



Student Success and Support Program Plan (Credit Students)

2014-15

District: Grossmont-Cuyamaca Community College District
College: Cuyamaca College

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@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 students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

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

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Cuyamaca College

District Name: Grossmont – Cuyamaca Community College

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: Dr. Marsha Gable Date: _____

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

Name: Dr. Scott Thayer Date: _____

Signature of the Chief Instructional Officer: _____

Name: Dr. Wei Zhou Date: _____

Signature of College Academic Senate President: _____

Name: Ms. Alicia Munoz Date: _____

Signature of College President: _____

Name: Dr. Mark Zacovic Date: _____

Signature of District Chancellor: _____

Name: Dr. Cindy Miles Date: _____

Contact information for person preparing the plan:

Name: Dr. Marsha Gable Title: Dean of Counseling Services

Email: marsha.gable@gcccd.edu Phone: (619) 660-4309

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.

Ila. Core Services**i. Orientation**

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

Cuyamaca College (CC) is a comprehensive, two-year, public community college located in southeastern San Diego County. The Grossmont-Cuyamaca Community College District (GCCCD) established Cuyamaca College in 1978 to serve San Diego's large "East County" area.

FALL 2013 DATA, ENROLLED STUDENTS:

Of the 9,008 enrolled, 1,008 enrolled in pre-collegiate mathematics, English and English as a Second Language (ESL) courses.

ETHNICITY:

Approximately 47% of CC students are Caucasian, 29% are Hispanic, 6% are African American, 7% are Asian or Pacific Islander, 1% are Native American, and 10% report their ethnicity as "other." 7% of Cuyamaca College students are Chaldean/Iraqi Refugees.

AGE:

Over 59% of the students are age 24 or younger, and 55% are female.

TARGET AUDIENCE:

The target audience for the core services for the Student Success and Support Program are all new non-exempt students. Orientation will be provided to all first time students at Cuyamaca College. These students will be identified from their admissions status through our student information system (Datatel/Colleague) via CCCApply.

It is projected that there will be 3,970 first time college students who apply and will be served during the 2014-2015 academic year, with applications beginning in Summer 2014. This number represents a growth of 3% from first time students who applied in 2013-2014.

After new students have applied to Cuyamaca College through CCCApply, a welcome letter is generated automatically from Admissions & Records and emailed to the student. The letter outlines the SSSP, the steps necessary to receive priority registration, and gives detail on the importance of completing the on-line orientation to be successful in their first semester and until completion. The letter is signed by our SSSP counselor and the A&R supervisor.

Orientation services are open, and students may do at any time. However, in order to receive enrollment priority, new first-time students must complete on-line orientation two weeks prior to the start of registration.

ACTIVITIES:

Pre-Orientation:

Prior to student orientation and assessment, new Cuyamaca College students are also encouraged to participate in the Pre-Assessment Workshops (PAWS) in person, which are designed to give an overview of the orientation process into the College, strategies to be successful, and to also give students an opportunity to meet other new students as well as meeting a member of our Counseling department who will facilitate the workshops. The workshops are, on average, 15 minutes.

Orientation:

New student orientations will be facilitated primarily on-line via Cynosure. Cynosure is a web-based interactive software application that students may access at any time and work at their own pace. The orientation provides an overview of the College, graphics, videos, and an avatar "Angie" to give a broad picture of Cuyamaca College and the steps to be successful. At a moderate pace, new students should complete on-line the orientation within 20 minutes.

The student may complete orientation via Cynosure at any time, or complete on campus in a dedicated computer lab. The computer labs are reserved for Counseling and Assessment in E-205 and E-210. Both computer labs hold 35 students at a given time, and offer ample space and flexibility to meet student needs.

SERVICE DELIVERY STRATEGIES:

Special Population Orientations:

There will be targeted in-person group orientations for special populations including: ESL students in Arabic and Spanish, CalWORKs and EOPS/CARE program participants, former foster youth, and athletes facilitated by their prospective program counselor. Cuyamaca College has a large Arabic/Chaldean student population, as well as designation as a Hispanic Serving Institution (HSI), in which the availability of ESL orientations is critical. Students receiving services through DSPS will be provided with one-on-one orientations appointments with a DSPS counselor or specialist, as they include a review of the students' accommodations.

