steps
 - Timeline: March 1-June 23
 - Goal: 2500 seats
- **Summer:** While efforts will be made to serve all prospective students during the spring, there are a number of students who need assessment services in the summer
 - Timeline: June 24-August 18
 - Goal: 800 seats
- **Fall/Winter:** During the fall, a regular assessment schedule will be posted to accommodate students who will be enrolling in the spring semester, or who did not participate in assessment during the spring or summer.
 - Timeline: September 1-January 20
 - Goal: 500 seats

Assessment methods:

- ACCUPLACER testing offered on campus and at high schools
- ESL paper assessment (not ACCUPLACER) on campus and at high schools
- English and math exemptions for placement (see #6)
- Math articulation agreement with GUHSD: transcript-based placement
- English Course Alignment Project (ECAP): students who complete specific English coursework at partner high schools are placed directly into college level English
- Students can follow challenge process through the departments (English, ESL, math) if they would like to place higher than their assessment results allow
- DSPS students participate in the general college orientation process, but can access DSPS services if accommodations are needed.
- To clear prerequisites with courses taken at other campuses, students follow department processes, as identified on the Pre-requisite Clearance page of the college website

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

- **Assessment office**
 - Two specialists
 - Student services assistant
- **CTE Transitions/First Year Experience**
 - 1 specialist
- **Assessment-related research services**
 - Research, Planning, and Institutional Effectiveness (district)
 - Information Systems (district)

o **A&R Technology Supervisor**

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
 - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
 - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Math and English:

Grossmont College utilizes Accuplacer for English and math assessment testing. It is a web-based tool that is offered on-campus and at high schools, in both group and individual settings.

There are also options for students to be placed in math and English based on prior coursework

- **High school transcript-based placement: math articulation and English Curriculum Alignment Project (ECAP)**
- **Transcripts from other colleges are processed via the assessment office**

English as a Second Language

The ESL assessment is a paper exam that is offered in both individual and in group settings, and is evaluated by the ESL department.

If students would like to challenge their placement based on the assessment test, they can follow the prerequisite challenge process through each department. Counselors have discretion to clear students for a higher level if a student's raw test score is close to the cut-off.

4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

Both colleges use ACCUPLACER for math and English assessment testing. There is a joint agreement on cut scores between departments at both colleges.

(NOTE: exemptions are not the same at each college, see #6)

Grossmont College accepts scores from other community colleges in San Diego County only.

5. Describe college or district policies and practices on:
- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
 - b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more

restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Pre-test practice:

Currently, the following resources are available to students:

- Free pre-test on Accuplacer for math and English
- Practice tests on Math department website
- “Mathland” and “EngLand” paper practice questions are available in counseling and assessment offices
- In-person pre-test workshops

Students are informed about these resources via the assessment webpage and a confirmation email from the counseling department.

Re-take policy:

- Students can retake the assessment test after 6 months to one year (related to financial considerations)
- ESL re-take policy: must wait one year after taking the test, and then request permission from the ESL department
- NOTE: If a class is taken based on assessment, student cannot re-take the exam at all, unless they petition through the department.

Recency:

- There is no recency requirement related to assessment.

During the 2014-15 school year, the following activities are planned in order to expand access to testing and test preparation services:

- Utilization of ACCUPLACER “My Foundations Lab” for pre and post-assessment interventions
- Post-assessment interventions
- Expand outreach for assessment, high school counseling connections (i.e. counselor workshops)
- Coordinate with high school math and English faculty to promote test prep
- Communications strategies (to students and parents) to increase awareness of test prep resources, and the importance of the test (including including communicating the importance of the assessment tests)
- Support services for assessment (e.g. test taking methods)
- Explore the re-take policy in light of students not understanding what the assessment test really means.
- Implementation of required “boot camp” workshops prior to retaking the assessment

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to

exempt students from the college placement test in English? In math?

