Credit

Student Success and Support Program Plan

2015-16

District: North Orange Community College District
College: Fullerton College

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students[1]. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (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 for placement, and counseling, advising, and other education planning services to all first-time students[2].
- 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 to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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. Please be sure all expenditures are

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

[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, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

consistent with the SSSP Funding Guidelines or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

I. Program Plan Signature Page
II. Planning & Core Services
    A. Planning
    B. Orientation
    C. Assessment for Placement
    D. Counseling, Advising, and Other Education Planning Services
    E. Follow-up for At-Risk Students
    F. Other SSSP/Match Expenditures
III. Policies
    A. Exemption Policy
    B. Appeal Policies
    C. Prerequisite and Corequisite Procedures
IV. Professional Development
V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

➢ Seymour-Campbell Student Success Act of 2012

➢ California Code of Regulations

➢ Chancellor's Office Student Equity web page

➢ Accrediting Commission for Community and Junior Colleges

➢ Chancellor's Office Basic Skills website

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: <u>Fullerton College</u>

District Name: <u>North Orange County Community College District</u>

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: <u>Stewart Kimura</u> _____ Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: <u>Lisa Campbell</u>_____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: <u>Dr. Jose-Ramon Nunez</u>_____ Date: _____

Signature of College Academic Senate President: _____

Name: <u>Dr. Peter Snyder</u>_____ Date: _____

Signature of College President: _____

Name: <u>Dr. Greg Schulz</u>_____ Date: _____

Contact information for person preparing the plan:

Name: <u>Stewart Kimura</u>   Title: <u>SSSP Coordinator / Counselor</u>

Email: <u>skimura@fullcoll.edu</u>   Phone: <u>(714) 992-7245</u>

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1.   a. Describe the planning process for updating the 2015-16 SSSP Plan.

The planning process that lead to updating the 2015-16 Plan incorporated input from faculty, staff, and administrators representing various Student Services, Instructional, and Administrative services offices across the college campus and District. The need to reinstate, rework and re-envision support services for students was introduced in the previous year plan, the changes identified in this plan is a continuation of that acknowledged need that will continue and evolve in coming years. It is recognized however, that increased input and involvement from the Associated Student (A.S.) body is needed in all future planning – increased solicitation of A.S. will be made in future year plan development.

The planning process and collaboration took place in large and small committee/workgroup contexts in district, campus, division and department level groups – cross membership among committees/workgroups impacting SSSP planning is commonplace. Likewise, the representation in these committees/workgroups is diverse, with membership drawing from the ranks of Instructional offices, Student Services offices, Administrative Services and Associated Students.

Committee/workgroup level discussions of institutional strategic planning, student need and the alignment of programmatic goals and resources are vetted by group membership through other groups with which they share membership. As an example, Counseling Department staff also participate in groups such as the Student Equity Committee, Basic Skills committee, Student Success Committee, SSSP Advisory committee, Campus Strategic Planning and Accreditation Steering Committee. From these discussions, the development of services and interventions has begun to support the common student needs addressed by SSSP goals and regulations, the Student Equity Plan and accreditation standards requirements, among others.

Proposals that gain wider spread support are conveyed to Counseling / SSSP staff responsible for programming and coordination who sponsor the proposal through the appropriate vetting and approval process to the point of implementation.

a. What factors were considered in making adjustments and/or changes for 2015-16?

The factors that informed the adjustments and changes for 2015-16 orbited around the broader categories of known areas of service gaps, the need to more effectively evaluate the efficacy of currently offered services, and the need to develop methodology to more effectively assess unmet student need. Specifically, these factors include:

- The capacity (staffing and physical facilities) of the Counseling Department and Assessment Center to provide an increasingly complex array of services to more students than was provided in prior years.
- The need to accurately evaluate the efficacy of services and intervention efforts, and to use the resulting evaluations to inform the adjustment of services and future planning:
  - For existing services and those that are under development, to answer questions such as:
    - Does the service meet its articulated goal(s)?
    - Is the service scalable to a population larger than the pilot? (And to what extent is it scalable?),
    - Is the service sustainable? (when funding and other resources diminish, can this intervention/service still be provided?)
- What services are currently being offered to assist at-risk student populations, and what can be done to expand and improve the larger collection of SSSP core services for these students?
- What can be done to expand and improve the larger collection of SSSP core services for the general student population?
- What are the others areas of unmet student need? How can unmet need be identified/assessed, and what strategies can be employed to close the gap between the met and the unmet?

b. In multi-college districts, describe how services are coordinated among the colleges.

North Orange County Community College District (NOCCCD) is a multi-campus district comprised of two credit campuses (Fullerton College and Cypress College) and one non-credit campus (School of Continuing Education).

Even though the management of SSSP core services is conducted independently at each of the three campuses, district-wide coordination is facilitated through the representation and participation of each of the three campuses on district level planning and coordinating committees/workgroups.

- District level planning committees:

- Banner Steering – monthly, management level membership representing offices/divisions that use one or more component of Ellucian/Banner.
- Banner Student Team – twice per month, diverse level membership representing offices/divisions that use one or more component of Ellucian/Banner, end user focused.
  - SSSP Coordinator Workgroup – monthly, SSSP Coordinator membership
  - SSSP Implementation workgroup – monthly, diverse membership representing Counseling, Admissions & Records offices
  - MyGateway (enterprise portal system) Steering committee - monthly, diverse level membership representing offices/divisions that communicate with staff and/or student constituents through the MyGateway portal
  - other ad hoc workgroups
- Degreeworks management workgroup - monthly, management level membership representing offices/divisions that are responsible for Degreeworks (electronic SEPP/degree audit system) configuration, maintenance and implementation.

Additionally, other coordination relationships (some of which are ad hoc) have developed between campuses as shared needs have been identified
- ESL coordination committee – coordinate the transition of ESL students from the School of Continuing Education (non-credit) to Fullerton College (credit).

c. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.
As mentioned in section A.1.a above, committees charged with the development and management of district/campus plans share membership who disseminate proposals or coordinate further vetting through the other committees in which they participate. The Counseling Department has several staff who are also members of or contributing to the broader institutional committees and efforts, such as the Accreditation Steering Committee, campus self-study, departmental program review and strategic planning. Discussions from these meetings that impact or potentially intersect with SSSP are brought back to the Counseling Department for further discussion and consideration. As resources permit, proposals aligned with SSSP goals and requirements are pursued for further consultation and coordination with the larger campus community.