Beginning in the 2014-2015 academic year the College will be offering on-line and group orientation at our local service area high schools for seniors who are intending to attend Cuyamaca College. The Grossmont Union High School District (GUHSD) is the primary high school district for incoming Cuyamaca College Students. The GUHSD consists of the following high schools: Chaparral, El Capitan, El Cajon Valley, Granite Hills, Grossmont, Helix, Monte Vista, Mount Miguel, Santana, Steele Canyon, Vahalla, and West Hills. The new student orientations at the high schools will be arranged and announced through the Cuyamaca College Student Ambassadors, and facilitated by the SSSP Counselor and Student Success Outreach Coordinator.

PARTNERSHIPS:

Community Partnerships:

The Grossmont-Cuyamaca Community College District (GCCCD) utilizes Cynosure as the primary vehicle for facilitating new student on-line orientation. The college partners with our local service area high schools to provide outreach to seniors who will be enrolling, as well as a strong partnership with our First Year Experience Program (FYE). Beginning in 2014-2105, the SSSP will be instrumental in the success of the newly formed GCCCD/GUHSD Alliance for Success, which is a partnership with all local area high schools and the District.

Interdisciplinary Partnerships:

The Counseling department will also partner with our World Languages Department to work with Arabic and Spanish instructors to assist with the ESL group orientation sessions. The department will be instrumental in identifying fourth semester students in Arabic and Spanish courses who may volunteer from time to time to offer translation assistance for our lower level ESL students.

MOMENTUM POINTS:

New student orientation services are provided year-round, however students will ideally complete the orientation, and other core services, before registration in order to obtain an enrollment priority. Additionally completion prior to registration assists students in being successful long term by understanding the transition to the College and to improve their chances of success by enrolling in desired courses to complete their intended goal within a reasonable time, or by six semesters.

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

Orientation services for students are primarily provided on-line through Cynosure, with in-person group sessions for special populations (ESL, CalWORKs, EOPS/CARE, former foster youth, DSPS, and athletes).

#	Job Title	Department	Campus/ Categorical Funded	SSSP Funded	Description
1	Supervisor	Counseling Services		X	Assist with matriculation services for students (registration, orientation, and support)
1	Assessment Specialist	Counseling Services	X		Assist with matriculation services for students (registration, orientation, and support)
8	General FT Counselor	Counseling Services	X	X	Provide counseling/advising for orientation/educational planning
2	Adjunct Counselor	Counseling Services	X	X	Provide counseling/advising for orientation/educational planning
1	FYE Coordinator	Counseling Services		X	Provide counseling/advising for orientation/educational planning
1	Student Success Coordinator	Student Affairs	X	X	Supervise activities for high school matriculation services
10	Student Ambassadors	Student Affairs	X	X	Assist with matriculation services for high school students
2	Counselor	EOPS/CARE	X		Provide counseling/advising for orientation/educational planning
2	Adjunct Counselor	EOPS/CARE	X		Provide counseling/advising for orientation/educational planning
1	Student Services Specialist	CalWORKs	X		Assist with matriculation services for students
6	Adjunct Counselor	CalWORKs	X		Provide counseling/advising for orientation/educational planning
1	Coordinator	DSPS	X		Provide counseling/advising for orientation/educational planning
1	Counselor	DSPS	X		Provide counseling/advising for orientation/educational planning

2	Adjunct Counselor	DSPS	X		Provide counseling/advising for orientation/educational planning
1	Athletics Counselor	Counseling Services	X	X	Provide counseling/advising for orientation/educational planning

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.

On-line orientation (Cynosure) is supported by District Information Services (IS) for helpdesk services and platform compatibility with Datatel/Colleague. There are no annual subscription costs related to maintenance or support from the Cynosure consultants. However in-house IT resources must be used in order to implement updates or changes as it relates to MIS reporting for SSSP.

<http://www.cynosurenewmedia.com/news.htm>

Longsdale Publishing Software is used as part of the Pre-Assessment Workshops, and provides additional support resources for students. The software package is supported by technicians within the publishing company. There is an annual subscription cost of \$750, and includes unlimited access for Cuyamaca College staff and students annually.