The following are the testing exemptions in place at both colleges in the district:

ENGLISH

Test	Score	Grossmont	Cuyamaca
SAT Reasoning Test	500 or above	Yes	No
SAT II Writing Test	650 or above	Yes	No
EAP	Ready or Conditionally Ready	Yes	No
ACT English	22 or above	Yes	No
IB English	4 or above	Yes	No
AP English	3 or above	Yes	Yes
Assessed at another community college	Grossmont accepts: City, Mesa, Palomar, Mira Costa, Southwestern, and Imperial Valley (San Diego County) Cuyamaca accepts any California community college	Yes	Yes
Completed course at another institution	C or better	Yes	Yes

MATH

Test	Score	Grossmont	Cuyamaca
SAT Math	550 or above	Yes	No
EAP	Ready	Yes	No
ACT Math	23 or above	Yes	No
ELM Math	50 or above	Yes	No
AP Math	3 or above	Yes	Yes
Assessed at another community college	Grossmont accepts: City, Mesa, Palomar, Mira Costa, Southwestern, and Imperial Valley (San Diego County) Cuyamaca accepts any California community college	Yes	Yes

Completed course at another institution	C or better	Yes	Yes
GUHSD Articulated Credit	Students who complete the following high school courses with and A or B will be placed as follows: Algebra II = Math 103/110 Pre-Calculus = Math 120 – 178 Calculus = Math 180 Students who did not earn an A or B in these courses, or who would like to attempt a higher placement must participate in the regular assessment process. <i>Note that a “C” in an Honors course is not accepted.</i>	Yes	Yes
If taking math or English for personal enrichment with no pre-requisites		No	Yes
7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.			

iii. Counseling, Advising, and Other Education Planning Services

<p>1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)</p> <p>Grossmont serves approximately 5,000 new students each year (first-time to college and transfer-in). The following services are provided to this group:</p> <ul style="list-style-type: none"> ● Comprehensive online advising (Cynosure): Virtual advisor available to students after they complete English and math assessment; Gives students first semester course suggestions (abbreviated ed plan) ● “Transition” workshops offered at the high schools for graduating seniors ● In person optional advising sessions (for students who have completed online
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orientation and online advising if they have additional questions)

- **Transfer-in advising workshops (group mini orientation for students who have previously attended other colleges: offered specifically for students who have attended a college in California and for students who have attended a college outside of California; gives information including but not limited to transcript evaluation procedure, prerequisite clearance procedure, class registration procedure, information re: certificate, AA, and transfer out to a four year college or university)**

- Transfer Center Workshops
- Transfer Options
- Transfer Options (for denied students)
- SDSU: Critical Changes Affecting Transfer
- UC Application Workshop
- CSU Application Workshop
- UC TAG Workshops
- UniversityLink
- SDSU Supplemental
- Associate Degree for Transfer (ADT) to a CSU
- SDSU Writing Proficiency Assessment Workshops
- SDSU Admit Workshops
- EOPS – two contacts over the course of the semester
- CalWORKS two contacts over semester
- Summer Institute Program to provide advising and short-term ed plan (also includes counseling course which helps develop comprehensive ed plan
- 1st semester appts, drop-in counseling
- Workshops to begin developing comp ed plans (EOPS, CalWORKS, Int'l, transfer)
- Foster youth counseling, advising, also includes a class (PDEO 299A), DSPS also SEC.

For continuing students, comprehensive education planning is provided through contacts with counselors in 30-minute in-person appointments, via phone counseling, online (email) counseling, workshops, drop-in counseling that serve all students, including Veterans.

Comprehensive ed planning services are also provided through the DSPS and EOPS offices to serve students in those specific populations. Additional services to continuing students include:

- **Financial Aid: Financial Aid Advising workshops for students not meeting SAP (Satisfactory Academic Progress); COUN 095 class for students on Financial Aid probation (includes comprehensive ed plan)**
- **Counseling courses: COUN 120, 110, 130 (all offered in person and online); all have a comprehensive ed planning component**
- **CalWORKS, county offices, county health services – collaboration between staff to provide workshops and educational services to students**
- **Department of Rehab – Grossmont staff communicates with Dept of Rehab; Dept of Rehab requires a comprehensive ed plan for our shared students**
- **EOPS, CalWORKS, CARE, DSPS do short and long-term ed plans, and follow through to completion**

- **Veteran’s Affairs Office requires and houses abbreviated and comprehensive ed plans. Counseling appointments reserved for Veteran’s students just before their priority registration date in order to ensure they have the opportunity to see a counselor and complete an ed plan to be approved by the VAO office before they register for classes.**
- **Student-athletes: Online orientation, assessment, and advising (as above), athletic advisor offers assistance with class scheduling and eligibility**
- **Career – referrals to the career center who conduct workshops, in-person, career fair advising, referrals to websites**
- **Personal, crisis, emergency and disability-related counseling are provided in-person (external resource information is also available to students on the Counseling website)**