Additionally, Counseling Department staff and those from other categorical programs (EOPS, DSS, CalWorks, Veteran's Resource Center) routinely meet to coordinate service provision and related operations. Specifically, efforts have been made to improve communication and collaboration amongst the programs, to increase the accuracy of data collection and MIS reporting relative to the available technology, and to minimize the unnecessary duplication of services and resource expenditures amongst programs. The sharing of technical expertise amongst the categorical programs has become routine, likewise has been the sharing of new technologies that could mutually benefit the other programs and their students. Tools such as SARS, COMEVO (online orientation software), Snap Surveys, Clockwork and Q-less (traffic management software) that were initially acquired by a single department or program have been shared with other departments and programs that could benefit from its use, but may not have the resources to configure or support the tool itself.

2. Describe the college's student profile.
    Excerpt from the 2015 Student Success Scorecard, Fullerton College:

STUDENTS			33,126
GENDER			
Female	50.4%	African American	3.5%
Male	48.1%	American Indian/Alaska Native	0.3%
Unknown	1.5%	Asian	13.3%
AGE		Filipino	3.0%
Under 20 years old	31.6%	Hispanic	48.3%
20 – 24 years old	42.1%	Pacific Islander	0.4%
25 – 39 years old	20.2%	White	23.8%
40 or more years old	6.0%	Two or more races	3.2%
Unknown age	0.0%	Unknown ethnicity	4.3%

OTHER INFORMATION	
Full-Time Equivalent Students	18,964.3

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

    The Early Commitment Program: The Counseling Department has partnered with a number of local area high schools / districts to promote the pursuit of higher education and to facilitate the matriculation of students interested in attended Fullerton College. During

each Spring semester, Fullerton College Counseling Department staff will conduct pre-enrollment services at the partner campuses, for seniors who have submitted an application to Fullerton College. Group orientations and assessment testing, are conducted at each high school site then, on subsequent Fridays, students are bussed to the Fullerton College campus to meet with a counselor to develop an abbreviated SEPP, and for additional college preparation workshops. For Spring 2015, participation was:

# OF EARLY COMMITMENT PARTICIPANTS PER HIGH SCHOOL	
HIGH SCHOOL	COUNT
Katella High School	50
Loara High School	26
La Serna High School	22
Savannah High School	52
Valencia High School	28
Anaheim High School	59
Brea Olinda High School	25
Magnolia High School	47
La Mirada High School	25
California High School	36
TOTAL	370

COUN 50 F: Each Spring semester, the college conducts several sections of COUN 50 F: College Orientation on campus and at many of the local area high schools also participating the Early Commitment Program. COUN 50 F is a short term, 1.0 unit course that expands upon topics covered in the online orientation and also incorporates material related to transfer alternatives and the creation of an educational plan.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?
   Based on feedback from ESL and Counseling faculty, alternative versions of the Online Orientation and Group Advising presentation (in-person) were developed to accommodate English Language learners. These presentations were re-worked to simplify language and to specifically address campus resources intended to benefit new ESL students.

   Additionally, content addressing Title IX requirements for colleges to provide educational materials to all students regarding sexual assault and sexual misconduct was added to the online orientation in 2015.

In previous years, new international students were provided a comprehensive orientation by the International Students and Scholars (ISS) Office, in lieu of the general campus orientation. Beginning in 2015-16, these students will also participate in the general campus Online Orientation allowing ISS staff more time to focus on program specific information and requirements during their in-person orientation meetings with students. This shift in process will also facilitate the collection of orientation participation data through the automated data transfer process established between the COMEVO (online orientation software) system and Ellucian/Banner (enterprise data system).

Group advising content is presently under discussion for additional revision. Originally, Group Advising was intended to serve as an augment to the general orientation process by providing all new students with the opportunity to meet with a counselor and receive general advisement believed to be necessary for their first term of enrollment at the college. However, because the time needed to properly develop educational plans for new students can be intensive, discussion is taking place to determine whether some content, such as transfer planning, can be relocated to a later time in the student's academic career. That is to say, if topics are to be removed from the presentation, an appropriate time and method for this material to be presented to the student would need to be identified and developed.

2. How many students were provided orientation services in 2014-15?

TERM	COUNT
Summer 2014	
Fall 2014	
Spring 2015	
TOTAL	

a. What percentage of the target population does this represent?
For Orientation services, all incoming students were targeted to receive services, regardless of whether they previously attended *Fullerton College (then stopped out for one or more term) or attended another college of university. Note: not all students who complete the orientation will enroll in classes, some who do enroll may not do so during the subsequent term (they skip a term before enrolling).

	SUMMER 2014	FALL 2014	SPRING 2015
FIRST TIME FROSH			
Applied			
Enrolled			
TRANSFER			
Applied			
Enrolled			

*RETURNING			
Applied			
Enrolled			
TOTAL ENROLLED			
% RECEIVED SERVICES			

b. What steps are you taking to reduce any unmet need or to ensure student participation?
The steps taken to reduce unmet need or ensure student participation are:
   i. From the point of application to the college students are notified that participation in orientation services is integral to the criteria to Priority Registration eligibility
   ii. A "dashboard" was created that students can access through their MyGateway account, this tool would indicate the completion status of each criteria needed to meet Priority Registration eligibility.
   iii. Currently, the feasibility of inserting multiple language audio narration into the online orientation presentation to accommodate students who are English Language Learners is being investigated. The intent of this proposal is to facilitate student acquisition of orientation content, while bypassing complications that may be created between the written content and the viewers literacy level in English or their native language.
   iv. A research analyst was hired to assist in the evaluation of the orientation process and to help identify any areas of unmet need, this new staff is expected to begin late Fall 2015.

3. a. Are orientation services offered online?
   Yes

   b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.
   All students entering Fullerton College will be directed to complete the online orientation. The online orientation is provided through paid service from COMEVO at a cost of $15,410 per year for unlimited student use and module development. The content of each online presentation or "orientation" is developed and organized in a module structure – a discrete body of content, organized and presented in slideshow format, and each module is associated with a unique URL for student access.

   Presently, students access the online orientation through their MyGateway portal. Once logged into the portal, students click on a hyperlink that redirects them to the orientation page. Student identification (Banner ID) is recorded via single sign-on authentication from MyGateway (Banner) to the COMEVO system. Since employing this process in 2008, the integrity of user (student) identification has improved significantly. After reviewing the

orientation content, students are asked to complete a brief, multiple choice test – passing score is 75% or higher. Students who receive a test score below 75% are asked to review the orientation content again and retake the test. Once a passing score is recorded in the COMEVO system, an automated process will pass data back into Banner to give the student credit for having completed the new student orientation for Priority Registration and MIS reporting purposes.

