Student Success and Support Program Plan  
(Credit Students)

2014-15

District: San Diego Community College District
College: City College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

And
Mail report 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 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 students. 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 students.
- 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 cccsssp@cccco.edu with the name of the college and “SSSP Credit Program Plan” in the subject line.

The program plan is to be submitted on an annual basis. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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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.
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.
College Name: San Diego City College

District Name: San Diego Community College District

**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*.

Signature of College SSSP Coordinator: ____________________________
Name: Helen Elias Date: ___________

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ____________________________
Name: Denise S. Whisenhunt, J.D. Date: ___________

Signature of the Chief Instructional Officer: ____________________________
Name: Randy Barnes, Ed.D. Date: ___________

Signature of College Academic Senate President: ____________________________
Name: Berta Harris Date: ___________

Signature of College President: ____________________________
Name: Anthony E. Beebe, Ed.D. Date: ___________

Signature of District Chancellor: ____________________________
Name: Constance M. Carroll, Ph.D. Date: ___________

Contact information for person preparing the plan:
Name: Helen Elias Title: Dean of Student Development
Email: helias@sdccd.edu Phone: 619-388-3709
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

The target audience is 100% of first year students, which has averaged 2000 students for each of the past three years. Approximately 1200 high school students come from financially disadvantaged or historically disenfranchised communities. Local feeder high schools include Crawford, Morse, Lincoln, Gompers, Hoover, Morse-Twain, Garfield and King-Chavez.

Partnerships and/or Memorandum of Understanding (MOU’s) are currently in place with the San Diego Unified High School District, San Diego County Court Schools and San Diego Charter Schools. Each Spring, City College hosts a breakfast workshop for high school counselors and representatives of the Court and Charter schools so as to update them with application and orientation procedures for high school students. High school students, together with special student group cohorts from the County Court schools are invited and transported to the campus to complete the first steps of application, orientation and assessments. As per some of the MOU’s, these first steps may also be provided at the high schools.

The college is also engaged in community partnerships, notably with the California Student Opportunity and Access Program (CALSOAP), which provides community college outreach information to area high school students. The college also works with Continuing Education, the District on credit sites, to provide outreach orientation information to prospective students.

Delivery methods and activities:

Services are provided through a variety of modalities, which include: online application; online orientation; on-campus Get Ready for College workshops, New Student Orientation and Ed planning sessions, and one-on-one and group interactions with faculty, staff and peer mentors. City College recognizes that the diverse, and often under-prepared, population of new students benefit from on-campus services with direct contact. The online orientation serves as a supplement and complement to the on-campus services.

The services of orientation, assessment and counseling are offered for new students through two (2) distinct pathways. Established in 2010-2011 under a Title V grant, the First Year Student Initiative enabled the creation of the First Year Service (FYS) office to provide support to all first year students. After submitting the college application, all new students review the online orientation, and then schedule their Math and English assessments, the Financial Aid workshops, and New Student Orientation and Ed Planning sessions through FYS.
Pathway 1. The First Year Experience (FYE) structured choice plan.

The FYE pathway serves 30 – 40% of first year students. The pre-registration services of orientation, assessment and first-semester planning, including information on the Orientation Checklist (below), are provided through ‘Get Ready for College’ workshops and Student Success Day activities.

- The workshops include an overview of Motivation, Stress Management, Learning Styles and Critical Thinking. In addition, the workshops review the Catalog vs Schedule of Classes; provide information on Vocational and Certificate programs, Associate Degree and Transfer options and requirements; describe General Education patterns; direct students to the website: www.ASSIST.org; explain assessment score placements and Math/English sequence; work with students on how to create a first semester Ed plan; and describe the process to register and use Reg-e. Finally, the students are provided a list of campus resources.

- Students are required to attend the Student Success Day, where they are welcomed by the College President and given an orientation and power-point presented by counselors. They attend the Resource Fair to learn about resources of student services and instructional support programs. They attend Breakout sessions: “How to survive a College Class from a Professor’s Perspective”; “Surviving a College Class from a Student Perspective”; “The ‘A’ Student Mindset!” (Understanding the roadblocks to academic success in college); “How to thrive and survive? – health fees and when to ask for help”; “Generation Z and the World of Work” –career and workforce opportunities; “Transfer Basic”. The Inspiring Change Packet includes handouts on Campus Resources, Associate Degree Requirements, the IGETC transfer curriculum; the college catalog and the Student Handbook.

Pathway 2. The First Year Enrollment Services

Pathway 2 targets the 60-70% of first year students who do not choose to participate in the structured FYE program. As the first 2 steps of 6 Steps for New Students, students apply for Admission and Financial Aid and are directed to the Online New Student Orientation at www.sdcity.edu/orientation. When students complete the online orientation, they sign up for an assessment appointment through First Year Services. Step 3 reminds students to ‘Be Prepared! View Accuplacer sample questions and other tips at: www.sdcity.edu/assessment. Once the students have placement scores, Step 4 is for first semester course planning with counselors at the New Student Orientation and Edplanning workshops, where counselors review orientation with a powerpoint and develop the first semester edplan. Students receive the Inspiring Change Packet, which includes handouts on Campus Resources, Associate Degree Requirements, the IGETC transfer curriculum, the college catalog and the Student Handbook. Students are assigned a registration date and time, and register online using Reg-e at https://studentweb.sdccd.edu/reg-e/

The online orientation was developed in 2006 by counselors working with Paul Zimmerman from Cynosure. This year City College is contracting with Cynosure again to update the orientation with current information, resources and policies, with a page that students print as proof they completed the orientation in order to schedule their assessment. The New Student Orientation workshops have transitioned to New Student EdPlanning workshops, with a brief review of orientation and registration procedures, followed by counselors assisting with the development of the abbreviated edplan.

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

- Elizabeth Vargas, .25 Outreach Coordinator: coordinates outreach, Orientation and assessment activities at highschools and on campus.
- New position (1): Senior Student Services Assistant – provides support to Outreach Officer
- 4 contract and 5 adjunct counselors: provide orientation workshops and developed the online orientation Student Ambassadors (varies 5-12): assist with Orientation at Student Success Day and workshops
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 online orientation was developed in 2006 by counselors working with Paul Zimmerman from Cynosure. This year City College is contracting with Cynosure again to update the orientation with current information, resources and policies. The students print the last page as proof they completed the orientation in order to schedule their assessment tests. The cost of the update is $19,000.

The Orientation powerpoint was developed by counselors who update with current information and policies.

| 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 |

District policies 1 – 3 are listed in the college catalog, which is available at orientation workshops and on the college website. Financial aid information including BOG waivers are in the catalog, in financial aid handouts, and on the college website. Policies and procedures 5 – 8 are included in the online orientation, at the New Student Orientation and Edplanning workshops, and in the Student Handbook, which is included in the packet of handouts.

| 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. |

The college provides information, as required under the Violence Against Women Act (VAWA) into its orientation. Another important element in the Cynosure comprehensive orientation is the value of equity, most specifically the inclusion of diverse representatives in the design of the online orientation, from the speakers to the highlighted programs.

| 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. |
| .25 Outreach Officer $7,972 and $4,096 |
| 1 Senior Student Services Assistant $57,557 |
| Counselor costs are listed under Counseling Core Services |
| Student Ambassadors $30,000 |
| Online Orientation Update Cynosure with Paul Zimmerman $20,000 |
| Supplies (includes mailings) $10,000 |
### 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 target is all non-exempt matriculating students. Approximately 4500 students are assessed annually. Students who meet the following criteria are exempt from the assessment, orientation and Ed Planning components of the matriculation process. Students with the following educational goals:

1. Preparation for a new career, advancement in their current job/career, maintenance of a certificate or license, educational development, or completion of credits for high school diploma
2. Students enrolled in an apprenticeship program
3. Students who have an associate degree or higher
4. Students who are concurrently enrolled in a four-year college
5. Students concurrently enrolled in high school, students who have taken the placement tests within the last three years.

In order for exempt students to get priority registration in the District, they need to be assessed. While they are not the primary target for the assessment and placement program, they are encouraged to use these services.

#### Methods of Delivery:
- Accuplacer tests are administered in groups in the Assessment computer lab and limited testing at area high schools.
- CELSA test is administered on paper, with answers on scantron forms
- MDTP and Accuplacer Companion tests are administered individually at 32nd St. Naval Base and the Marine Corp Recruit Depot (MCRD)

#### Partnerships:
- Partnerships are currently in place with San Diego Unified High School District, San Diego County Court School and San Diego Charter Schools. Tests for high school students are administered on campus in groups who are bussed to the campus, and to seniors who schedule individually. This shows initiative and commitment to attend City College. Limited testing is offered at the area high schools due to minimal computer lab access and marginal computer facilities.
- Accuplacer tests are administered and coordinated through apprenticeship programs for MTS and Local 32 of the Plumber and Pipefitters Union.
- **The Accuplacer Prep Initiative** is a collaborative Student Success and Student Equity effort of SD City College and SD Continuing Education (CE), developed with instructional and counseling faculty and administration. ‘Test Higher, Place Higher’ is a 6 week refresher course designed to prepare students to place into transferable –level (or one level below) math English courses. The majority of the students are in high school, but returning adult students may enroll. Courses will meet once/week for 3 hours and will employ a variety of instructional methods, including, but not limited to: direct instruction, small group collaboration, and online supplemental videos. Student pre and post Accuplacer test scores will be monitored for statistical/reporting purposes. An important benefit of the class is that it is tuition-free, and as students test higher, they reduce the number of fee college classes they need to complete their programs. The pilot is scheduled for Fall 2014. For the Spring 2015, City College is exploring the possibility of re-instituting CE days at City College to transition students with orientation, assessment and counseling. In addition, the college is exploring partnering with CE to provide Accuplacer Prep classes for feeder high school students in the Spring.