<http://www.longsdalepub.com/>

STAFF SUPPORT:

Counseling Department Chair	SSSP Coordinator
Counseling Services Supervisor	SSSP Counselors
Assessment Specialist	Peer Mentors/Ambassadors
SSSP Adjunct Counselors	IT/MIS

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;
- (5) Academic calendar and important timelines.
- (6) Registration and college fees.
- (8) Available education planning services

The above required activities related to orientation services for new students are provided to students via on-line (Cynosure) and/or in-person modalities with SSSP counselors and staff.

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.

Orientation services will be provided in Arabic and Spanish. Arabic and Spanish speaking adjunct counselors and World Languages faculty will provide the services for ESL students in the students' native language to address the orientation needs of this special population. The ESL orientation is designed to help our ESL students complete their matriculation process and inform them about the first steps of enrollment.

Assessing Student Learning Outcomes:

The College currently reserves two open computer labs to have available for students to complete the on-line orientation while on campus. Ideally, the College would benefit from a dedicated computer lab which can be much more flexible in providing access for students to use for completing this core service.

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.

SEE ATTACHED

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.).

TARGET AUDIENCE:

First Time Students:

It is projected that there will be 3,970 first time college students who apply and will be served during the 2014-2015 academic year. Assessment is required for all first-time students at Cuyamaca College. These students will be identified through their admissions status and noted in Datatel/Colleague.

Transfer Students:

Any transfer student who desires enrollment into courses in English, Math and ESL that has not met the pre-requisite for these courses by other means such as EAP, AP, and IB, or does not have an assessment exam from another California Community College, or does not meet

the criteria for exemption, will be required to take an assessment for placement into Math, English or ESL courses.

ACTIVITIES:

Assessment/Placement:

ACCUPLACER is the primarily assessment instrument used, and is web-based. ESL assessment is partially completed through ACCUPLACER with Math only. English is taken paper/pencil and score separately. Assessment is offered by appointment Monday-Thursday in a computer lab. The assessment instruments utilized are ACCUPLACER, CELSA, and if needed the MDTP. Assessment is available to students year round.

Students are placed into courses by counselors based on proof of pre-requisite such as assessment results, transcripts from regionally accredited institutions or via multiple measures.

Assessment and placement activities are fully described in section IIa(ii3) below.

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.

#	Job Title	Department	Campus/ Categorical Funded	SSSP Funded	Description
1	Supervisor	Counseling Services		X	Assist with matriculation services for students (registration, orientation, and support)
1	Assessment Specialist	Counseling Services	X		Assist with matriculation services for students (registration, orientation, and support)
8	General FT Counselor	Counseling Services	X	X	Provide counseling/advising for orientation/educational planning
2	Adjunct Counselor	Counseling Services	X	X	Provide counseling/advising for orientation/educational planning

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
 - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.

- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Assessment/Placement:

Assessment offers both computerized and manual placement testing for English, reading, English as a second language (ESL), and mathematics on a year-round basis.

Most students who need assessment need the General Assessment Test. Cuyamaca College uses an assessment test called ACCUPLACER, which is delivered via computer and must be taken in the reserved computer labs used for Assessment and Counseling (E205 and E210). Although the test is not timed on-line, most tests do have a limit of no more than 3 hours. The online assessment is administered in a group setting. If a student cannot attend or may need special accommodations, testing can be done individually.

ACCUPLACER uses adaptive testing where the sequence of test questions presented to each student and the questions themselves vary as they are based on responses to prior test questions. Students receive scores and placement recommendations within 15 minutes of completion.

ACCUPLACER uses Branching Profiles to streamline the testing experience of students. By creating the branching profile based on what the student selected in their background question the Branching Profile would accurately select the math test the student needed to take in order to determine the best math placement for the student.