Beginning in 2015, the URL to the online orientation was moved to a new location in MyGateway. Previously, students would access the orientation from the "Student tab", but due the large number of links present on that page, and plans to develop additional COMEVO modules, a separate "Fullerton College Orientations" channel was created on the "Fullerton tab" where all COMEVO modules have been relocated. Inquiry is being made into whether certain modules can be made active only for specific students, e.g. students on probation, as a means of minimizing student confusion over which module they should complete, as the library of presentations grow.

Inquiry is being made into a COMEVO online advising module currently being used by Santa Barbara City College to guide students through the creation of an abbreviated SEPP. Demonstration of the product and the pricing of vendor produced multimedia is pending – interest in this vendor developed module is focused on whether it can be used to train students to use the Degreeworks (electronic degree audit / educational planning tool) self-service feature once it is available.

Though some technical assistance is provided by the vendor, all module development, maintenance and statistical reporting is conducted by Counseling Center staff through a web-based management interface provided by COMEVO. Likewise, single sign-on authentication and data transfer processes between COMEVO and MyGateway was implemented and is maintained by District IS staff.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.
    The topics covered in the general campus orientation are:
    • Academic expectations and progress and probation standards pursuant to section 55031;
    • Maintaining registration priority pursuant to section 58108;
    • Prerequisite or co-requisite challenge process pursuant to section 55003;
    • Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
    • Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
    • Academic calendar and important timelines.
    • Registration and college fees.

- Available education planning services
- Sexual assault and sexual misconduct education

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?
    An adjustment was made to the assessment for planning process subsequent to the submission of the 2014-15 plan. All students are now required to meet with a counselor in order to receive their assessment testing results. New first-time frosh students attending a Group Advising session will receive a copy of their scores during the meeting, as a part of their first-semester SEPP development activity. Other students will need to see a counselor through a scheduled appointment or walk-in counseling context. This shift in practice was made to ensure that a multiple measures evaluation is applied to the placement recommendation of all students completing assessment testing at the college. This practice is also aligned with the Fullerton College Student Equity Activity C.1.1 and C.2.1: "The college will develop strategies to ensure that multiple measures are applied to all students when determining math placement".

2. a. How many students were provided assessment services in 2014-15?
    During the 2013-14 academic year 9069 (unduplicated) students received assessment testing in one or more subject areas (English, Math, Reading, and/or Chemistry), and 24157 individual tests were administered. See chart below. During the 2014-15 academic year

the number of students receiving this service in at least one subject area was 9656 (unduplicated), and 29,444 individual tests were administered, see chart below.

INDIVIDUAL ASSESSMENTS ADMINISTERED	
TEST	COUNT
Math	10,157
Reading	8,299
Writing	9,546
ESL Reading	652
ESL Grammar	652
Chemistry	138
TOTAL	29,444

b. What percentage of the target population does this represent?
<INSERT TABLE HERE>

c. What steps are you taking to reduce any unmet need or to ensure student participation?
The steps taken to reduce unmet need and ensure student participation are:
  i. From the point of application to the college students are notified that participation in assessment services is integral to the criteria to Priority Registration eligibility
  ii. A "dashboard" was created that students can access through their MyGateway account, this tool would indicate the completion status of each criteria needed to meet Priority Registration eligibility.
  iii. A research analyst was hired to assist in the evaluation of the assessment process and to help identify any areas of unmet need, this new staff is expected to begin late Fall 2015.
  iv. Assessment testing is being conducted on-site at 22 local area high schools. Remote testing was made available to these schools in order to facilitate the completion of assessment testing for placement by their graduating 12th grade students, please see chart below.
  v. The Assessment Center was moved to a larger location, to increase the number of students concurrently tested. This change resulted in an increase in the number of student/testing workstations from 24 to 73, the addition of a private proctor station, and 2 private rooms for testing accommodations.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.
   Most students who apply to Fullerton College, even those with prior college experience, are automatically directed to complete assessment testing. The exceptions to this referral are those who have indicated that they have successfully completed Math and English

coursework at another regionally accredited college or university, and/or have taken an assessment test at another California Community College within the last two years. This group of students are still directed to consult with Counseling Department staff in order to complete their assessment/placement process. All students, when applying to the college complete a brief questionnaire related to their academic history, based on their responses, they are sent an email regarding their next steps in the assessment process.

Assessment testing is administered through a computerized/web-based ACT-Compass application at the college's Assessment Center. Students seeking to complete the Chemistry diagnostic test are given paper-and-pencil materials for the California Chemistry Diagnostic exam. After applying to the college, students are sent an email directing them to the Assessment Center webpage, where they will have access to an eSARS web interface to schedule their testing appointment – at this time, all testing is by appointment only. After testing is completed, students are instructed to meet with a counselor to receive a copy of their test scores, and to complete the assessment/ multiple measures placement process. Students attending a Group Advising session will receive their test scores during the course of the SEPP development activity, all other students must meet with a counselor in a scheduled appointment or walk-in counseling session.

The assessment test is also available at selected local area high schools. These students will schedule testing appointments with the local site coordinator. Currently, the high schools with access to the ACT/Compass testing application, and tests administered in 2015:

HIGH SCHOOL	COUNT
Anaheim High School	225
Brea-Olinda High School	117
Buena Park High School	1842
California High School	180
Cypress High School	93
Fullerton High School	1584
Gilbert High School	21
Katella High School	348
Kennedy High School	36
La Entrada High School	9
La Habra High School	1928
La Mirada High School	111
Loara High School	123
La Serna High School	24
La Sierra High School	57
La Vista High School	594
Western High School	72
Magnolia High School	216

Savannah High School	270
Sonora High School	817
Sunny Hills High School	1160
Troy High School	917
Valencia High School	141

The college has partnered with the following local area high schools to provide pre-assessment services to their 11th grade students: Buena Park HS, Fullerton HS, La Vista HS, La Habra HS, Sonora HS, Sunny Hills HS and Troy HS. Under special arrangement, participating students will take the assessment test during the latter half of their 11th grade year, then re-take the assessment at the end of the 12th grade year after completing additional coursework in English and math. The intent of this partnership is to attempt the early identification of students who would potentially place in lower levels of English and math and to provide them with the opportunity to receive an additional year of instruction/preparation prior to their transition to the college.