#### Points in pathway:
Assessment tests are typically provided to students after they submit an application and prior to registration. The tests may be scheduled for high school students, during the semester before enrolling for new students (FYE and First Year Enrollment Services), or during the academic pathway for current students without placements who do not have education plans.

**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.**

- Josolyn Hill, Student Services Supervisor I – provides support and supervision of the Assessment Center and Counseling
- 1.0 Eric Flores, Senior Student Services Assistant – administers math and English placement tests, challenge exams, and Ability to Benefit tests; responsible for transmitting results to District for upload to student mainframe; maintains campus assessment records.
- .75 Elizabeth Vargas, Outreach Coordinator - coordinates with community and high schools for site visits and assessment schedules; proctors off-site exams. (match)
- Hourly workers – assist with proctoring off-site exams
- 1.0 Student Services Assistant – New position

**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.**

The following tests are offered in person, in groups and individually, on the computer and may be available on paper.

**For math placement**
- Accuplacer: Arithmetic and Elementary Algebra
- MDTP: Pre-Algebra Readiness and Algebra Readiness

**For English placement:**
- Accuplacer: Reading Comprehension and Sentence Structure – computerized tests
- Accuplacer Companion tests used at military bases

**For ESOL placement:**
- CELSA forms 1 and 2
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.

  - The District accepts select standardized tests as an alternative measure for assessment skill levels. These test scores will only be used to determine readiness for English 101 or 105 and courses with Math 96 prerequisite, based on similar standards at UC and CSU.

  - In addition to the current process, student will be permitted to submit official reports of their SAT for posting of assessment skill levels. All tests must have been completed within the past 2 years.

  - Multiple measures are implemented by District IRP
  - Counselors review unofficial transcripts
  - Student information is on the [http://studentweb.sdccd.edu/index.cfm?action=newstudents](http://studentweb.sdccd.edu/index.cfm?action=newstudents) website
If not using a test, describe what other measures are used to assess students and describe how students are placed into courses:

Testing alternatives are listed on Step 4 of the *6 Steps to Enroll* and in the college catalog:

a. Show proof of prior college coursework with passing grades in English or Math
b. If assessment taken in past 2 years at CA Community College, bring copy to A 100
c. Submit one of following tests taken within past 2 years with qualifying score:
   - SAT (500 Engl/560 Math), ACT (Engl 22/Math 23), EAP – Ready for CSU College-Level English/Math course,
   - EAP Conditional – Ready for CSU College –Level English/Math Course does not meet the criteria

- 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.)

The Algorithm is included in the scoring process by District Student Services.

4. 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.

   Test preparation packets are available in Counseling and the First Year Services office and online at [www.sdcity.edu/assessment](http://www.sdcity.edu/assessment) The Assessment website also has links to Accuplacer test prep app. Students are informed about prep materials when they schedule their assessments. The pre-test performance has an answer key on sample questions.

   A video is being developed to understand the importance of the Assessment and encourage students to prepare to ‘test higher- place higher’. It will be linked to the online Orientation.

   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?

   The College Board does not specify re-test guidelines, but SDCCD has a policy of waiting 3 years before retesting. No conditions must be met. Starting July 2014 there is a pilot in place to allow students to retake the English and ESOP test after one year. English faculty have approved the pilot; the Math Dept. is coordinating with the 3 District colleges to follow suit.

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

   For the EAP and a pilot with SAT/ACT, the tests must have been taken within the last 2 years.

5. 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?

   - SAT (500 Engl/560 Math),
   - ACT (Engl 22/Math 23),
   - EAP – Ready for CSU College-Level English/Math course,
   - EAP Conditional – Ready for CSU College –Level English/Math Course does not meet the criteria

   **Note:** A couple of years ago, after consultation with the English and Math leadership districtwide, SDCCD agreed to pilot using the SAT to clear the prerequisite for transfer level English and Math classes. It is not used as a placement test per se, but rather as an alternate measure to clear the prerequisite only for college/transfer level
courses. In consultation with the discipline faculty leadership, the required minimum scores on the SAT were aligned to clear the prerequisite with the scores required by CSU to get into transfer level English and Math courses that articulate with our courses. The research office has begun to analyze the result of the pilot.

6. 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.
   - .14 Supervisor I $16,700
   - .75 Outreach Officer (match)
   - New position SSA $54,451
   - Other Hourly workers – assist with assessment $30,000

### iii. Counseling, Advising, and Other Education Planning Services

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.)

In 2013-14, 14,660 students received counseling, advising and other edplanning services. The City College Master Plan for Student Development has as its first Administrative Unit Outcome (AUO) that ‘All students will develop education plans and demonstrate the ability to follow the plan to completion.’ The target audience is 100% of new students to receive counseling for an abbreviated edplan during their first semester and develop the comprehensive edplan by the end of the first year. The target for current and continuing students is for all non-exempt students to be fully matriculated with orientation, assessment, counseling and follow up support for completion of their edplan goals for certificates, AA degrees and transfers to 4-year institution.

**Models**

SD City College has a unique approach that combines effective success strategies and program practices to serve all first year students through the First Year Services Office with two distinct paths of travel: FYE and First Year Enrollment Services. For the past four years, the FYE structured program has served 30 – 40% of the college’s first year students; 60 -70% are served through the traditional First Year Enrollment Services pathway. (Attachment- Other FYE Year End Report 2013-14)

**FYE** mandates the preregistration steps to enrollment, including new student orientation, assessment, Student Success Day, and financial aid workshop (when applicable). On Student Success Day students attend a counselor-led orientation with a powerpoint presentation and receive an “Inspiring Change” packet of handouts. They participate in a Resource Fair, attend breakout sessions, and meet with FYE counselors to develop their abbreviated edplan. The structured FYE pathway includes a prescribed first year course of study; a year of career counseling with an assigned career counselor in a case management format; support of peer mentors; Supplemental Instruction in basic skills classes, tutoring, a treatment plan of engagement activities, and a Personal Growth 130 Career Life Planning course. Students are expected to attend mandatory student success workshops throughout the first year and participate in on-campus activities and university visits. They meet with their counselor a minimum of 2 appointments each semester to develop a comprehensive edplan based on the student commitment to a career choice.

A unique component of the FYE experience is the **Peer Mentor Program**. The student peer mentor is defined as a knowledgeable and experienced guide, a trusted ally and advocate, and a caring role model. The mentors and the assigned counselor comprise the support team for first year students. The goal of the peer mentors is to encourage students to embrace college life, increase their knowledge of resources, develop and attend
workshops for their students, and guide them through the challenges of academic and student life at a commuter college.

**First Year Enrollment Services:** Students receive a congratulatory and acceptance email with the 6 Steps for New Students flyer. Following the first steps of admissions and viewing the online orientation, they sign up for an assessment appointment through the First Year Services office. They are reminded to Be Prepared by viewing Accuplacer sample questions and other tips online. They are given a list of Testing Alternatives on step 3 of the flyer. Until this year, students were encouraged to watch the online orientation prior to attending the on-campus New Student Orientation workshop. At the workshop, a counselor reviewed the orientation information with the ‘new student power-point’ and was joined for the second part of the workshop by additional counselors who helped the students develop their abbreviated edplan. The online orientation was developed in 2006 by counselors working with Paul Zimmerman from Cynosure. This year City College is contracting with Cynosure again to update the orientation with current information, resources and policies. Students are required to view the Online Orientation and print the last page as proof they completed the orientation in order to schedule their assessment. The New Student Orientation workshops have transitioned to New Student EdPlanning workshops, with a brief review of orientation and registration procedures, followed by counselors assisting with the development of the abbreviated edplan. As with the FYE pathway, the first semester edplan is prescriptive with basic skills classes and a PG Career Planning class.