Other Assessment Methods:

Student may be exempt from assessment based on the following criteria:

- Completed English and/or Mathematics courses at an accredited college or university. Must provide unofficial transcript.
- Completed Advance Placement (AP) in English and/or Mathematics. Must provide a copy of the AP Examination results with scores of 3, 4 or 5.
- Through a faculty initiated challenge procedure.
- Students that have graduated from a high school in the Grossmont Union High School District (GUHSD) will submit the Math Articulated Credit Form signed by their high school counselor to be exempt from the Mathematics assessment and receive credit for Math 110. Students must provide proof of having completed Algebra 1 and Geometry with a grade of "C" or better, and a grade of "B" or better in Algebra II in the last two years. They can be cleared to take a Mathematics course at the level of 120-178. Enrollment in higher level courses requires going through the Math assessment process. Students from the GUHSD that received a "C" in Algebra II may be exempt from the assessment process by bringing an unofficial transcript. They can be placed in Math 110 while still in high school.
- Completed the assessment process at another California Community College and the appropriate documentation of placement is provided.

CELSA (Combined English Language Skills Assessment):

The CELSA was developed for the purpose of placing adult students of English as a Second Language (ESL) into different language ability levels in ESL courses. CELSA Placement Testing is used for English/Reading placement for students for which English is their second language. It assists in determining the appropriate English as a Second Language (ESL) course a student may need. CELSA consists of two different forms with placement at beginning, intermediate and advanced levels.

ESL Mathematics:

ACCUPLACER is the assessment instrument utilized.

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

Cuyamaca College will accept placement results and assessment scores from any California Community College in Region X (Grossmont, San Diego City, Mesa, Miramar, Southwestern, MiraCosta, Palomar, and Imperial Valley College)

5. Describe college or district policies and practices on:
- 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.
 - 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?
 - Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Pre-Test Practice:

Students who are taking the ACCUPLACER placement test will be required to watch an ACCUPLACER Preparation video. The video will take less than 5 minutes to complete and will be available on the assessment website. At the conclusion of the ACCUPLACER Preparation video students can print out a certificate to bring with them to show that they watched the video. If they do not have access to a printer they can watch the video in the lab before taking the assessment. If a student does not feel they are prepared to take the assessment after watching the video they can reschedule.

Students may find a comprehensive list of resources on the Assessment webpage to help prepare students for the ACCUPLACER placement test. Additional resources for students are as follows:

- On the College Board website: <http://ACCUPLACER.collegeboard.org/students> which is the developer of ACCUPLACER, students can receive free sample questions and answer keys for all sections of the ACCUPLACER: Reading Comprehension, Math (Arithmetic, Elementary Algebra and College Level Math) and ESL (English as a Second Language).

- The "Learn as You Go" app includes hundreds of sample questions and an explanation for the correct response to each question. The ACCUPLACER Study App is a \$2.99 app provided by College Board and ACCUPLACER. The web app will work on most internet devices including computers (PC/Mac), smart phones and tablets. This app features practice tests in Arithmetic, Elementary Algebra, College-Level Math, Reading Comprehension and Sentence Skills. Students will be able to review content and evaluate their skills prior to sitting for the actual placement exam.
- Another option for students is The Official College Board Study App for Apple products with interactive practice tests for each section of the ACCUPLACER. The App, which includes 250 questions, is available at Apple's iTunes store for \$1.99.
- For ESL students there are packets that are made up that help them prepare for the CELSA so they will understand the format as well as what type of content to expect. Also included in the packets are essay writing prompts for them to practice their writing skills. In regards to the math, all ESL students are now using ACCUPLACER to determine their placement.
- Pre-Assessment Workshops are being scheduled in the Fall for students and will be using the software program called Longsdale Publishing which students would have unlimited access for a year to 20 practice tests for Reading, Sentence Skills, and Mathematics all modeled on the test objectives and study guides presented on the official ACCUPLACER website. Students receive a results page for each practice test which shows scores, items missed, and offers an opportunity to revisit any item to see how it can be correctly completed. By using this program students are continuously informed of weaknesses/strengths. Areas of weakness are accompanied by specific comments and suggestions for improvement. The online course is the most complete system for addressing the specific needs and demands of ACCUPLACER. It covers: Sentence Skills, Reading Comprehension, Arithmetic, Elementary Algebra, and College Math.