Pre-test practice: Students are asked to use the Assessment Center website to schedule an appointment to take their assessment test. From this website, they also have access to vendor supplied sample questions delivered either as a PDF document or through an assessment web application. The web application was developed by the counseling department to provide students with an opportunity to practice and receive immediate feedback on sample questions provided by the test vendor – it is accessed through the URL http://mathassessment.fullcoll.edu/math/public/ .

Re-take policy: Students are permitted to re-test after 90 days if they have not yet enrolled in a course for the respective discipline long enough to receive a W on their transcript, or by counselor approval. The 90 waiting period is consistent with publisher guidelines.

Recency: Assessment test scores received at Fullerton College or other California Community College are valid for two years. No recency restrictions are in place for grades received in courses or scores from other tests such as AP, IB, CLEP that might be used in a multiple measures placement evaluation.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.
   Presently, Fullerton College is using the ACT/Compass online assessment, eCompass, for English, mathematics, reading and ESL, and the California Chemistry Diagnostic Test, version 1993.

   b. When were tests approved by the CCCCO and what type of approval was granted?
   eCompass was validated in July 1, 2013 and received Probationary approval.

The California Chemistry Diagnostic Test was validated March 1, 2015, and received Probationary approval.

c. When were disproportionate impact and consequential validity studies last completed?
Study of eCompass were completed in Fall 2012.

Study of the California Chemistry Diagnostic Test were compled in Fall 2014.

5. a. What multiple measures are used?
Once students have completed their assessment testing, they are instructed to meet with a counselor to received their test scores and complete the placement process (either through appointment/walk-in counseling or Group Advising session). During the counselor meeting, a placement recommendation is made from an interpretation of the assessment test results, prior academic history of the student (high school and/or college transcripts, other testing), educational goal, program of study and other multiple measure variables.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?
At this time they are applied by the counselor. However, discussion is taking place to identify other means to incorporate multiple measures into the larger assessment effort, particularly with regard to work being done through the CCCCO Common Assessment Initiative and the Multiple Measures Assessment Project.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?
Yes.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.
Fullerton College will accept assessment test scores / placement results from other California Community Colleges if the test was taken within the last two years – this recency requirement is congruent with the use of the campus assessment test scores.

7. How are the policies and practices on re-takes and recency made available to students?
These policies are made available to students through the:
   • Online Orientation
   • Assessment Center website: http://assessment.fullcoll.edu
   • Assessment informational flyers provided to students at the Assessment Center
   • On the Compass score report student receive during a counseling appointments session.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?
Presently, discussions are taking place to revise the content of Group Advising presentations, to possibly dedicate more time to the educational planning activity and to relocate the address of other topics, such as transfer planning, and career exploration, to a later point in a student's academic timeline. Tied to this is the identification of appropriate "milestones" in a student's academic progress that would trigger their participation in more "time appropriate" activities such as transfer planning, career exploration, etc. or their introduction to these topics and corresponding campus resources with which they will be given deeper immersion at a later point in time.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

	SUMMER 2014	FALL 2014	SPRING 2015	TOTAL
COUNSELING (IN PERSON)	2422	3603	5891	11916
COUNSELING (ONLINE)	568	616	720	1904
GROUP ADVISING	2125	423	725	3273
ABBREV SEPP	6204	5617	7779	19600
COMPREHENSIVE SEPP	875	1758	2681	5314

b. What percentage of the target population does this represent?
<INSERT TABLE HERE>

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Planning has begun, to develop survey tools in order to better assess student need, and to identify areas of unmet need. To help formulate and evaluate this process, a research analyst was recently hired, funded 50% from SSSP – she is expected to start in late October, 2015. Included in this initial planning is the development of brief student surveys attached to communications (emails, MyGateway messages, etc.), after services are rendered, or at the conclusion of workshop/group activities. The intent of this inquiry would be to ascertain whether student questions / needs were adequately met in the recent exchange, and whether other topics not covered by the service/activity should be developed. Preliminary versions of surveys are currently in place, delivered after student attendance of a counseling appointment or completion of the COMEVO Academic Probation Module.

Despite the hiring of additional staff (full and part-time faculty / classified), there still appears to be gaps in coverage – during peak periods, counseling appointments may be completely booked, or the number of students waiting to meet with a counselor may be larger than usual. Additional tools are needed to more accurately predict spikes in student traffic patterns – though the SARS record may provide an accurate statistic on the number of students who received service on a given time and day, it does not provide insight into the real demand. We are presently investigating the possibility of creating a "widget" or other electronic counter that would be placed on the computer desktop of all staff who assist with scheduling student appointments. Whenever the student would be told that appointments are full for the day, staff would click a button on the widget to record an appointment request that was not met due to full booking. Aggregated with the service count for the day, this should assist in the more accurate assessment of traffic patterns, which in turn should inform staff scheduling decisions in future terms. Alternatively, a survey of student preferred times to meet with a counselor is also under discussion, as of the writing of this document, the direction of this inquiry has not yet been finalized.

It is also planned to begin implementing the Q-less system to help manage in person and student phone traffic. Q-less is a traffic management software that would permit students to be placed (or place themselves) in a queue to either be called back, or be seen by staff. Plans for the initial implementation will begin with phone traffic management, and if appropriate later integration into in-person traffic management – however, the present inability to integrate the Q-less system with systems currently in place (i.e. Banner, SARS) necessitates the rethinking of workflow and how data is captured for MIS and local reporting, before further implementation is pursued.

Planning for the location of a counselor at the Assessment Center is also taking place. This counselor will assist students who have just completed assessment testing with their multiple measures informed course placement.

A core consideration in the planning of new services and the examination of those currently in place has been the connection of those services to comprehensive educational plan development and mutual inclusion within the design of each service. That is to say, rather than merely referring students from one service/office to another, when design and other

constraints permit, an objective and planning point has been to include participation in other complementary activities as a part of the design of each intervention/service. For example, as students engage in workshops sponsored by the Career Life Planning Center, activities could be included that would require their accessing resources at the Cadena Transfer Center, the professional expertise of instructional faculty, regular meetings with counselors, etc. thereby strengthening student understanding of the relevance and connectedness of career planning, post-secondary educational opportunities and alternatives, and the courses in which they are currently enrolled.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).
Counseling services are available to all prospective, new and current students of Fullerton College.