Ed planning occurs all the way through the student pathway.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

- **General Counseling: Counseling is offered in person for appointments, drop in, and workshops. Online counseling is available via e-mail, phone counseling. Drop in is designed for five minutes or less, quick questions (no transcripts). Appointments are required for regular appointments.**
- **Drop-in – Average wait is typically 10 minutes or less. At the beginning of the semester, DSPS has walk-in services (typically wait time 10-15 minutes), EOPS “same day” service throughout the semester in order to allow for crisis counseling and other needs (depends on morning or afternoon, typically 10-15 minutes. DSPS have “same day” appointments throughout the semester (except during peak times at the beginning of the semester and during registration).**
 - **Online – “ask a counselor” link**
- **Appointments are also available for all services in all areas.**
- **Group – workshops in General, Transfer, International, EOPS, CalWORKS, CARE, New Horizons, and Veterans.**

Access: Reductions in staffing over the past few years have resulted in longer wait times for students to have access to counseling, advising, and other related services.

- **Student access to general counseling services is challenging; appointments are booked two weeks in advance and fill immediately.**
 - **General Counseling: 15 Full time General Counselors for over 20,000 students; 14 general adjuncts.**
 - **Students may wait 3-6 weeks to make an appointment.**
- **DSPS is adequate for most time periods.**
- **EOPS is also challenging (typical wait for appointments is 1-3 weeks).**
- **Transfer Center has access for students with specific needs (approx. 1 week wait)**
- **Transcript evaluations for students who have attended other colleges take more than 12**

weeks.

- Academic/paraprofessional = one academic advisor for student-athletes.
- Advising – peer-to-peer advisors provide perspectives on student experiences, opportunities on campus, help keep students on schedule, review progress reports and refer to counselor when necessary

To support students with education planning, the college will explore the use of additional technology tools, such as the following:

- Web portal (Student access for DARS degree audit system and educational planning).
- Incoming transcript evaluation through technology such as “eTranscript”/”Credential”
- Comprehensive ed planning tool

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

New students complete an abbreviated (one-semester) ed plan on-line through Cynosure during the matriculation process. In addition, the following special services provide an abbreviated ed plan:

- EOPS Summer Institute Program (SIP)
- Veterans have specific paper ed plan a counselor will complete in order to receive benefits
- ESL department provides a specific ed plan (ESL pathway) that is based on assessment results
- COUN 095 course
- DSPS: student ed contract (SEC) that is done with counselor specialist that also lists classes and accommodations

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

- All COUN courses include an individualized comprehensive ed plan based on the students’ goal(s).
- Career Center offers workshops and software to assist students with goal identification (exploration for major, career, program, or transfer school)
- Counseling appts in all areas (general, veterans, intl, EOPS, transfer center, CalWORKS, New Horizons, DSPS). DARS (degree audits) are run in appointments for students to determine courses completed and remaining for comprehensive ed planning based on students’ goal(s).
- Workshops in EOPS and Transfer Center
- Financial Aid ed plans are done in DSPS, EOPS, General Counseling and via the COUN 095 course.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

- **DSPS – 3.75 FT counselors/specialists**
- **General counseling – 15 FT counselors ; 14 PT counselors (including instruction and FT overload)**
- **EOPS – 4 FT counselors, 3 PT counselors**
- **CalWORKS – 4 PT counselors**
- **Counselors contract: 22 hours of student contact negotiated (but several counselors released for other duties)**

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

- **Cynosure – provides new students with abbreviated SEP**
- **DARS – Comprehensive SEP as part of appointments, transcript (from other schools) evaluation information, AP evaluations**
- **ASSIST, College Source, TAP (UC and SDSU), Career Café, Career Cruising – used for ed planning, transfer, as well as career counseling**
- **Image Now – to look at disabilities and ed accommodations; and also to store general ed advising sheets and comprehensive ed plans, storage of student petitions, high school transcripts**
- **SARS – for scheduling and notes**
- **Accuplacer - for assessment**
- **Colleague – for case notes, assessment score information, transcripts from other schools, AP/IB scores, prerequisite clearance information**
- **Grossmont College articulation website**
- **EOPS uses a shared virtual drive in order to track work done with students**

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services that are available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

(Bullets in red specific to title 5 section 55525)