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**The Counseling Model**

**Education Plan Implementation**

**Student Groups:**

- **New Student:**
  - First-year programs (FYE, Umoja, Puente, EOPS)
  - Track 2

- **Continuing Student:**
  - Undecided: Career Exploration Track
  - Declared: (2) counseling appointments

**SSSP Pathways:**

- **First Year students: FYE model**
  - Student Success Day
  - Schedule 1 Career appointment during 1st semester
  - Schedule 1 Education Planning during 1st semester (program requirement)

- **NON-FYE: Track 2 model**
  - New Student Orientation (online)
  - Assessment Testing
  - Attend a New Student Education Planning session
    - Career Survey
  - Undecided: Schedule Career Exploration and Interpretation workshops during 1st semester. Schedule 1 hour appointment after career exploration process during 1st semester but before end of 2nd semester.
  - Declared: Schedule 1 Education Planning during first semester (no later end of 2nd semester).
**Need to discuss how to incorporate deadlines and how to enforce (SARS ALERT, etc.)**

- **Continuing Students:**
  - **Undecided**
    - Career Exploration and Interpretation Workshops
    - 2-semester education plan during walk-in
    - Deadline to complete Career Exploration
    - 1 hour appointment or group session after Career Exploration (complete 1 hour appointment before end of 2nd semester)
    - Last Chance walk-in appointments (schedule at the end of each semester)
  - **Decided**
    - 1 hour Counseling appointment/ fall and spring
    - 1 hour group Education planning sessions-AA, CSU, UC/private
    - -Peer Mentors - mentoring

**Group Education Planning Sessions are for continuing students who have completed one or more semesters, and have the following:**

- Evaluated transcripts
- English and math assessment scores
- Declared major

**Education Planning Campaign:**

- **Diverse Strategies:**
  - Targeting student populations
    - Use set criterion to prioritize appointments
    - Structure appointments during certain time periods
  - CTE Model
    - Classroom Education planning in Career Technical majors
    - Coordinate with Career Technical instructors
    - Follow up appointments/ fall and spring **if completed ed plan for Certificate and/or AA degree (workshop or classroom)**
  - Group Education Planning Sessions (Homogenous)
    - CSU Comprehensive Education Planning Session
    - UC Comprehensive Education Planning Session
    - Associate Degree/Certificate Comprehensive Education Planning Session

- **Promotional Strategies:**
  - Got Ed Plan Campaign
  - Tabling
  - Pins, Lanyards, posters, etc.
  - Hire Adjunct Counselor to:
    - Conduct Classroom Presentations
    - Provide Ed planning in the Assessment Office
    - Education Plans in the Quad

Description:
Education Planning Sessions:

CSU Comprehensive Education Planning Session:
- Continuing students who are interested in transferring to a CSU

UC Comprehensive Education Planning Session:
- Continuing students who are interested in transferring to a UC, Out of State, or Private School

Associate Degree/Certificate Comprehensive Education Planning Session:
- Continuing students who are interested in completing an Associate Degree Program
- Continuing students who are interested in completing an Certificate of Achievement or Performance

New Student Education Planning Session:
- ALL New students to City College who have completed the online orientation and have completed the assessment. **Check ISIS for proof of assessment scores. If a student has assessment scores, they have also completed online orientation.**

First Semester Education Planning Session:
- Continuing students who need an education plan and are at risk of losing their registration priority

As with the new student models, the **Counseling Model** includes providing peer mentors to all students to assist with selecting courses on the Edplans and provide mentoring, encouragement and support.

Delivery Methods

Counseling is provided with **one-hour appointments**; with **15 minute walkins** scheduled in order of drop-in at the Counseling office; at **workshops** for New Student EdPlanning, Student Success Day registration, Career Exploration and EdPlanning; **group counseling**; and in **PG 130 Career-Life Planning classes**.

City College also provides **Online Counseling** with email communication, live counseling and advising appointments, and e-workshops. This unique synchronous and asynchronous communication service was established by the Counseling Department in the Fall of 2006 through a WebEx powered meeting center. The goal of service is to provide online counseling support to students comparable to on campus services.

Design/programming standards guide: Adhering to the statement of principles for guiding the evolving practice of Internet counseling established by the National Board National Board for Certified Counselors Center for Credentialing and Education, Inc. and adhering to the ADA accessibility guidelines on publishing of information for students with disabilities.

Online Counseling is available to all enrolled San Diego Community College District (SDCCD) students. The City College campus services approximately 18,000 students; however, students from the district’s other two campuses may access the service as well.

Hours of availability for students: Students may access the website at any time 24/7 in order to review the calendar, and submit a request for an appointment or workshop. However, actual appointments and workshops are conducted from 1:00pm through 6:00pm daily except weekends. When the demand for morning online appointments make them necessary, then morning appointments will be made available.
The Live E-Workshops and Live E-Appointment, and E-Walk-in Hour services, use the WebEx powered meeting center which allows students to meet with a counselor in a real-time encrypted meeting room to receive education, career, and personal counseling as it pertains to their academic success. If eligible, students will be allowed to schedule their own one hour appointment, or workshop appointment via the appointment calendar on this website. We encourage all students registered for online classes to review the site, and make use of the additional features such as FAQ’s, Ask the E-Counselor, the online learner self-assessment survey, E-Counsel Walk-in Hour, etc. Students have access to counseling services online comparable to services on campus, including personal counseling sessions with appointments that are held in a secured real-time meeting room with two-way VoIP, and video conferencing capability.

**Synchronous communication – E-appointments and E-Workshops**

In live E-Appointments and E-Workshops students and counselors communicate using two-way integrated VoIP audio, or live chat. For VoIP we request that students use a computer with speakers so they may hear the counselor. The option of video conferencing is also available to the student and counselor. We do not require the student to have a camera; however the counselors can broadcast a video feed if they wish. This provides an additional connection between counselor and student. This works well when personal issues that may affect the student’s academic development are being addressed. ‘Ask the E-counselor’ service is an email communication. ‘E-Walk-in Hour’ is a quick meeting in the meeting room without a scheduled appointment using VoIP, desktop sharing, and or chat.

The WebEx powered e-meeting center delivers a host of interactive tools that enable counselors to conduct successful e-counseling appointments and workshops in a small collaborative environment. These tools not only provide an interactive atmosphere for counselors, but create a comfortable, engaging environment for all students to communicate their thoughts and feedback.

Below are some useful features of the E-Meeting Center:

- Chat
- Video viewing of presenters
- PowerPoint Viewer
- Text Slides
- Remote Control and Assistance
- Web Slides
- Real-Time Polls
- Whiteboards
- Application and Desktop Sharing
- Two-way VoIP /Internet Telephony

E-Appointments are one hour long and conducted in real time. E-Workshops can be between two to three hours with groups of students all interacting with a counselor facilitating.

**Asynchronous Communication- E-mails**

The student emails are sent to the folder “City E-Students” in the Virtual Counseling Office, which is housed under the SDCCD network public folder. This service is asynchronous and accessible via the e-counseling website. This is a non-secured (non-encrypted) interaction. To minimize the risk of breaches of confidentiality, the counselor must only provide general information and must not share specific student information such as student ID, student records etc, via email. E-Counselors are assigned hours throughout the week to answer emails, and emails should be answered within forty-eight (48) hours. During a counselor’s assigned email answering time he/she should answer as many emails as possible. The answer should be comprehensive and provide students with a solution that is fitting to the asynchronous mode of delivery. If the question is beyond the capability of the “Ask the E-Counselor” service, then the student should be referred to an online or on campus counseling appointment.

**Counseling at Points in the Academic Pathway**
A. The 6 Steps for New Students offers counseling following the application for admission, the online orientation and assessment but before registration. Students who have prior coursework with posted transcripts, or have taken the assessment at another community college, or have qualifying scores on the ACT, SAT, EAP with official copies, will meet with counselors at the New Student Edplanning sessions or during an appointment. Students may use online counseling services with e-counseling for general counseling information, or make an online appointment if they have completed orientation and assessment.

B. District Instructional Services informed the Vice Presidents of Instruction and instructional Deans about the Board Policy on Enrollment Priority and Open Enrollment.

C. To encourage current students to be fully matriculated, the District Student Services launched a campaign to notify students about the Student Enrollment policy and priority registration criteria.
   - In November of 2013, an email was sent to student DL prior to Spring registration indicating: “Students who plan to attend Fall 2014 must have taken an assessment test or have English or Math skill levels AND a completed Edplan on file prior to July 1, 2014 to receive an early priority registration appointment.”
   - In December of 2013, emails were sent to groups of continuing students without an Edplan and/or assessment levels, based on their # of units.

Ex. students with Degree/Transfer goals; 60-90 units; No transcripts; NO Ed Plan

“Dear Student,
State regulations require that all students be assessed, oriented and have an education plan on file to receive priority registration, effective fall 2014. Our records show we have not received transcripts from other institutions where you have attended and that you do not have an education plan on file.
This message is to recommend that you take the following steps to ensure you receive a priority registration appointment for fall 2014:

1) Order transcripts from all institutions that you have attended.
2) Once ALL of your transcripts have arrived, complete a “Request for Transcript Evaluation” form, which is available in the Counseling Office.
   Note that this process can take up to 30 days.
3) Once your transcripts have been evaluated, you will be notified via email to schedule a counseling appointment to develop your education plan.

Counseling Office phone and room numbers are listed below:"

- In the Spring 2014, emails were sent to special populations with skills and without Edplans; with Edplans without skill levels; without skill levels and without Edplans.

D. City College launched a Got an EdPlan? Initiative in the Spring and Fall 2014 with the vision ‘to maximize the number of new and continuing student who get an education plan in order that the maximum number of students get priority registration’. The targeted audiences are current, new and prospective students, faculty and staff. The marketing campaign included flyers, posters, t-shirts, buttons on lanyards distributed to faculty and staff, and posting on the college website. The posters were set up throughout the campus and student ambassadors ‘manned’ tables, answering student questions and encouraging students to see a counselor in General Counseling, EOPS, DSPS or special programs: Umoja, Puente, and MESA.

E. On Aug. 21 the Foundation for California Community Colleges and the Chancellor’s Office will launch the statewide Step:Forward priority enrollment awareness campaign  http://stepforward.cccco.edu/
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.

As described above, services of Counseling, development of Edplans, course selection and follow-up services are provided in person, individually and in groups, on campus and online. Appointments and walk-in counseling are available for development of Edplans, course selection and follow-up services. Counseling includes Career, Academic, and personal counseling as follow up for student success.

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

The content of the abbreviated edplan for new students is prescriptive to include basic skills classes based on placement levels and a PG class. Assistance is provided through the Get Ready for College workshops, the Student Success Day sessions with counselors, and the New Student EdPlanning workshops, where counselors assist with the development of the abbreviated.