The types of counseling, advising and other educational planning services and their method of delivery are as follows:

- Counseling Appointment (individual/in person): Students are able to schedule individual 45 minute appointments with a counselor up to 2 weeks in advance. However, during high traffic periods from the start of registration through the first few weeks of the current term, appointment scheduling is temporarily suspended, thereby allowing more students to be served through Drop-in Counseling. The services provided during a counseling appointment include, but are not limited to, educational planning, abbreviated and comprehensive SEPP development, transfer advising, assessment/course placement, course clearances, review of unit overload requests, probation/dismissal advising, career counseling, career assessment interpretation and course requisite evaluation/clearance. This service is offered and available (with the exception noted above) to the student throughout their academic pathway.
- Drop-in Counseling (individual / in person): In order to serve more students, especially during high traffic periods pertaining to the registration period, 45 minute drop-in counseling sessions are made available to students on a first-come, first-served basis. The services provided during a drop-in counseling session are identical to that of a counseling appointment. This service is offered and available to the student throughout their academic pathway.
- General Information Counseling (individual / in person): General Information (GI) Counseling is a brief, 10 minute, drop-in meeting with a counselor to address "quick questions" such as general course information, course requisite clearances, etc. Students are seen on a first-come, first-served basis. This service is offered and available to the student throughout their academic pathway.
- Group Advising (workshop format / in person): Group Advising sessions were developed to address the specific first-term educational planning needs of

new students. Sessions serve groups of 10 students per counselor and cover topics such as, assessment test interpretation, academic (certificate, degree, transfer) options and registration strategies. All students will also develop a first-semester abbreviated educational plan during the session and complete the assessment process through a multiple measure evaluation by the facilitating counselors.

This service is actively promoted to all incoming, new students for as long as workshop space is available, once space is no longer available, students are directed to an individual meeting with a counselor via Appointment or Drop-in Counseling (per availability). All students, when they apply to the college are emailed information directing them to the "Steps to Success" webpage – this provides the steps students would need to follow to complete the matriculation process. Additionally, when students complete assessment testing or when they contact the counseling department to schedule a Counseling Appointment, they are screened to determine whether they are new, first-time college students. The first-time college students are signed up to attend a Group Advising session; the non-first-time college students are directed to meet with a counselor through an appointment or drop-in counseling. Group Advising sessions are offered in the months preceding the start of a term to the first week of the term: for Fall semester, sessions typically begin in the preceding April; for Spring Term sessions typically begin in the preceding October.

- Online counseling (email format): Through the online counseling webpage, students are able to submit general questions to a counselor via email. All questions must be general in nature, such as those related to basic course information, program availability, college policies and procedures etc. Counselors typically respond within 3 business days via email. Students with detailed questions about their individual academic record or situation are asked to meet with a counselor through an appointment or drop-in session.
- Counseling courses: The Counseling department has designed specific coursework to assist our students in their personal growth and development and to clarify the landscape of their academic and career related ambitions. Courses include the following:
    i.   COUN 050 – College Orientation
    ii. COUN 060 – Academic Success
    iii. COUN 101 – The College Experience
    iv. COUN 110 – Teaching as a Career
    v.   COUN 135 – Intro to Leadership Development
    vi. COUN 136 – Applied Leadership
    vii. COUN 140 – Educational Planning
    viii. COUN 141 – Career Exploration
    ix. COUN 143 – Creative Job Search
    x.   COUN 144 – Career Motivation and Self Confidence

      xi.   COUN 148 – Human Potential
     xii.   COUN 151 – Career/Life Planning
    xiii.   COUN 163 – Personal Growth and Life Transitions

Fullerton College has also developed partnerships with local high school districts to teach sections of COUN 050 at the local high schools. For Spring 2015, approximately 811 students completed COUN 50 at the local high school. The following are the courses, the term in which the Counseling courses are offered and high school partner/local instructional site:

    i. COUN 050 (Spring Semester, non-FTES funded)
1. Anaheim High School, Anaheim
2. Katella High School, Anaheim
3. Loara High School, Anaheim
4. Gilbert High School, Anaheim
5. Magnolia High School, Anaheim
6. Savannah High School, Anaheim
7. Western High School, Anaheim
8. Buena Park High School, Buena Park
9. Cypress High School, Cypress
10. Fullerton Union High School, Fullerton
11. Sunny Hills High School, Fullerton
12. Troy High School, Fullerton
13. La Vista High School, Fullerton
14. La Habra High School, La Habra
15. Sonora High School, La Habra
16. Kennedy High School, La Palma

- Summer Transition Program
  This program is designed to ease new college students' transition to FC by completing 1.5 transferable units of college level work in 2 weeks. Students will develop an educational plan, learn college survival and study skills, understand the class schedule, and learn about policies, transferring and graduation requirements, and how to utilize campus resources and programs.

- Transfer Basics Seminar series: The Cadena Transfer Center has developed a six-part series of seminars intended to guide students through the transfer process. This series is scheduled throughout the year and on request by college faculty, staff or organization. Each term, the seminar schedule is advertised via the Transfer Center homepage, Facebook account, classroom presentations and physical postings across campus. Process is also being developed to identify criteria for which students could be identified as "transfer ready" for the purposes of referral to the transfer related workshops and other activities sponsored by the Cadena / Transfer Center

(CTC). Additionally, integration of Career Exploration activities (Career Life Planning Center) with CTC resources is under consideration. Transfer Basics Seminar topics are as follows:
   i.   Transfer 101: Basic Transfer Requirements (The CSU & UC)
   ii. Transfer 201: Competitive Admissions
   iii. Transfer 301: Special Transfer Topics
   iv. Transfer 401: Exploring Transfer Options
   v.   Transfer 501: Money Matters for Transfer Students
   vi. Transfer 601: Transitioning to a University

   b. Is drop-in counseling available or are appointments required?
      Both forms of counseling are available.

   c. What is the average wait time for an appointment and drop-in counseling?
      The average wait time for a student to see a counselor during the week prior to the start of the semester is approximately XXXXX. The SARS system does not provide a reporting tool that would permit us to accurately provide this statistic for the entire year, and wait times will vary significantly depending on the time of the year relative to registration and the start of a new term.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.
   Students receive assistance in the creation of their initial (abbreviated) student educational plan (SEP) from various points of first contact with a counselor, whether it be at the Counseling Center, DSPS, EOPS, the Financial Aid office, Veteran's Resource Center, International Student Center, and the Cadena Transfer Center. Initial SEP's are generated during the Group Advising session, initial meeting with a counselor during an appointment or drop-in counseling, as a part of a counseling course, such as COUN 050, or during the course of participation in the Early Commitment Program. The scope of the plan generally spans the first or first two semesters of a student's enrollment, focusing on basic skills courses (English, math, Reading) congruent with a student's multiple measure assessment, and other courses pertinent to the student's educational goal and program of study.