- **Academic Probation**
 - Students are notified online via email. Students can also access their status through WebAdvisor. Services include voluntary counseling appointments. We do not have mandatory intervention. Student will lose registration priority if on probation for two consecutive semesters and are notified of the potential loss of registration priority via e-mail after the first semester. They also receive an e-mail if they lose their priority.
- **Lack of Progress Probation**
 - Students are notified online via email. Students can also access their status through WebAdvisor. Services include voluntary counseling appointments. We do not have mandatory intervention. Student will lose registration priority if on probation for two consecutive semesters and are notified of the potential loss of registration priority via e-mail after the first semester. They also receive an e-mail if they lose their priority.
- **Disqualified**
 - Students are notified online via email. Students can also access their status through WebAdvisor. Student may appeal. Students must sit out one full semester within the district (not including Summer) if they do not appeal or if appeal is unsuccessful.
 - Financial Aid SAP probation/disqualification (different criteria than academic probation and academic progress probation)
 - Students notified after each academic term via email or snail mail. Also notified via WebAdvisor financial aid status page.
 - Intervention services – COUN 095 required at disqualification level. Warning is related to making satisfactory academic progress.
- **Basic Skills**
 - Students are notified through assessment process.
 - Services – project success classes (learning communities), Freshman Academy, can be referred to DSPS for assessment, accommodations and classes, Math Academy, English Express, Summer Institute Program with Math 90 or Eng 105, tutoring services
- **No Educational Goal/course of study**
 - Students who have no goal are notified by Financial Aid that they need to declare in order to receive Aid.

- Services – counseling, counseling courses, workshops, welcome letters include services available, appointments, referrals to career center
- International students
 - Notified via WebAdvisor, email, snail mail, on occasion from immigration
 - Services – student ambassadors, intl. admissions, intl. counselor, Intl student club mentoring support system
- CalWORKS/CARE
 - Notified: Progress reports are required for all students; also provide annual mandatory orientations
 - Services: reports are reviewed at 2nd appt. with the counselor, recommendations are provided
- DSPS
 - Notified: receive a notification through A&R if they have lack of progress or academic probation
 - Services: counseling, review of ed accommodations, have voluntary progress reports
- Foster Youth
 - Students get priority financial aid review of FAFSA; triage between EOPS and Financial Aid in recognizing issues related to financial aid; if academic probation with EFFORT students, EOPS is notified in order to activate personal and academic counseling. Students are also eligible for DSPS services if they have a disability. Also have liaison within A&R.
- Veterans
 - Notified by college if they have not met college requirements for satisfactory progress, then by A&R specialist, then by veteran's administration (VA)
 - Services - counseling, veteran work study, faculty resource for veterans resource center, Student veteran organization (SVO)

Follow up services are offered in other areas of the college as well and include:

- EOPS SIP & Freshman Academy person-to-person coordination between counseling and instructors, EOPS, financial aid, CalWORKS, and Umoja progress reports throughout the semester. Monitoring of basic skills students in programs such as learning communities (specifically record sharing between writing and reading instructors, referrals to DSPS if necessary). Also a foster youth component in which students are referred to EOPS, Financial Aid, if needed.
- SARS Early Alert system and intervention team that includes a lead faculty member (counselor adjunct)
- Embedded tutoring in basic skills or other targeted courses
- Development of instructor resources for referring students to student services
- Mid-semester resource tables (manned by college employees) to check in for help as the semester unfolds
- Nursing student success advisor identifies and meets with high risk students through the semester.
- Student mentoring programs in the health professions areas
- Area-specific tutoring in addition to the colleges main tutoring center

<p>2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).</p> <ul style="list-style-type: none">● DSPS – 3.75 FT counselors/specialists● General counseling – 15 FT counselors; 14 PT counselors (including instruction and FT overload)● EOPS – 4 FT counselors, 3 PT counselors● CalWORKS – 4 PT counselors● Financial aid advisors and student ambassadors● Ambassadors: Umoja, EOPS● Tutoring center staff● Instructional faculty coordinators/mentors● Support staff that contact students to arrange the interventions above● Athletic advisor and eligibility clerk● International students - Student ambassadors
<p>3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.</p> <ul style="list-style-type: none">● WebAdvisor● SARS (early alert)
<p>4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.</p>