Continuing and returning student who are undecided may get a 2-semester edplan during walkin or attend the new student EdPlanning workshop. The content is based on their transcripts, but they are referred to the Career Exploration workshops and to the Career/Transfer Center to identify a major before the development of the comprehensive edplan.

Counselors, staff and student ambassadors may assist students with the registration of the abbreviated Edplan.

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.

Career Counseling is the focus to assist students to develop their comprehensive ed plans.

- New students who follow the FYE pathway must meet with their assigned counselors in 2 one hour appointments during the Fall and Spring semesters of their first year. They attend Career Exploration workshops, enroll in the PG 130 Career-Life Planning class, take the interest inventories, attend activities such as the Career Fair, and use the resources in the Career/Transfer Center. Peer mentors, counselors, faculty and staff contribute to the student exploration.

- Continuing students who are Undecided follow the same process: are encouraged to meet with counselors during an appointment and are given ‘homework’ to take interest inventories, attend Career Exploration Workshop, enroll in PG 130 Career-Life Planning class, attend activities such as the Career Fair and use resources in the Career/Transfer Center.

- Continuing student who are Declared attend a 1 hour Counseling appointment in the fall and spring, and/or a group Education Planning session for AA, CSU, UC/private transfer. They may have a 30 minute follow up appointment with the counselor for Edplan revisions, updates and course selection.

Peer mentors, counselors, faculty and staff contribute to the student exploration and development of the comprehensive plan.
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).

- Counselor (General Counseling): 14 fulltime positions (eight 10 month and six 11 month), 8 part-time adjunct counselors provide academic, career, and personal counseling to promote student access and success through connection, entry, progress and completion. Negotiated contact hours are 1280.4 for 11 month and 1155 for 10 month contracts

- 9.32 Fulltime equivalent counselors: 16,922.4 contract + 2461.4 adjunct hours = 19,383.8/2080
- New position Counselor FYE
- Dean of Student Development oversees the Counseling Program
- Supervisor I Counseling oversees scheduling and supervises counseling staff
- 2.0 SSA’s – front counter service
- .6 Clerical Assistant – front counter service
- Peer Mentors

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.

Online
The District Instructional Office has a pilot proposal to enhance the web presence with program information. The object is to develop an edplanning tools for students and counselors that lists programs, courses and requirements for certificates, AA, and transfer patterns to UC and CSU. ADT’s and CTE’s were selected for each campus (Psychology, and Child Development, Cosmetology and Nursing at City). [http://testdistrict.sdccd.edu/academicprograms/](http://testdistrict.sdccd.edu/academicprograms/) The programs were launched to small groups consisting of Counseling Chairs, Counselors, Articulation Officers, ASG student reps, and the Career/Transfer Center Director.

The City College Career/Transfer Center is developing a similar tool to assist students in Edplanning. Resources available in the Career/Transfer Center include: Interest inventories MBTI, My Plan, Job Connect and ASSIST.org.

ERP Efforts
The District is also exploring resources to assist with educational planning, but the program will not be completed until 2018, as the project is in development.

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.

- Dean of Student Development – (See Coordination on Budget)
- Current contract counseling - Salaries and Benefits $442,800
- 1.0 Counselor – New position $77,189
- Adjunct Counselors in General Counseling, DSPS, Puente, Umoja, Athletics, Wellness provide services to continuing students $225,566 (See Follow-up)
- .14 Supervisor I –Counseling $16,700
- Peer Mentors $30,000
- Supplies (includes Mailings) $19,885
- Other Operating Expenses (Counseling and Follow-up) $320,526
- Technology $30,000 and Computer Hardware $42,126:
  a. WebEx Meeting Center Pro; Training Center Named Hosts; Integrated VOIP Bundle; camera
### 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 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.

The target student audience is 80% of City College students, especially the students who assess into Basic Skills classes, students who do not have an identified career goal and major (with or without an edplan), and students on academic or progress probation. To identify the target audience, the college relies on research data for Student Equity, FYE, Puente, Umoja, EOPS, MESA, Basic Skills Math and English and accelerated programs, Transfer and students on probation.

a. Students are notified about the types of follow-up services throughout their academic path from orientation to graduation:

- online and on campus orientation and Get Ready for College workshops;
- FYE Student Success Days and First Year Services
- Counseling appointments, walkins and workshops
- Academic Success workshops: district emails about progress probation are sent to students
- Career/Transfer workshops for career exploration and transfer applications
- ASG Student Leadership Summits for student success strategies and referrals
- Rehearsal and preparation for graduation with career and transfer next steps
- Student engagement activities: Welcome Week, Cram-Jam, Veterans workshops
- DSPS Academic Accommodations Form for faculty and students
- *Your Map to Student Success @ San Diego City College* Student Referral form to departments, programs and services
- Progress reports required by EOPS, MESA, FYE and Athletics
- Early Alert emails generated by faculty using Faculty webservices to place alerts on rosters [http://www.sdccd.edu/employee/facwebsrv.shtml](http://www.sdccd.edu/employee/facwebsrv.shtml)

b. Types of Services and Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.

1. SSSP and Got an EdPlan Campaign

The college-wide ‘Got an Ed Plan’ campaign promotes the importance of an education plan for all students. Instructional faculty, counselors, peer mentors, students, and administrators encourage students to meet with counselors to develop their academic path of courses to complete their goals. Faculty give extra credit in class to students who bring a copy of their edplans; students who are fully matriculated receive priority registration appointments; veterans and students receiving financial aid...
Students need plans to receive their benefits. Students receive email reminders to develop edplans with counselors in General Counseling, DSPS, EOPS, and MESA.

2. Strategies include Career counseling, Career exploration, interest inventories, PG 130 Career-Life Planning class, career resources in the Career/Transfer Center, faculty advising about careers in specific disciplines, and employer interviews.

3. Intrusive Counseling in Classes: Counselors coordinate with discipline faculty to schedule class visits for edplanning, career and transfer information. Counselors have presented in: Psychology, Cosmetology, Child Development and CTE programs.

4. Connections with Programs: DSPS, MESA, EOPS, Puente, Athletics, Price Scholars

5. Counselors in General Counseling invite counselors in special Programs to monthly All Counselor staff meetings and semester workshops to inform about the SSSP policies and procedures. The Got an EdPlan campaign refers students to counselors in special Programs. Information is shared about FYE activities, Career Exploration and Transfer workshops, transfer appeals, academic accommodations for student with disabilities, Academic Success Workshops for students on probation.

6. Coordination with core Student Services departments: Financial Aid, Mental Health, Student Affairs, Admissions and Records

7. Personal wellness counseling is available through Health and Mental Health Services; counselors provide edplans for Financial Aid appeals; counselors are club advisors and work closely with Student Affairs and ASG at Welcome Week and with student engagement activities. Professional Development presentations for all student services staff inform about Customer Service, Campus Safety, Construction and Student Success, Got an Ed Plan campaign, and Safe Workplace Environment.

8. Integrating Peer mentors and ambassadors with prospective and current students in classes and with support services. Veteran and mental health peer mentors make presentations to faculty and students through World Cultures, the Veterans Service Center and Career/Transfer Center. The peer mentors facilitate student participation with campus activities, financial literacy modules, tutoring, and learning resources.

9. Partnership with counselors in Continuing Education and High Schools – outreach with orientation and assessment on the campus and at the high schools, test higher-place higher classes, CE bridge days to welcome students to the college experience.

10. Focus FYE, Second Year Efforts and Completion Year Experience with Career/Transfer Center resources; faculty advising for careers in disciplines; student services technicians who guide students through the comprehensive ed plan classes and instructional and student support services to completion and graduation.

c. Students are notified by emails, texts, flyers, posters, websites, blogs, referral forms, and most importantly: personal contact with faculty, staff, administrators and fellow students. At City College, the culture promotes that every student is known by name by at least one member of the college community. Counseling is provided at one-hour appointments on campus and online, walkins and e-counseling, workshops and group sessions.

d. Teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Teaching Faculty are active participants to promote Student Success: Office hours for individual student follow-up; Math Forums for students to meet with faculty; English and Math Center tutoring; Referral to the...
### Training Center;  Supplemental Instruction in Basic Skills classes;  Faculty serve on the Career/Transfer Advisory committee to promote the culture of transfer in the classroom;  English faculty give assignments to write the Personal Statement for transfer applications

**Professional Development** funds support instructional department leadership to provide career exploration and guidance in the disciplines to encourage students to identify a major and a career leading to the comprehensive education plan, or roadmap, to completion.

**Early Alert** system promotes a culture of learning that shares responsibility with both student and instructors to initiate communication. Faculty can identify students at risk on their rosters and submit names through faculty web service.Faculty may inform students at the start of their class about Early Alert or add a statement to their syllabus encouraging students to come to office hours. The MESA program promotes a campaign for an Early Alert Watch for students and faculty to Recognize, Seek Solutions and Implement Change. Faculty and Counselors are investigating current and new systems to facilitate early alert communication.

**Enrollment Management:** Under the leadership of the VPI and Academic Senate, Department Chairs, and Instructional Deans, strategies for managing enrollment include: reviewing benchmarks and actions for achieving standards, aligning Instructional and Student Services Divisional Goals, using Program Review Data to add High demand classes with waitlists, schedule Basic Skills classes based on students assessment scores. Faculty are reviewing and discussing the Pierce College Enrollment Management model with the mission “to oversee a comprehensive planning process designed to achieve and maintain the optimum recruitment, retention, and attainment of students”. After a one year review, the college reorganized programs and courses to meet the mission.