   In subsequent terms, counselors will assist students with either updating their current plan or developing a comprehensive SEP. As of the start of the 2014-15 academic year, the college is still in the process of developing its installation of the Degreeworks degree audit/electronic SEP system – release of the student self-service feature is expected to take place during the 2015-16 academic year. The self-service feature will allow students to run degree audits and create their own first semester SEPP, which will later be reviewed and approved by a counselor. Counselors are presently completing SEP's on paper and later entering the information into the Degreeworks and Banner databases. For reporting and research purposes, plans that fall short of mapping the student's educational goal to

completion, even if in excess of 2 semesters, are coded as abbreviated plans in the Degreeworks and Banner databases.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

Students receive assistance in the identification of their educational goals, course of study and development of a comprehensive educational plan from various points of contact with a counselor, whether it be at the Counseling Center, DSPS, EOPS, the Financial Aid office, Veteran's Resource Center, International Student Center, and the Cadena Transfer Center.

The new student orientations (general campus online orientation and special program orientations) and Group Advising sessions introduce students to resources that would help them research and develop a wider understanding of the academic alternatives available at the college and their relevance to longer term academic and professional goals after their work at the college is concluded. Meetings with counselors and participation in Counseling courses serve to provide more detailed guidance and exposure to the information and experience that would help students clarify their educational goals, program of study and means to achieve them. Likewise, participation in these services also will provide students with exposure to other campus support services and programs such as the Career/Life Planning Center, the TAP program, and the Cadena/Transfer Center that in turn assist in the clarification of their transfer, career, and other related life planning goals.

Throughout the year, counselors provide assistance to students in the development of a comprehensive student educational plan (SEP) during the course of an individual counseling appointment or through drop-in counseling. Students who have completed 15 units and do not have an educational plan on record will be notified that they must meet with a counselor to develop a comprehensive educational plan and update their educational goals/program of study.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

Degree Works

Degree Works is an electronic educational planner and degree audit system that integrates with Banner, the student information system currently employed by the North Orange County Community College District (NOCCCD). At the present time, the district, in collaboration with its three campuses, is in the latter stages of testing the Degree Works system and preparing it for an initial soft launch for student self-service through the MyGateway portal. The intent for enabling the student self-service capability of Degree Works is to provide the students with the opportunity to run their own degree audits, develop an abbreviated educational plan (for later review and approval by a counselor), and view other developed educational plans. Work is underway to expand the capability of the Degree Works audit engine to also include coursework from other colleges and universities into the analysis (or audit) of degree / program completion. Specially trained

staff will evaluate coursework from other institutions and codify the appropriate courses for inclusion in the Degree Works database.

SARS

SARS is a suite of integrated applications that is being used for scheduling (staff and students), tracking lab use, MIS reporting, and communications (i.e. appointment reminders, post-appointment follow-up, and overdue book reminders). The college is currently implementing the following modules from the suite: SARS Grid (student and staff scheduling), SARS Trak (student self-check-in interface connected to SARS Grid), and SARS Call (automated phone and email service integrated with SARS Grid). The following departments are using one or more of the modules: Counseling Department, EOPS, DSS, Career Life Planning Center, Assessment Center, Veteran's Resource Center, Financial Aid Office, Cadena Transfer Center, International Student Center, CalWORKS, Library, Academic Skills Center, and the Writing Center.

Regroup

Regroup is a mass communications application and service that the NOCCCD is currently working with to establish a communication (phone, email, text) alternative to technologies currently in place. Because the SARS Call module is being phased out by the vendor, NOCCCD is working with Regroup to develop a means to integrate their product with SARS Grid, once this is successfully implemented use of the SARS Call module will discontinue.

TES / College Source

College Source is an online catalog service to which the college is subscribed. The service provides ready access to the General Catalogs (digital versions) of most colleges and universities in North America, a resource extensively used by counselors and Admissions and Records (A & R) staff to conduct transfer course evaluations for credit and requisite clearance purposes. TES is a database service provided through the same vendor where courses reviewed for equivalency by A & R staff are recorded. The course to course equivalencies recorded in TES provide counseling and A & R staff with quick information for student educational planning and requisite review.

ASSIST

Assist.org is an online articulation database that provides counselors and students with information about how specific courses are articulated between California Community Colleges and UC / CSU campuses and how certain courses are used to meet general education requirements. Assist is a primary instrument used to help develop educational plans for students seeking or considering transfer to a California public university.

Singularity

Singularity is a web application and database service that the college has contracted to provide a storage and retrieval solution to record transcript and other documentation for use by counseling and A & R staff. Official documents pertinent to academic history, including campus legacy documents and those received from other colleges or universities

are scanned into the Singularity database by appropriately trained staff. The Singularity service and associated equipment (scanners, computers) provides a means of coding and retrieving disparate scanned documents for a given student by their college ID or name. The district is currently in the process of transitioning from Singularity to a different document, information management system called Onbase. The Onbase product has numerous modules that can be purchased and integrated with the core system to provide the college with added capability to manage work processes, and various forms of documentation in a unified electronic system that also integrates / exchanges information with Banner. Discussions on the broader configuration of the Onbase system is ongoing.

Document Management System (DMS)
The DMS is a document storage and retrieval system developed by the college for the counseling department. The DMS however, is used solely for the storage (scanned) and retrieval of hardcopy student educational plans. Once Degree Works is more fully developed, the DMS may be repurposed or used only for the storage and retrieval of historic /legacy documents, this determination has not yet occurred.

Online Counseling
Online counseling takes place through a Counseling Department web page and database developed by the college. Students can submit general questions to a counselor through an online form, responses are directed to the student's email. A database behind the web form records the advising transactions for later departmental and MIS reporting purposes.

Inquiry is being conducted to find a replacement for the current online counseling tool. Several commercial products have been reviewed, Zoom video conferencing is presently being considered for selection for its ability to be located behind the MyGateway portal login, allowing for Single Sign-on validation of student ID and a more secure connection that may permit more detailed interaction between counselor and student. This product will also retain a transcription of the counseling session in the event that later referral is necessary.

BookIT
BookIT is a web application developed by the district IT staff. It's initial development was as a scheduling alternative to SARS, but has evolved to include a query tool to help counseling and A & R staff identify which service (SEPP, Orientation, and Assessment) was completed by a student seeking priority registration eligibility. Presently, the tool is used when a student inquires about their eligibility status for priority registration.

COMEVO
COMEVO is the vendor and online software product used to provide the online orientation service. The district has recently renegotiated the contract with COMEVO to allow the campuses the latitude to create, at no additional cost, additional modules to support SSSP services. A probation follow-up module has been completed and launched, and

development of other alternative / supplemental orientations and other follow-up related topics are under way.