Re-Take Policy:

Students can request to re-take the placement tests if it has been one year or more since the last assessment test was completed, and if the student has not attempted coursework within the subject in which they request to retest. Students who do not meet these criteria can speak with a counselor about their specific situation. If approved, documentation will be needed that shows approval from the chair of the department. Additionally, Math and/or English department chairs must approve re-takes.

Recency Policy:

The Assessment and Counseling department will be developing a formal recency policy in 2014-2015 to address this SSSP plan requirement and align the policy with the Title 5 definition of recency based on course repetition.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?

The Early Assessment Program (EAP) provides students with an early indication of whether or not they are ready for college English or math. The EAP measures student English and math skills at the end of the junior year to let students know in advance if they are ready for college level work.

High school students that took the EAP in their junior year and received a result of "Conditional" were able to take a CSU/UC approved course at their high school in their senior year called the Expository Reading and Writing Course (ERWC), and if they received a "C" or better, are deemed ready for CSU or participating CCC college-level English courses. These students do not need to take the English assessment and may be cleared to take ENGL 120. Students who took the EAP test (during STAR testing) may only need to take one section of the test.

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

iii. Counseling, Advising, and Other Education Planning Services

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.)

TARGET AUDIENCE:

Counseling/advising and educational planning services will be provided to all first-time students at Cuyamaca College as the primary group, along with continuing students. It is estimated that there will be 2100 first-time students who complete at least an abbreviated educational plan during the 2014-2015 academic year. New first-time students will complete their initial counseling/advising and Abbreviated Education Plan (AEP) on-line via Cynosure.

The College targets all new and continuing students some of which receive counseling, advising and other education planning services as a member of one of the following special programs: EOPS, DSPS, CalWORKs, Veterans, Athletics, International, First Year Experience and Foster Youth. All new and continuing students in these special programs receive counseling, advising and other educational planning services via one on one appointment with a counselor or group workshops. Additionally these services can be delivered via Ask A

Counselor (AAC) an online counseling and education planning service and FTES funded college and career success courses. Abbreviated education plans (AEP) are provided via online advising services that are available to students 24 hours a day. Students can also receive AEP's in person in the counseling office. The counseling department at the college has prepared supplemental AEP workshops to assist students who have completed the online advising modules that need more help.

FTES funded courses offered each semester contain an education planning assignment and requires each student enrolled to complete a comprehensive education plan (CEP).

ACTIVITIES:

- a. Application (CCC Apply)
- b. Orientation (Online via Cynosure)
- c. Assessment (ACCUPLACER, CELSA, MDTP)
- d. Abbreviated Ed Plan (AEP Online Advising)
- e. Career Services
- f. Comprehensive Ed Plan (CEP)
- g. Follow Up services (Update Ed Plan, AEP Workshops)
- h. At Risk services (Workshops)
- i. High School Link: High School Matriculation Program
 - i. Career Services – Determine Course of Study via workshops or COUN 110
- j. Completion Agenda: Graduation Starts Today Campaign
 - i. Completion of CEP for those with 45 units or more
- k. At Risk Services: ESL Link, ESL Online Orientation, ESL Online Advising for AEP, ESL Student Ambassadors
 - i. Workshops on Time Management and Study Skills or COUN 130
 - ii. ESL/Basic Skills Assessment results need coordination with instructional offerings

FYE intrusive counseling, completion of CEP by end of first term

Courtyard Counseling

Drop in counseling

SERVICE DELIVERY STRATEGIES:

Regional High Schools for onsite High School Matriculation

Cynosure for Online Services

Ask a Counselor (AAC) online counseling

Electronically stored education plans

Counseling Workshops

MOMENTUM POINTS:

Upon applying for the college, students are asked to identify a major. This is often a decision that needs career exploration and career counseling/planning.

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.

Counseling Services:

Counseling and education planning services are offered online, in person, individually and in special programs such as athletics, in groups as well. Drop-in counseling and in person appointments are available. Students are encouraged to seek appointments for Comprehensive Education Plan (CEP) services. Currently, the amount of counseling appointments available to serve all students with CEP's is inadequate. Students book appointments by calling the office every day of the week. We book one week in advance to avoid appointment no shows or cancellations.