<table>
<thead>
<tr>
<th>2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).</th>
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</thead>
<tbody>
<tr>
<td>• 25 Peer mentors assist continuing students follow-up services and referral to resources</td>
</tr>
<tr>
<td>• 2.0 Student Services Technicians – provide follow-up services and referral to resources</td>
</tr>
<tr>
<td>• Counselors in General Counseling, DSPS, EOPS, Puente, Umoja, MESA provide follow-up services to continuing students</td>
</tr>
<tr>
<td>• Adjunct Wellness Counselor</td>
</tr>
<tr>
<td>• Department Chairs and Faculty provide follow up services with Early Alert, Faculty Forums, office hours, career advising</td>
</tr>
<tr>
<td>• VPI, VPSS, Deans in Instruction and Student Services, Academic Senate, Department Chairs and Faculty provide follow up services with Early Alert, Faculty Forums, office hours, career advising and enrollment management</td>
</tr>
<tr>
<td>• Associate Dean for Student Equity and SSSP</td>
</tr>
</tbody>
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<tr>
<th>3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Pilot project tool for students to identify the courses on their ed plan for AA, Transfer to UC or CSU</td>
</tr>
<tr>
<td>Career/Transfer Center tool to review course requirement for transfer - pilot</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean $128,175 (see Coordination on Budget)</td>
</tr>
<tr>
<td>Peer mentors (see Counseling)</td>
</tr>
<tr>
<td>Adjunct Wellness Counselor (see Counseling)</td>
</tr>
</tbody>
</table>
• Adjunct Counselors in General Counseling, DSPS, Puente, Umoja, Athletics, Wellness provide services to continuing students (see Counseling)
• Enrollment Management faculty - $34,200: Department Chairs and Faculty provide follow up services enrollment management, Early Alert, Faculty Forums, office hours, career advising
• Other Operating Expenses (see Counseling)
• Tracking programs: Hardware/Software (see Counseling)
• 1.0 RESEARCH ASSOCIATE $73,958
• RESEARCH SUPPORT (INTERN, NANCE) $15,000
• RESEARCH SUPPLIES AND MAILINGS $10,000
• 2.0 Student Services Technicians $92,994

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

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

SSSP Services and Programs Research Agenda

Overview:

The SSSP Services and Programs Research Agenda is developed to respond to the research need of the College’s Student Success and Support Program Plan. The Research Agenda also serves as a document that outlines a comprehensive research plan for measuring the effectiveness and impact of all SSSP services and programs on student success and completion.

The Research Agenda is structured by the types of research needed for evaluating and assessing the programs and services. Research questions are formulated for these services and programs; and various research designs and methodologies are adopted to collect data on the effectiveness and impact of each SSSP service/program on student success and completion. In addition, key performance indicators are identified for each and research activities and reporting cycle are also specified for each core SSSP service. The research agenda is also mapped onto the College’s Student Services Council (SSC) goals. The mapping reflects the connection between the SSSP Plan and other college-wide student success efforts within Student Services Division.

Conduct comparative studies to evaluate the effectiveness and impact of the student success support services and programs on student success and completion

1) Conduct program review and evaluation on the programs serving various student groups
   a. Compile an annual report for evaluating the First Year Experience initiative by examining the following key indicators:
      a) Student profile
      b) Term persistence
      c) Student outcomes (Success and Retention)
      d) FYE student perceptions (e.g., challenges, difficulties, sense of belonging, and college engagement)
   b. Provide program evaluation annual reports for programs that are designed to increase student outcomes including retention rates, success rates, persistence rates, awards conferred, and transfer rate.
      a) Price Scholarship
      b) Puente
      c) Umoja
      d) CalWORKs
      e) DSPS
      f) EOPS
      g) FYE
h) MESA

Conduct program evaluation on the Peer Mentor programs including the
  a) FYE peer mentor program
  b) Student mental health services peer mentor program
  c) Veterans peer mentor program

Conduct disproportionality studies to identify student groups that are disproportionately impacted and design activities for the student services departments to help close the achievement gaps. Five indicators will be measured and monitored for each student sub-population of interest:

a. Five indicators
   a) Access
   b) Success and Retention
   c) Basic Skills Completion to College-level
   d) Degrees and Certificate
   e) Transfer

b. Student sub-populations
   a) Gender
   b) Ethnicity
   c) Low-income
   d) Foster Youth
   e) Veterans
   f) DSPS

Dedicate ad hoc research effort to identifying issues in instructional programs and help improve student outcomes from the student services end.

b. Course Availability

c. Basic Skills Course Sequence
   a) Basic Skills Successful Course Completion
   b) Subsequent Enrollment in College-level Courses
   c) Subsequent Success in College-level Courses

d. Accelerated Courses: English and Math

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.

   • The District maintains the student website with information about Online services, Admissions, Registration, Financial Aid, New Students, Current Services, Student Support, Key Resources. [https://studentweb.sdccd.edu/](https://studentweb.sdccd.edu/)
   • The online orientation was developed in 2006 by counselors working with Paul Zimmerman from Cynosure. This year City College is contracting with Cynosure again to update the orientation with current information
   • Live E-workshops, Live E-appointments, and E-walkin are offered through the Webex meeting center (See Counseling Core Services). EdPlanning Webinars are developed for Academic Success Workshops and First Semester Edplanning workshops.
   • The MyCity App is being developed with Apptology to provide resources for services, including orientation, advising and educational 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.

Expenditures for SSSP services provided during the transition period were funded by the General Fund, Title V and other grants. These include the First Year Experience (FYE) services of Orientation, Assessment, first semester edplanning, career counseling, follow-up services with counselors, peer mentors and instructional faculty. The grant provided institutional research for the FYE program, measuring outcomes of retention, persistence, success, and completion. The Tutoring and Supplemental Instruction for FYE students in basic skills English and Math classes contributed to measurable success of the students and positive collaboration with the Math and English departments for continued dialog on enrollment management to offer basic skills classes based on student assessment outcomes.

The college reconfigured the Admissions & Records office as the First Year Services (FYS) Office to provide registration services to all new students who submit an application and pass through Admissions to enrollment. The Admissions & Records department continues to include residency, international students, ID pictures, evaluations, records and Veterans Affairs.

The Career/Transfer Center, also called Transition Services Center, provided workshops and resources to new and continuing students on Career Exploration & Interpretation, Resume/Cover Letter Writing, Transfer to CSU and UC/Private universities. Attendance at the Career and Transfer Fairs was required for new students in the FYE program to start exploring their career path before developing the comprehensive edplan.

The curriculum in the Personal Growth 130 class, Career-Life Planning, is designed to assist students with career exploration, transitions and career-life planning in order to achieve success in a diverse society. Activities include participation with the Career/Transfer Center. The faculty are adjunct, funded by the instructional general fund budget. Counselors follow up with students as they develop the comprehensive edplan and achieve their goals of completion.

### 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.

   The exemption criteria are listed in the college catalog:

   **Exemptions**

   Students who meet the following criteria are exempt from components of the matriculation process:

   1. **Admission**
      - No exemptions

   2. **Assessment**
      - Students with the following educational goals:
        - Maintenance of a certificate or license, educational development, or completion of credits for high school diploma
        - Students who have an associate degree or higher
        - Students concurrently enrolled at a four-year college
- Students concurrently enrolled in high school
- Students who have taken the placement tests within the last three years

3. Orientation
- Students with the following educational goals:
  - Maintenance of a certificate or license, educational development, or completion of credits for high school diploma
  - Students who have an associate degree or higher
  - Students concurrently enrolled at a four-year college or university
  - Students concurrently enrolled in high school

4. Educational Planning with a Counselor
- Students with the following educational goals:
  - Maintenance of a certificate or license, educational development, or completion of credits for high school diploma
  - Students who have an associate degree or higher
  - Students concurrently enrolled at a four-year college
  - Students concurrently enrolled in high school

5. Follow-up on Student Progress
- No exemptions

1. Appeal Policies
Describe the college’s student appeal policies and procedures.

The California Community Colleges Board of Governors approved changes effective Fall 2014 to establish system-wide enrollment priorities designed to ensure that classes are available for students seeking job training, degree attainment, or transfer and to reward students who make progress toward their education goals.

The SDCC District established and implemented Priority Registration Criteria in the Fall 2014 for fully matriculated students in the following groups: Military/Vets, Foster Youth, CalWORKs, DSPS and EOPS. New students who have completed orientation, assessment, and developed education plans, as well as fully matriculated continuing students in good academic standing receive priority appointments based on units completed. Non-matriculated: Continuing, New & Returning Students, Student with 100 + units, Student Concurrently enrolled at a 4-year Institution or High School, and those with Four or more Certificates of Achievement, Two or more Associate Degrees, or with Baccalaureate Degrees, have lower priority. Within these groups, Military/Vets, Foster Youth, CalWORKs, DSPS and EOPS will have first priority. Students who lose priority due to academic or progress probation are in the lowest priority registration group.