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

<p>1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.</p> <p>SSSP services are evaluated in a number of ways and the district office of Research, Planning, and Institutional Effectiveness (RPIE) provides data to support these analyses:</p> <ul style="list-style-type: none">● Each student service area has student service outcomes and/or key performance indicators that are monitored regularly and evaluated as part of annual and comprehensive program review cycles.● Feedback is gained directly from students via a number of survey tools including biennial institutional survey that incorporates student satisfaction questions and point of service surveys.● The Grossmont office of College Planning and Institutional Effectiveness (CPIE) also conducts focus groups to evaluate student needs related to SSSP.
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- **The college also monitors the number of students served and the data are broken down demographically in order to better evaluate and address student needs.**

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.
 - **Cynosure – online orientation, students’ assessment scores are input into online advising module and through students’ choices of goal(s), an abbreviated student ed plan is generated.**
 - **Online counseling (“Ask a Counselor”) - asynchronous (e-mail).**
 - **DARS – counselors use for ed planning (not yet available for students)**
 - **DSPS ImageNow - look up disability verifications and store ed plans**
 - **General – Datatel – look up class schedule, transcripts, pre-req clearances, assessment scores**
 - **DSPS Datatel – case notes on all students, look up class schedule, transcripts, pre-req clearances, assessment scores**
 - **SARS – assessments, optional advising workshop, scheduling appointments, keeping notes, (codes are being used to keep track of SSSP elements i.e. abbreviated and comprehensive ed plans)**
 - **WebAdvisor – WebReg assistance (video tutorial on how to use WebAdvisor and register for classes), registering for optional advising workshops, registering for assessments**
 - **Document image – used to look up students files (e.g. petitions, transcripts, pre-requisites)**
 - **CalWORKS/CARE – CalWIN – program used through County of San Diego to track documents for student recipients.**
 - **Discussions currently ongoing to have better access and collaboration related to student advising and ed planning**

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

STILL IDENTIFYING THE FINAL LIST OF ALLOWABLE SERVICES

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

Board Policy and Administrative Procedure 5050 (Student Success and Support Program) outlines the criteria by which students are exempt from participation in SSSP services as follows:

EXEMPTIONS

A student may be exempted from certain Student Success and Support Program requirements based on one or more of the following criteria;

- Has completed an associate degree or higher;
- Has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence;
- Has completed these services at another community college;
- Is enrolling at the college to take a course that is legally mandated for employment or in response to a significant change in industry or licensure standards; or
- Is a special admit student pursuant to Education Code 76001.

Any student exempted from orientation, assessment, counseling, advising, or student education plan development shall be notified and may be given the opportunity to participate in those services.

2. Appeal Policies

Describe the college’s student appeal policies and procedures.

PULL FROM CATALOG AND BOARD POLICY

3. Prerequisite Procedures

Provide a description of the college’s procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

PULL FROM CURRICULUM PROCESS AND BOARD POLICY

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the

Student Success and Support Program.

The college is currently offering, or supporting participation in, the following professional development activities:

- College campus meetings related to “Pathways” initiative
- Accuplacer conferences
- NCORE conference
- ETS (ensuring transfer success)
- CSU counselor conference
- CAPED (Cal Assoc Post-Sec Ed Disabled)
- CCCCCO webinars
- ASSIST webinars
- CACRAO (Cal AssocAdmiss and Records)
- CCCEOPS Assoc.
- CalWORKs Assoc.
- Presentations to the college community to assist in advising at-risk students

In addition to the activities listed above, GC also plans in 2014-15 to support the following professional development activities:

- Integration of SSSP activities and information into college-wide Professional Development plan
- Accuplacer conferences
- ASSIST webinars
- Weekly meetings and discussions to discuss the implementation of SSSP; discussions on DSPS, EOPS, and administrative listservs
- Student Equity Plan Institute
- Student Success Conference

5. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The approach of Grossmont College to student success is informed by the Grossmont-Cuyamaca Community College District (GCCCD) strategic areas of focus, the college’s strategic plan, its vision and mission statements, as well as the college values. All of these components are focused on providing our diverse student population with an exceptional learning environment. The college has developed a comprehensive student pathways framework into which all of its current student success plans (i.e. SSSP, Student Equity, and Basic Skills) will fit.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

- GCCCD Student Success Committee (monthly meetings)

- **Student Success Data Elements taskforce**
- **Board policies are regularly reviewed at DCEC and DEC**
- **Cynosure 508 compliance meeting to discuss the accessibility of the Cynosure interface**
- **Departments at both colleges have shared information about SARS coding**
- **Will have joint department meetings during flex week in August 2014.**
- **Some coordination between colleges done at regional meetings.**

DRAFT