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

Before any advising students must have completed the online orientation and assessment test or have math and English placement scores, pre-requisites entered. Once assessment/placement information is available students are able to complete an Abbreviated Education Plan (AEP) online. Via online advising students are informed of the purpose and importance of choosing a major and how a major along with the type of education goal can inform their AEP. The AEP consists of one semester of course planning and takes into account the student's placement results, major and education goal. Some students complete an AEP with a counselor in person. The scope and content of the plan is similar however, a counselor may be able to make referrals to the student for additional services such as tutoring, DSPS, etc. The counselor will also advise of on campus resources available to them, and remind the student to make an appointment for a Comprehensive Education Plan (CEP). Referrals and recommendations are listed on the notes section of the AEP when completed by a counselor in person.

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 Services:

Career Planning requires a foundation in understanding personality type, interests, skills, and work values in order to choose a career major that is the best fit. Cuyamaca Career Services administers [career assessments](#) for enrolled students and alumni.

Students can also meet with a counselor to evaluate their interests, abilities and values, clarify their skill set, match their interests with college majors, occupations and career fields, research majors and find out which colleges offer what majors and explore which careers are related to their majors.

Students who are undecided on a major are advised to complete counseling courses on college success skills and personal development. Cuyamaca offers COUN 110, a one unit course on career

decision making to assist students with defining a course of student, educational goal and selecting a major. COUN 120 is a more comprehensive three unit course that covers college and career success skills.

Counseling Courses:

110 CAREER DECISION MAKING 1 UNIT

1 hour lecture

Utilization of a group seminar structure to explore and research various career and major options. Lecture, group discussion, experiential activities, and vocational assessment tools will be utilized to assist students in identifying their individual interests, values, and personality styles. Students will conduct educational and career research to relate their vocational assessment results to setting academic and career goals. Pass/No Pass only. CSU

120 COLLEGE AND CAREER SUCCESS 3 UNITS

3 hours lecture

This course teaches success strategies to enhance academic and lifelong learning. Explore personality, interests and values to increase self-understanding and select an appropriate major and career. Learn about careers of the future. Identify your learning style and apply psychological principles of learning and memory to academic study strategies. Apply life management techniques such as time and money management to accomplish personal goals. Examine adult stages of development and develop a plan for wellness and living a long and healthy life. Learn strategies for motivation and stress management. Practice creative and critical thinking techniques.

CSU, CSU GE, UC

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).

Full Time Equivalent Counselors:

Nicole Jones, Department Chair/SSSP Coordinator – 1158 hours per academic year

Teresa McNeil, Articulation Officer – 1158 hours per academic year

Amaliya Blyumin, Transfer Center Coordinator – 1158 hours per academic year

Jesus Miranda, FYE Counselor– 1158 hours per academic year

Oswaldo Torres, Veterans Counselor– 1158 hours per academic year

Lilia Pulido, Online Counselor– 1158 hours per academic year

Donna Hajj, International Counselor

Greg Gomez, Athletic Counselor– 1158 hours per academic year

Radd Jerjis, Counselor– 1158 hours per academic year

Cindy Morrin, Career Counselor– 1158 hours per academic year

Adjunct Counselors:

Doug Howarth, Counselor
Salvador Flor, Counselor
Reem Asfour, Counselor/SSSP Coordinator
David Halttunen, Counselor
Laura Hayek, Counselor
Jorge Guerrero, FYE/Online Counselor
Mary Garcia, FYE Counselor
Rhoda Diokno, FYE Counselor
Abdimalik Buul, Athletic Counselor
Reginald Boyd, Counselor
Alisa Rowland, Transfer Counselor
Asma Yassi, Online Counselor

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

Cynosure:

Students can create an Abbreviated Education Plan (AEP) online through our advising software, Cynosure.

uAchieve (DARS):

DARS is a degree audit and planning tool that students can use to look at degree/certificate requirements for various majors and education goals. Students can use this tool to gather information and get familiar with requirements for certificate, degree or transfer before or after meeting with a counselor. Counselors, evaluators and appropriate advising staff (financial aid) can also use this tool to verify and track the progress a student is making towards their educational objective. uAchieve provides “what-if” scenarios for students as well as allowing students to check the number of units/classes remaining in order to complete their educational goal. uAchieve verifies degree progress by communicating with the college’s student information system (Colleague) which contains fully evaluated coursework that has been completed at an outside institution.