The District established a Priority Enrollment Appeal to be completed by the student. It must be filed at least 5 working days prior to the start of the priority registration. Fully matriculated students may request reinstatement of their lower priority registration for the following extenuating circumstances: Academic Standing: demonstrate significant academic improvement; Over 100 Units: this is my last semester and I need specific courses to graduate or transfer; Disability: I have a verified disability that needs early priority to receive reasonable accommodations in a timely manner to graduate; Other: extenuating circumstance based on verified illness, accident or circumstance beyond my control – with explanation. The student meets with a counselor, who makes a recommendation and forwards the appeal to the Dean of Matriculation for final Action. If approved, the appeal is granted with a term expiration date and the student is notified. (See Other Attachment - Priority Enrollment Appeal)

The college also processes petitions for:

Readmission After Disqualification; Code Out W's over 10 Years Old; Late Withdrawal; Late Admission; Extra Units; Change of Course Level within a Discipline; Schedule Adjustment after Deadline; Exception to Course Repetition
The following petitions grid was prepared to indicate the process for submission and approval of the petitions.

<table>
<thead>
<tr>
<th>#</th>
<th>Petition</th>
<th>Image</th>
<th>Purpose</th>
<th>Currently in use?</th>
<th>Current Version</th>
<th>Who Initiates</th>
<th>Where it goes first</th>
<th>Availability</th>
</tr>
</thead>
</table>
| 1  | Change of Course Level within a Discipline                              |       | - Move an enrolled student to a higher or lower class within the same academic discipline, or  
     |                               |       | - ESOL skill level changes                                               | Yes               | SS-CSICHG-10/2011 | Faculty       | Department Chair, then to:  
     |                               |       | Records, if a class, or Admissions, if ESOL level                         |                   |                |               | Counseling, Evaluations |
| 2  | Petition for Academic Renewal Without Course Repetition                 |       | Disregard prior semesters or Individual courses in which Ws or substandard grades earned | Yes               | SS-ACDRLWOSRPT/7/12 | Student      | Admissions, then submitted in Evaluations | Counseling, Evaluations |
| 3  | Petition to Challenge                                                   |       | Enroll in course despite not meeting the prerequisite or co-requisite    | Yes               | SS-PETCHG-3/12   | Student      | Admissions, then routed to Department Chair | Admissions |
| 4  | Petition for Exception to Course Repeat Policy                          |       | - Fourth attempt of a course with prior substandard grades or withdrawals  
<pre><code> |                               |       | - Repeat course with prior standard grade                                | Yes               | 1/12/2012      | Student      | Records, then routed to Department Chair | Admissions |
</code></pre>
<p>|    |                                                                        |       |                                                                        |                   |                |              |                    | N/A          |</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Petition</th>
<th>Purpose</th>
<th>Currently in use?</th>
<th>Current Version</th>
<th>Who initiates</th>
<th>Where it goes first</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Petition for Modification of Graduation Requirements</td>
<td>To request a substitution or waiver of:</td>
<td>Yes</td>
<td>SS-PETMCDD-4/12</td>
<td>Student</td>
<td>For Major requirements: Department Chair. For District reqmts: Evaluations</td>
<td>On Campus Evaluations</td>
</tr>
<tr>
<td>6</td>
<td>Petition for Readmission after Disqualification (3 or more DQ)</td>
<td>To be considered for readmission to the District after 3 or more disqual</td>
<td>Yes</td>
<td>PTROMTDISQ-1/12</td>
<td>Student</td>
<td>VPSS</td>
<td>Counseling, VPSS</td>
</tr>
<tr>
<td>7</td>
<td>Petition for Schedule Adjustment After Deadline (Tax)</td>
<td>Reinstatement in Course</td>
<td>Yes</td>
<td>SS-SCHADD-11/12</td>
<td>Faculty or Student</td>
<td>Instructor</td>
<td>Records</td>
</tr>
<tr>
<td>8</td>
<td>San Diego City College District Student Petition</td>
<td>▪ Code out W's &gt; 10 yrs</td>
<td>Yes</td>
<td>SS/ STPRT 8/11</td>
<td>Student</td>
<td>Records</td>
<td>Records, Counseling</td>
</tr>
<tr>
<td>9</td>
<td>Petition for Academic Renewal by Course Repetition</td>
<td>Alleviate a substandard grade via a course taken outside the District</td>
<td>Yes</td>
<td>SS-PTARRBP 11/12</td>
<td>Student</td>
<td>Evaluations</td>
<td>Student Services — Admin Forms</td>
</tr>
</tbody>
</table>
Distirict policies and procedures are on the web: 
http://www.sdccd.edu/public/district/policies/index.shtml?menu=sub4&name=student

2. **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.

The San Diego Community College District has adopted a policy for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The board recognizes that, if these prerequisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the board adopts policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed.

All prerequisites are approved by the District and campus and Curriculum and Instruction Committee. The District policies are 5500.1 - CURRICULUM AND PROGRAM REVIEW PROCESS and 5500.2 - STUDENT CHALLENGE PROCEDURES - PREREQUISITES, COREQUISITES AND LIMITATIONS ON ENROLLMENT.
The revised procedures with current Title 5 language are currently being vetted by the college constituents:

**Cross-Disciplinary Prerequisite Establishment**

Initiation

- Department chair submits request form to college based on prerequisites at another college.
- Cross-disciplinary prerequisites are identified and a review of the prerequisites is conducted by the department chair.
- Once prerequisites are identified, the department chair submits a request for prerequisite establishment.
- If a prerequisite is not met, the student is informed of the prerequisite and the process is initiated.
- Approval by college Curriculum Committee.
- In the fall, immediately following approval, begin to build the prerequisite change to a new state-wide system.
- Notify all students and local community members of the prerequisite change.
- Prerequisites in place for following Fall registration.

All prerequisites, co-requisites and limitations on enrollment as stated in the course descriptions of the college catalog will be strictly enforced at the time of a student's registration.

Students who believe they have met a prerequisite at another institution are strongly advised to have all official transcripts of prior college work and other documentation on file well in advance of registration. This will minimize registration delays.

See below for options available to students needing to clear prerequisites:

- Students may bring an unofficial copy of prior college transcripts to the counseling office for advising, or
- Students may fax unofficial copies of transcripts to San Diego Community College District Student Services Office at (619) 388-6946. Be sure to include your name, your CSID number, the class you are attempting to register for and a phone number on your cover sheet.
- Students may clear prerequisites if they have Advanced Placement (AP) Credit or College level credit for English or Math; SAT scores of 500 or above in English or, 560 or above in Math.

Students can send an official copy of their test scores or transcripts to:

San Diego Community College District
Attn: Prerequisite Evaluators
3375 Camino del Rio South
San Diego, CA 92108-3883

Information on prerequisite, co-requisite, and challenge process is available in the online orientation, catalog, and website.
3. **Professional Development**

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

- Career Counseling trainings for Faculty and Staff on campus
- Counseling Faculty and Staff will attend conferences and trainings that support Orientation and Counseling, for Career Counseling, Basic Skills, First Year Experience, Puente, Umoja, Veteran Training (Federal Government), Transfer to 4 year institutions
- For the Follow-up core component, Professional Development supports instructional faculty at conferences and training for Basic Skills; Enrollment Management; Early Alert programs; Tutoring and Supplemental Instruction. Professional Development funds support instructional department leadership to provide career exploration and guidance in the disciplines to complement counseling students to identify a major and comprehensive education plan.

4. **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 SSSP Plan Services and Activities are informed in coordination with the Completion by Design, Program Review and Master Planning; the Midterm Accreditation Report; Student Equity Plan and other college efforts. The SSSP Plan, Student Equity Plan and the Hispanic Serving Institutional Plan are integral to the strategic planning efforts through departmental program review and master planning efforts. The strategic planning, which integrates the four core services of the SSSP and the five equity indicators for the access, success and completion of our students, will figure prominently in institutional efforts as the college prepares to write the Accreditation Self-Study (site review is anticipated to be in October 2016).

The assessment of the five equity indicators may occur through various paths, suggesting a “crosswalk” method of data collection. The vision of the Student Equity plan is to be fully integrated into the vision of the Student Services Imperative, whereby all programmatic and instructional efforts are integrated into one large imperative to meet the student success needs of City College students. The imperative is the umbrella framework by which the Completion by Design model is incorporated, outlining the resources of the college to impact the students we serve to meet the goals of persistence, retention and completion in one fully integrated crosswalk model.

The SSSP and Equity Plan incorporates concepts in a Completion By Design framework which examines the campus-wide student success strategies and identifies which practices, policies, and programs will best facilitate student learning and success. The goal is to engage first time students from entry application to progress and completion. Through the Outreach officer, ambassadors and mentors, working in conjunction with high school counselors, students are provided orientation and assessment, with information and resources that lead to the abbreviated education plan. At the program level, students progress through career exploration to declaring a major and taking the courses required on the comprehensive education plan. Instructional faculty, counselors, staff and peer mentors provide the follow-up services with early alert systems to assist a student to completion.