Q-Less
Q-Less is a phone and in-person traffic management software that allows students to place themselves or be placed into a queue to be seen or contacted by staff. It provides students with information such as their current position in the queue, time remaining before they will be contacted, and to move themselves later in the queue if needed. Presently, the Financial Aid Office and Admissions and Records are using this product, the initial plan for the Counseling Department is to use it to manage incoming phone calls. Broader implementation may be considered at a later date after integration issues between this product and existing technologies used by the department have been addressed.

Credentials
Credentials is an electronic transcript processing service that provides students and colleges the capability to electronically transmit transcripts over a secure network from institution to institution, which will enhance the security and integrity of official student records. Acquisition of this product is still in progress.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Follow-up activities continue to be developed for at-risk students. In Spring 2015, 111 students were identified to take part in a counseling intervention pilot consisting of an initial small group workshop followed by an individual appointment with a counselor. Of the 111 students, only 62 participated in the counseling activities. The academic progress of these 62 students will be followed in subsequent semesters.

The cohort size of this pilot was intentionally small in order to evaluate and adjust presentation content and to develop an intervention that can be scaled to larger groups of students once the process and materials have been refined. Pilot participants will also be surveyed to solicit their feedback on the activities. Research will also be requested to help identify any predictive qualities of probationary student characteristics (e.g. overall G, age, units attempted, number of terms on probation) that may be used in the development of future interventions, including the use of intrusive advising strategies.

An online Academic Probation module (in COMEVO) was created and launched in Fall 2015. This module provides a review of general information pertaining to academic and progress probation, the consequences of being on probation, and the steps students should take to improve their standing with the college. The module was distributed to all students on academic or progress probation. Other related modules are planned as well as integration of materials provided through the Online Education Initiative.

"Uncertain about your major" workshops have been piloted to students through the Career and Life Planning Center. These set of activities begin with an introductory, small group presentation by a counselor pertaining to major/career exploration and the resources available. Subsequent meetings include completion of career assessment testing / interpretation, and an individual meeting with a counselor to incorporate what was learned in the assessment process and the student's own research into the development of a comprehensive SEPP.

Planning is also taking place to develop interventions for Basic Skills students. Research will be requested to identify any student characteristics (e.g. placement level, academic history, age, etc.,) that would inform the direction and form of intervention development. Targeted outreach is planned for Basic Skills students who are repeating one or more Basic Skills course. These students will be asked to meet with a counselor to discuss their progress in classes, campus resources that could aid their overall progress and develop and educational plan.

2. a. How many students were provided follow-up services in 2014-15?
    While all students on academic or progress probation were notified of their status at the end of each term only 71 students were recorded as having received intervention/at-risk follow up services. In addition to the need to develop additional, effective interventions that reach a larger audience, the data collection process needs to be reviewed for accuracy – it doesn't appear that services provided by other programs and student service offices are being thoroughly captured for SSSP MIS reporting.

    b. What percentage of the target population does this represent?

<INSERT FIGURE HERE>

c. What steps are you taking to reduce any unmet need or to ensure student participation?

The steps taken to reduce unmet need and ensure student participation are:

    i.   A research analyst was hired to help identify characteristics of students on probation that would inform the development and direction of services – including the identification of a cohort to pilot intrusive advising interventions.

    ii.   A self-assessment survey is being distributed to all students placed on probationary status, students receive an email and message via Mygateway target announcements directing them to the URL for the anonymous online survey. The intent of the survey was to solicit student feedback on the reasons why they believed they experienced academic difficulty and to begin to identify areas of student need to inform future intervention development. A summary of responses is provided below.

TOTAL RESPONDENTS	386
** REASON	COUNT
I was taking too many units	115
I did not complete my assignments	81
I was working too many hours	175
I was having financial issues	154
I'm not clear what my goals are	110
The classes were too hard / I don't think I was academically prepared	133
I wasn't motivated to go to class	100
I had transportation issues that made getting to class difficult	91

** students were permitted to select more than one reason.

    iii.   A process is being developed with the assistance of Admissions and Records to require students who have lost priority registration due to placement in successive terms of academic and/or progress probation to work with a counselor to develop a comprehensive educational plan and work improvement strategy as a condition of their priority registration reinstatement.

3.   a. What types of follow-up services are available to at-risk students?

    i.   Online probation informational modules

    ii.   In person, small group probation workshops

    iii.   In person counseling and advising

    iv.   Uncertain about your major workshop, counseling/advising and career assessment testing

    v.   Targeted outreach and individual counseling/advising to Basic Skills students who are repeating one or more basic skills course

b. How and when are students notified of these services?

      i.   Students are notified of their probation status and receive an initial direction to services via email and MyGateway targeted announcement after grades have been processed at the end of each fall and spring semester

      ii.   Students identified for inclusion in pilot interventions receive a secondary email and MyGateway announcement requesting their participation in the respective activity.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.
Services are delivered in individual counseling appointment, small group meetings and workshops, and through online COMEVO modules.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?
At the present time, an Early Alert system is not actively used. However, the implementation of Ellucian Pilot, an early alert system, is planned for later 2015-16 or 2016-17.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.
Institutional research related to the evaluation and development of SSSP core services is provided by the Office of Institutional Research and Planning (OIRP). A research analyst was hired in the OIRP to support SSSP and the Student Equity program, each program is funding 50% of the analyst

position. For SSSP, it is the intent that this analyst will assist in the validation of assessment instruments, integration of multiple measure variables in the overall assessment process, evaluation of existing SSSP services, development of evaluation tools and methodologies for future SSSP services.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.
STUDENTS MAY BE EXEMPT FROM ONE OR MORE MATRICULATION REQUIREMENTS WHEN THEY PROVIDE PROOF OF ONE OF THE FOLLOWING:

A. Completion of an AA degree or higher at an accredited college or university.
B. Completion of college coursework in English and math with a grade of "C" or better.
C. Scores from approved assessment tests taken within the last two years.
D. Enrollment in one job related or performance based class (e.g., music).
E. A matriculated student at another college enrolling in one non-English or math class.
F. A high school Special Admit student not intending to take math, reading or English classes.

A student may petition to be EXEMPT from one or more SSSP requirements by completing and filing a "SSSP Services Exemption Form." These forms are available from the Admissions and Records and Counseling offices. The completed form must be filed with the Dean of Counseling or SSSP Coordinator. Students will be notified of action on their petition no later than three days after the petition is filed.