Education Plans:

The College education plans have been converted into fillable pdf documents. These documents are uploaded and imaged so they are easily retrievable like an unofficial transcript.

- **Abbreviated Education Plans** – Built and stored in Cynosure online advising sessions. For students who require an abbreviated education plan created via a one-on-one or group advising sessions the education plan is built using a college created fillable pdf and stored in an electronic format through our online student record database: ImageNow.

- **Comprehensive Education Plans** – Currently the college is using a homebuilt fillable pdf that enables us to store the education plans in our digital student record database.

Evaluations:

We have two FT evaluators who provide complete transcript evaluation services and course-by-course evaluation services.

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.

SEE ATTACHED

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.

TARGET AUDIENCE:

At Risk Student Population:

Cuyamaca College currently identifies students in need of at-risk services when they are not making satisfactory academic progress. Students who have attempted at least 12 units and fall below a cumulative district GPA of 2.0, or have not completed 50% of their coursework (W, F, or NP) are placed on academic (GPA) or progress probation.

ACTIVITIES:

Online Probation Workshops:

When students are placed on probation they are notified by the Admissions and Records office of their status, the consequences of being on probation (including but not limited to: loss of enrollment priority and dismissal from the district), and steps they may take to improve their academic performance.

Students are encouraged to participate in an online probation workshop: <http://www.cuyamaca.edu/counseling/probationanddisqualification.asp> and seek counseling services to start taking appropriate steps to get off of probation.

SARS Alert will be utilized as an early alert mechanism for faculty to identify students at risk of failure in their courses and/or those students identified as needing additional academic support or counseling services. SARS Alert is a web-based tool, and confidential.

SERVICE DELIVERY STRATEGIES:

Students on Academic and Progress probation are instructed to view the “Student Success Workshop for Probation Students” on-line;

<http://www.cuyamaca.edu/counseling/Success.Workshop/Success.Workshop.theatre.html>

MOMENTUM POINTS:

- Early alert (SARS alert)
- ESL Link, ESL Student Ambassadors
- Workshops on time management and study skills
- COUN 130 course
- Coordinate instructional offerings with ESL/basic skills assessment
- Early alert (SARS alert)
- ESL Link, ESL Student Ambassadors
- Workshops on time management and study skills
- COUN 130, 110, 120 courses
- Coordinate instructional offerings with ESL/basic skills assessment
- Professional development (Vet Net Ally, Diversity Dialogues, etc.)

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

#	Job Title	Department	Campus/ Categorical Funded	SSSP Funded	Description
1	Supervisor	Counseling Services		X	Assist with matriculation services for students (registration, orientation, and support)
1	Assessment Specialist	Counseling Services	X		Assist with matriculation services for students (registration, orientation, and support)
8	General FT Counselor	Counseling Services	X	X	Provide counseling/advising for orientation/educational planning
2	Adjunct Counselor	Counseling Services	X	X	Provide counseling/advising for orientation/educational planning
1	FYE Coordinator	Counseling Services		X	Provide counseling/advising for orientation/educational planning
1	Student Success Coordinator	Student Affairs	X	X	Supervise activities for high school matriculation services

10	Student Ambassadors	Student Affairs	X	X	Assist with matriculation services for high school students
2	Counselor	EOPS/CARE	X		Provide counseling/advising for orientation/educational planning
2	Adjunct Counselor	EOPS/CARE	X		Provide counseling/advising for orientation/educational planning
1	Student Services Specialist	CalWORKs	X		Assist with matriculation services for students
6	Adjunct Counselor	CalWORKs	X		Provide counseling/advising for orientation/educational planning
1	Coordinator	DSPS	X		Provide counseling/advising for orientation/educational planning
1	Counselor	DSPS	X		Provide counseling/advising for orientation/educational planning
2	Adjunct Counselor	DSPS	X		Provide counseling/advising for orientation/educational planning
1	Athletics Counselor	Counseling Services	X	X	Provide counseling/advising for orientation/educational planning
<p>3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.</p> <ul style="list-style-type: none"> ▪ SARS Alert ▪ On-line tutoring pilot available via Blackboard using Net Tutor as the platform will be initiated in 2014-2015 ▪ Email/Blackboard communications with faculty 					
<p>4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services. SEE ATTACHED</p>					

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.