The activities of the Student Equity Plan for Student Success are developed with the four SSSP core services and the five equity indicators:

---

### Student Equity Goals and Activities

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Research Findings</th>
<th>Goals</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>1. Within City Service Area and District Service Area, respectively, the following subgroups have lower representation: Male (5% and 4%, respectively). Under</td>
<td>Increase male student representation in the general student population</td>
<td>1. Analyze gender balance of college programs. 2. Focus less on male v. female traditional programs and more on general education course/program gender balance.</td>
</tr>
<tr>
<td>Success &amp; Retention</td>
<td>Success: The African American subgroup and the “18-24” subgroup displayed disproportionate impact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention:</td>
<td>No disparity reflected in any subgroup/population.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Increase success and retention by 10% | 1. Increase SI tutors in developmental classes.  
2. Have night/weekend tutoring availability.  
3. Extend FYE services to ESOL students.  
4. Continue to offer summer classes.  
5. Hire more counselor, specifically, academic counselors who are specialists in each subject area/each department, so that they would know exactly what the course sequence of their department is.  
6. Ensure convenient library hours for students.  
7. Strengthen peer mentor programs.  
8. Plan for learning communities; add study space on campus, like study hall. Create study groups.  
10. Improve WiFi accessibility on campus  
11. Increase pay to print copiers/locations on campus.  
12. Faculty lead Cafe’s for sharing best practices or share BP’s at dept. meetings? |

<table>
<thead>
<tr>
<th>Basic Skills Completion to College-level</th>
<th>English: Help White students close achievement gap by increasing the subsequent success rate by 5% of the highest performing group.</th>
</tr>
</thead>
</table>
| Math:  
1. All ethnic groups and all age groups displayed disproportionate impact except for the Asian/Pacific Islander students and students under 18.  
2. The majority of the White students were low income students.  
3. Math:  
Increase the subsequent enrollment rate by 10% (from 73% to 83%) and the subsequent success rate by 20% (from 53% to 73%).  
4. ESOL:  
1. Increase the subsequent enrollment rate by 35% (from 40% to 75%)  
2. Help White student close achievement gap by increasing the subsequent success rate by 7% (from 68% to 75%) |
| English: Help White students close achievement gap by increasing the subsequent success rate by 5% of the highest performing group. |
| Math:  
1. Review and revise course sequence, curriculum, and course availability.  
2. Invite faculty and staff to route students who are economically challenged (including White) to available student programs. i.e. Food pantry, DSPS, EOPS, Financial aid, etc.  
3. Create Prof. Development for faculty on what support programs are on campus and how to use “green sheet”. Place “green sheet” online.  
4. Math:  
1. Review and revise course sequence, curriculum, and course availability.  
2. Provide online support through Math Center.  
3. Require students to take summer bridge classes.  
4. Grant prior registration for both Math 46 and Math 96  
5. Improve Continuing Ed connection/Pathway |
| ESOL:  
1. Review and revise course sequence, curriculum, and course availability.  
2. Route to available student programs for the White students who are economically challenged.  
3. ESOL/ Math learning communities  

- 18 (22%, 20%), 40-49 (7%, 6%), 50 and > (20%, 23%), White (17%, 25%), Asian/Pacific (4%, 6%), Veteran (3% each) and DSPS (2% each).  
<table>
<thead>
<tr>
<th>Degrees &amp; Certificates</th>
<th>Transfer</th>
</tr>
</thead>
</table>
| 1. Overall same completion for informed and uninformed.  
2. The following groups have had disproportionate impact:  
a. With an informed (matriculation) goal: female students, students between 18-24, White students, students who are not DSPS student  
b. Without an informed (matriculation) goal: male students, African American, American Indian, Asian/Pacific Islander students, students between 25-49, DSPS students, Economically Disadvantaged students, Students who are not veteran/active duty military students. | 1. Disproportionate impact for the subgroups of both Male and Female.  
2. African American, American Indian, and Latino students demonstrated inequities.  
3. All age subgroups had disparities except for students who are 24 or younger.  
4. Economically disadvantaged students have been disproportionately impacted. |
| 1. Increase the total number of awards by 10%.  
2. Accelerate time to degrees and certificates by 25% | 1. Increase both the transfer volume and transfer rate by 10%.  
2. Accelerate time to transfer by 25% |
| 1. Increase first year services and develop 2nd year services/completion services.  
2. Continue efforts to confer degrees to students who meet the requirements but may not have applied (degree audit).  
3. Provide professional development for faculty to assist students with degree completion advising.  
4. Use enrollment management to ensure availability of college-level and basic skills courses.  
5. Improve specificity of counselor visit data indicator to reflect duration of visit.  
6. Analyze completion rates of day v. evening students.  
7. Ensure that all counselors are using new SQSS screen to report visits.  
8. Use program Review to identify disproportionate impacts at program level. | 1. Increase first year services to more students and develop 2nd year services.  
2. Foster more positive faculty perception and support for transfer by having the Transfer Center do classroom presentations and engage faculty in the transfer effort.  
3. Raise awareness and encourage transferring among students who are transfer prepared with services and activities (e.g., administer college-wide transfer survey) in support of their transfer.  
4. Use enrollment management/curriculum review to ensure availability of transferable and basic skills courses.  
5. Professional development for faculty to assist students with transfer advising. Provide transfer handouts or info sheets for faculty to read in class.  
6. Research on the impact of CTE programs that require transfer level math and English and 12+ units, but have no intention to transfer.  
7. Monitor and provide student up to date policies of transfer institutions that may inhibit transfer of local students.  
8. Develop Math and English Pathways  
9. Develop transfer “marketing” strategies  
10. Shorten time to transfer from 6yrs to 4 years  
11. Create “last year” experience/completion year experience. Recruit at 45 transferrable units. Consider enrollment priority for ready to transfer students.  
12. Raise financial aid literacy. Use wait line to inform and instruct students re: financial aid and matriculation policies.  
13. Conduct 2nd level question: Ad hoc reports on what students fall in the “Unreported” category for gender and what is the number they represent. Also, filter out students who’s goals is not transfer. I.E. Certificate students.  
14. Send out Grad and transfer alerts at 30, 45 and 60 transferrable units |
City College is establishing a new **Student Success & Equity Steering Committee**, which reports directly to the President’s Cabinet.

Student Success is imbedded in the primary purpose of the Committee to support and lead innovative campus initiatives in order to strengthen student access, success, and equity. The Steering Committee makes recommendations to the President regarding student success and equity initiatives, including the Student Success and Support Program (SSSP) Plan, the Student Equity Plan, and the Developing Hispanic-Serving Institutions (DHSI) Program - Title V Grant.

The Student Success & Equity Steering Committee will provide a platform for collaboration and communication across City College that will result in the integration of student success and equity efforts campus-wide. The Student Success & Equity Steering Committee may establish workgroups or taskforces to carry out specific objectives, such as the writing, monitoring, and updating of the SSSP, the Student Equity Plan, and/or the DHSI/Title V Plan. These workgroups/taskforces will directly report back to the Student Success & Equity Steering Committee.

The objectives of the Student Success & Equity Steering Committee are to:

- Develop a shared vision for City College’s student success and equity efforts.
- Advise in the development and implementation of the Student Success and Support Program (SSSP) Plan, the Student Equity Plan, and the Developing Hispanic-Serving Institutions Program - Title V Plan.
- Assist in the development of practices, programs, policies, and procedures that facilitate access, success and completion for all students.
- Use student success, equity data and research to inform City College priorities and practices.
- Provide a venue for dialogue so as to fully inform and integrate student success and equity efforts across the campus.
- Support City College’s professional development efforts related to student access, success, and equity.
- Disseminate information among participants and constituencies regarding student success and equity.

The following research reports contributed data for SSSP Plan, Student Equity, Accreditation, Program Review and Master Planning and the Basic Skills Initiative:

1. City College Student Demographics
   [http://research.sdccd.edu/index.cfm?action=studprofiles&gnav=2&lm=1](http://research.sdccd.edu/index.cfm?action=studprofiles&gnav=2&lm=1)

2. City College Fact Book 2014
   [http://research.sdccd.edu/index.cfm?action=rsrchreps&gnav=5&lm=2](http://research.sdccd.edu/index.cfm?action=rsrchreps&gnav=5&lm=2)

3. City College Facts on File 2014/15 Edition
   [http://research.sdccd.edu/index.cfm?action=rsrchreps&gnav=5&lm=3](http://research.sdccd.edu/index.cfm?action=rsrchreps&gnav=5&lm=3)

4. City College Basic Skills Report 2014
   [http://research.sdccd.edu/index.cfm?action=studoutcomes&gnav=6&lm=2](http://research.sdccd.edu/index.cfm?action=studoutcomes&gnav=6&lm=2)

5. SDCCD Transfer Report 2008/09-2012/13
   [http://research.sdccd.edu/index.cfm?action=studoutcomes&gnav=6&lm=4](http://research.sdccd.edu/index.cfm?action=studoutcomes&gnav=6&lm=4)

6. City College High School Pipeline Report 2013
   [http://research.sdccd.edu/index.cfm?action=studprofiles&gnav=2&lm=4](http://research.sdccd.edu/index.cfm?action=studprofiles&gnav=2&lm=4)

7. City College Institutional Effectiveness Scorecard 2013/2014
   [http://research.sdccd.edu/index.cfm?action=rsrchreps&gnav=5&lm=4](http://research.sdccd.edu/index.cfm?action=rsrchreps&gnav=5&lm=4)
5. 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.

- Board policies are approved at the District and procedures are consistent at each college.
- SSSP Services are discussed at the District Student Services Council, chaired by the Vice Chancellor of Student Services.
- A Roadmap to Community College Success brochure was produced by the SDCCD. It is designed to assist students in their transition to success with 8 checkpoints from application to priority enrollment, and 3 exit ramps to success with Certificates, Associate Degree, and Transfer.
- In the Fall, the Vice Chancellors of Instruction and Student Services co-chaired a district Student Services and Support Planning Workshop for administrators from Mesa, Miramar, City Colleges and Continuing Ed.