Students filing for exemption will also be notified of the impact of this action on their priority registration eligibility.

2. What percentage of your student population is exempt (list by category)?
At the present time, MIS is reporting 0 students categorized as exempt. Though students may file for exemption, the placement on exemption status is not automatically applied to any population of student.

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

Petition for exemption
Students may petition to be exempted from assessment, orientation and/or counseling. The student shall complete and file a "SSSP Services Exemption Form" with the Dean of Counseling or Matriculation Coordinator. The Dean of Counseling or Matriculation Coordinator will notify the student within three days of the decision regarding his/her appeal.

Review of placement decisions
For English as a Second Language (ESL), English or reading placement appeals, the student shall make an appointment with the Dean of Counseling. The Dean of Counseling shall see the student within three (3) working days. If the Dean of Counseling is unavailable within that time, the student shall take the appeal directly to the Dean of Humanities. For mathematics placement appeals, the student shall make an appointment with the Dean of Counseling. The Dean of Counseling shall see the student within three (3) working days. If the Dean of Counseling is unavailable within that time, the student shall take the appeal directly to the Dean of Mathematics and Computer Science. In all cases, the student shall present documents and information to support his/her appeal. The decision of the Dean shall be given in writing and shall serve as final decision in the appeal. Students approved for a higher course placement should see a counselor for course clearance for registration purposes.

Prerequisite/Corequisite Challenge
• A petition to challenge a prerequisite/corequisite for a course that is not offered may be filed with the Dean of the division responsible for the course. All petitions must be filed prior to the first day of the semester.
• A petition to challenge a prerequisite/corequisite because the prerequisite/corequisite was not established in accordance with the district's process for establishing prerequisite/corequisites or because the student has prior knowledge or ability to succeed in the course may be filed with the Dean of the division responsible for the course.
• A petition to challenge a prerequisite/corequisite because it is discriminatory or is being applied in a discriminatory manner may be filed with the SSSP Coordinator who

will convene a committee consisting of the Director of Equity and Diversity, the SSSP Coordinator and a member of the Matriculation Committee to review the petition.
• Students wishing to appeal the decision of the Dean(s) may do so by meeting with the Vice President of Instruction. Students wishing to appeal the decision of the committee regarding a discriminatory application of a prerequisite or corequisite may do so by meeting with the Dean of Counseling.

Complaint of unlawful discrimination
If a student feels assessment, orientation, counseling, prerequisites (or any other SSSP procedure) is being applied in a discriminatory manner, a petition may be filed with the SSSP Coordinator. The SSSP Coordinator shall convene a three (3) member panel consisting of the Director of Equity and Diversity, the SSSP Coordinator and an additional member to review the student's petition. The panel shall meet and provide a written notification to the student within seven (7) working days. (Students wishing to appeal the committee's decision may do so by meeting with the Dean of Counseling.) Petitions for the above appeals are available in the Counseling Center.

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.
The North Orange Community College District has adopted the following policies regarding the establishment and periodic review of prerequisites, corequisites and course advisories:

1.0 Course Prerequisites and Corequisites

   1.1 Each college shall provide the following explanations both in the college catalog and in the schedule of courses:

1.1.1 Definitions: Definitions of prerequisites, corequisites, noncredit basic skills course, non-degree-applicable basic skills courses, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment that have been established.

1.1.2 Procedures: Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student may make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by each college.

1.1.3 Advisories: Definition of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

1.1.4 Challenge Process: Each college shall establish a formal challenge process by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course. Grounds for challenge shall include those specified in Title 5, Sections 55201(f) and 58106(c) and those determined by each college.

1.1.5 Implementing Prerequisites, Corequisites, and Limitations of Enrollment: Implementation of a prerequisite, corequisite, or limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions as a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

1.1.6 Prerequisites and Corequisites - Levels of Scrutiny: Prerequisites and corequisites must meet the requirements of at least one of the following procedures:

1.1.6.1 The Standard Prerequisites or Corequisites: Each college may establish satisfactory completion of a course as prerequisite or corequisite or another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee and provided above, the college specified as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

1.1.6.2 Sequential Courses Within and Across Disciplines: A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum Committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

1.1.6.3 Courses in Communication or Computation Skills: Prerequisites establishing communication or computation skill requirements may not be established across the entire curriculum unless established on a course-by-course basis as stipulated in Title 5, Section 55201(b).

1.1.6.4 Cut Scores and Prerequisites: Data collected to validate assessment instruments and cut scores are always relevant to reviewing the prerequisites for the associated courses. When sufficient data are not available to validate a cut score for the course, the prerequisite may be changed to an advisory on recommended preparation until sufficient data are collected.

1.1.6.5 Programs: In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

1.1.6.6 Health and Safety: Based on the review by faculty in the department or division and by the curriculum committee, a prerequisite or corequisite may be established to protect the health and safety of a student or the health and safety of others.

1.1.6.7 Recency and Other Measures of Readiness: Recency and other measures of readiness may be established as a prerequisite or corequisite to assure that the student has the skills, concepts and/or information that is necessary for the student to receive a satisfactory grade in the course or program. This type of prerequisite or corequisite requires the review of the faculty in the discipline, as well as data collection and analysis according to sound research practices.

1.1.6.8 Advisories on Recommended Preparation: Per Title 5, Section 55202, each college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in policy.
Date of Adoption: June 22, 2004
Date of Last Revision: December 8, 2008 Chancellor's Cabinet

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.
Professional development opportunities pertinent to the Student Success and Support Program are routinely attended by program staff, the information from which is shared through various meetings and trainings conducted at the campus and district level.

- Statewide training and conferences
    o SSSP Coordinator Training (annual)
    o 3CBG (Ellucian) Conferences (annual)
    o CACCRAO (annual)
    o Onbase Community Live Conference
    o Strengthening Student Success Conference
    o 3CSN meetings and conference
- Counseling Division meetings (monthly)

- Counseling Department meetings (monthly, and 1 focused all campus counselor training meeting each semester)
- New adjunct counselor training meetings scheduled throughout the year
- Regional SSSP meetings (monthly)
- Staff Development Office training seminars
- Various webinars conducted by
  - CCC Chancellor's Office
  - COMEVO
  - SARS
  - Online Education Initiative
  - Multiple Measures Assessment Project
  - Common Assessment Initiative conferences

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION
Questions regarding the development of the college SSSP Plan may be directed to:

Mia Keeley
California Community College Chancellor's Office

mkeeley@cccco.edu
(916) 323-5953

Attachment A
Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

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Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____