The following SSSP Cabinet Objectives include:

- Conduct a comprehensive examination of the current assessment system for English ESOL, and mathematics (To reduce need for remediation)
- Scale-up First-Year Experience Programs at all college-capturing elements of assessment, orientation, education plan (To increase student completion rates)
- Conduct comprehensive outreach to continuing students to encourage them to get an education plan in preparation for new priority enrollment framework beginning Fall 2014
- Augment counseling resources to support educational planning requirements
- Build web presence to assist students with planning their academic programs
- Begin to plan for strategic class scheduling based upon student needs
- Work with faculty to examine the feasibility of moving the lowest level basic skill classes from college to Continuing Education class scheduling based upon student needs

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:
Attachment A, Student Success and Support Program Plan Participants. Please attach a listing of all individuals with their job titles, 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 positions that work directly in the program providing SSSP services.
If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, 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). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

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.

Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

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

Debra Sheldon  
California Community College Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549  
dsheldon@cccco.edu  
(916) 322-2818
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: Minou Spradley
Title: Dean, Engnr, Tech Sci, Nursing
Stakeholder Group: Instruction Administration

Name: Michael Paul Wong
Title: Dean, Student Affairs
Stakeholder Group: Student Services Administration

Name: Helen Elias
Title: Dean, Student Development
Stakeholder Group: Student Services

Name: Bernice Lorenzo
Title: Acting Director, EOPS
Stakeholder Group: Faculty

Name: Rafael Alvarez
Title: Director, MESA
Stakeholder Group: Non-Instructional Faculty

Name: Denise Whisenhunt
Title: VP, Student Services
Stakeholder Group: Student Services Administration

Name: Randy Barnes
Title: VP, Instruction
Stakeholder Group: Instruction Administration

Name: Adon Garcia
Title: President, ASG
Stakeholder Group: Student

Name: Jeanie Tyler
Title: Off Campus Program/ECC
Stakeholder Group: Instructional Faculty

Name: Carlos De La Lama
Title: Dept.Chair, Math
Stakeholder Group: Instructional Faculty

Name: Jan Jarrell
Title: Dept. Chair, English
Stakeholder Group: Instructional Faculty
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Soto</td>
<td>Supervisor Counseling/Assessment</td>
</tr>
<tr>
<td>Nesha Savage</td>
<td>Dept. Chair, Counseling</td>
</tr>
<tr>
<td>Erin Charlenso</td>
<td>Counselor, Umoja</td>
</tr>
<tr>
<td>Luis Perez</td>
<td>Counselor, Puente</td>
</tr>
<tr>
<td>Hector Martinez</td>
<td>Faculty, English</td>
</tr>
<tr>
<td>Peter Haro</td>
<td>Past President, Academic Senate</td>
</tr>
<tr>
<td>Berta Harris</td>
<td>President, Academic Senate</td>
</tr>
<tr>
<td>Marilyn Harvey</td>
<td>Director, Career/Transfer Center</td>
</tr>
<tr>
<td>Robbi Ewell</td>
<td>Dean, Information &amp; Learning Tech.</td>
</tr>
<tr>
<td>Bonnie Peters</td>
<td>Director, FYE</td>
</tr>
<tr>
<td>Xi Zhang</td>
<td>Campus-based Researcher</td>
</tr>
<tr>
<td>Yesenia Vargas</td>
<td>Counselor</td>
</tr>
<tr>
<td>Dotti Cordell</td>
<td>SLO Coordinator</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Heidi Bunkowske</td>
<td>Public Information Officer</td>
</tr>
<tr>
<td>Bianca Arellano</td>
<td>Puente Student</td>
</tr>
<tr>
<td>Anna Rogers</td>
<td>English Instructor</td>
</tr>
<tr>
<td>Brenda Corona</td>
<td>CalWORKs workstudy</td>
</tr>
<tr>
<td>Carol Withers</td>
<td>Librarian</td>
</tr>
<tr>
<td>Stuart Matz</td>
<td>Adjunct Professor Biology</td>
</tr>
<tr>
<td>Samantha Masimo</td>
<td>ASG representative</td>
</tr>
<tr>
<td>Zenia Torres</td>
<td>Student</td>
</tr>
<tr>
<td>Robert Kojima</td>
<td>Asst. Professor Chemistry</td>
</tr>
<tr>
<td>Ram Gurumurthy</td>
<td>Professor Chemistry</td>
</tr>
<tr>
<td>Stacey Mathis</td>
<td>Career/Transfer Center counselor</td>
</tr>
<tr>
<td>Teresa Francis</td>
<td>Nursing Professor</td>
</tr>
<tr>
<td>Desiree VanSaanen</td>
<td>Admin Asst. to VPSS</td>
</tr>
<tr>
<td>Elva Salinas</td>
<td>Professor English</td>
</tr>
</tbody>
</table>
Stakeholder Group: Faculty - Learning Communities Coordinator
Name: John Rivera                      Title: EOPS Counselor

Stakeholder Group: Faculty
Name: Lance Soukhaseum                  Title: Tutorial Director

Stakeholder Group: Classified
Name: Elizabeth Vargas                  Title: FYE Outreach Officer

Stakeholder Group: Classified
Name: Koraljka Zunic                    Title: ESOL/English Professor

Stakeholder Group: Instruction Faculty
Name: Salem Berhanu                     Title: Counselor CalWORKs

Stakeholder Group: Faculty-Coordinator
Name: Oscar Preciado                    Title: English Professor

Stakeholder Group: Faculty Puente Co-Coordinator
Name: Shalom Akili                      Title: Professor Health Exercise

Stakeholder Group: Faculty
Name: Neary Sim                         Title: Admin. Asst. to Dean Behavioral Sci.

Stakeholder Group: Classified Senate
Name: Sandra Pesce                      Title: Professor Librarian

Stakeholder Group: Faculty
Name: Mona Alisoraimi                   Title: English Professor

Stakeholder Group: Faculty
Name: Donna Carter                      Title: EOPS Counselor
Attachment B
Organizational Chart

City College - Proposed

COLLEGE PRESIDENT
Anthony Beebe

STUDENT SERVICES
Organize, direct and evaluate the Student Services Division
1.00 Vice President, Student Services  002934 Whisenhunt

SECRETARIAL/CLERICAL SUPPORT
Provide secretarial support and clerical support to Vice President
1.00 Administrative Secretary  000602 Van Saanen

RESEARCH
Provide research support to the campus
1.0 Research and Planning Analyst  Xi Zhang
1.0 Research Associate  New Position

STUDENT DEVELOPMENT
Responsible for administration of counseling, evaluation and matriculation services
1.00 Dean**  0034

DISABILITY SUPPORT PROGRAMS AND SERVICES (DSPS)
Provide instructional and support services for students with disabilities.

STUDENT EQUITY & SSSP
Responsible for admin oversight of student services & equity efforts
1.0 Associate Dean

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES
Provide supervision, planning, evaluation and implementation of the EOPS program Price Scholarships

OUTREACH SERVICES
Provide Outreach activities to high school and other agencies
1.00 Placement Officer (outreach)  002628 (vacant) DF
1.00 Senior Student Services Assistant**  1.0 010303 Vargas

SECRETARIAL/CLERICAL SUPPORT
Provide secretarial support to the Dean

COUNSELING
Responsible for college counseling services
14.00 Counselor
000686 Schommer 10 mo  000442 Wong 10 mo
002574 (vacant) 11 mo  000556** Charless 11 mo
10%
001666 (vacant) 11 mo  002608 Rivera 10 mo
001760** (vacant) 10 mo  011535** Gonzales 10 mo
00396** Garcia 10 mo  009040** Krauss 10 mo
008396** Garcia 10 mo  002608 Aase 11 mo
008395 Lopez 11 mo  002460** Hiel 11 mo 10%
NEW POSITION 10 MONTH

COUNSELING SUPPORT STAFF
Provide technical and clerical support
2.00 Senior Student Services Asst  000750 Flores
Student Services Asst  New Position
2.00 Student Services Assistant  007251 Gradilla
010301 Smith

CLERICAL SUPERVISOR
Supervise clerical staff for counseling and career center functions
1.00 Student Services Supervisor 3** (vacant)  28%  009353

STUDENT SERVICES
Support the implementation of student success mandates
2.0 Student Services Technicians - New Positions
Attachment C

SSSP Advisory Committee

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.

SSSP Advisory (Big Picture) Committee

Positions:

Interim President
Vice President Student Services: Chair SSSP Advisory Committee
Vice President Instruction
Dean Student Development: SSSP Coordinator
Dean Student Affairs
Academic Senate President
2 Students – Associated Student Government

SSSP standing subcommittees:

A. Programs and Enrollment Management Committee

Establish system-wide enrollment priorities to reflect the core mission of transfer, career technical education and basic skills development; Faculty involvement in monitoring student progress and develop and participate in early alert system

B. Communication and Technology Committee

Develop and use centralized and integrated technology to better guide students in their educational process: websites, APP, campus monitors, Career/Transfer toolkits, Online Core services

C. Education Planning Committee

Implement proven successful practices and strategies which will allow for all incoming students to receive mandatory assessment, orientation, career counseling and education plans

SSSP Team: meets weekly to assess the progress, reporting and process of the four Core mandates for Student Success
Other Attachments

1. FYE Year End Report 2013-14
2. Priority Enrollment Appeal
RESOURCES

- Senate Bill 1456
- California Code of Regulations, Online
- Student Success and Support Program Student Equity Plan
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills web site