The GCCCD Office of Research, Planning and Institutional Effectiveness (RPIE) will analyze the student participation in the core Student Success and Support Services (e.g. orientation, assessment, education planning, follow-up services and other student services). RPIE will evaluate the key performance indicators for the mandates services and prepare a report to compare demographics of the student population in relation to the Student Success Scorecard (Access, Persistence, ESL/Basic Skills, Degree Completion, and Transfer). RPIE will also prepare reports

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.

Cuyamaca College utilizes technology to support the delivery of the following services for orientation, initial advising and student educational planning.

Name	Description	Service
Cynosure	Online Orientation, Online Advising	Orientation, Abbreviated Education Plans
Cuyamaca College Electronic Educational Plan	College created PDFs to create education plans in an electronic format	Comprehensive Educational Plan, Follow-Up Services
ImageNow	Digital Student Record system that stores electronic education plans for easy retrieval. Allows counselors to share education plans with other counseling services.	Abbreviated and Comprehensive Educational Plans, Follow-Up Services
u.Achieve (DARS)	Degree audit system that tracks progress towards a degree or educational objective. The primary tool to help create comprehensive education plans.	Abbreviated and Comprehensive Educational Plans
SARS Alert	Early alert system that provides faculty with a tool to notify students who would benefit from the use of student services.	Follow-Up Services

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.

Admissions and Records:

- Supervisor
- Administrative Assistant III
- Evaluations Advisor (2)
- Admissions & Records Specialist (3)
- Admissions & Records Assistant, Sr.
- Admissions & Records Assistant

Counseling:

- Transfer Center Coordinator
- Articulation Officer

Research, Planning and Institutional Effectiveness:

- Institutional Research Planner

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.

Exemption Criteria:

Students are offered the opportunity to participate in online orientation, assessment and advising at the time of application.

Per title 5 section 55520 Cuyamaca College exempts from mandatory SSSP activities students who meet the following criteria:

- A. Student has earned an Associate's Degree or higher.
- B. Student only wishes to take an activity or performing arts course for personal enrichment.
- C. Student wishes to take a legally mandated course for employment/volunteer purposes.
- D. Student has completed one or more of the services at another institution (this includes EAP, AP Scores, etc.)

If a student wishes to be exempted from participation in required services they may submit a waiver form based on exemption criteria.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Student Appeal Policy:

If a student wishes to be exempted from participation in required services they may submit a SSSP waiver form to the counseling department. The SSSP faculty coordinator or designee will review all waiver requests based on the criteria mentioned in question 1. Section III.

Students may also be exempted from the English/math assessment test if they have:

- Completed coursework at another accredited institution
- Completed a test within two years at a neighboring college;
- or submitted a sufficient AP/IB/CLEP score.

If the student is not satisfied with the outcome, they may appeal to the Dean of Counseling Services.

3. Prerequisite Procedures

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

Prerequisite Procedures:

Prerequisites are reviewed on an annual basis through the college's annual program review process. District Institutional Research conducts disproportionate impact studies as part of the Student Equity Plan on new prerequisites.

The challenge process is designed for students who believe they have met a course prerequisite through means other than completion of an equivalent course at another institution or high school. Students are able to challenge a prerequisite based on one or more of the following criteria:

- Student has acquired through work or life experiences the skills and knowledge that is presupposed in terms of the course or program for which it is established.
- Student will be subject to undue delay in attaining the goal in your educational plan because the college has not made the prerequisite or co-requisite course reasonably available.
- Student can demonstrate that you do not pose a threat to yourself or others in a course which has a prerequisite established to protect health and safety.
- The prerequisite has not been established in accordance with the District's process for establishing prerequisites and co-requisites, and has not been established in accordance with Title 5.
- The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.

Students must submit a petition to the Counseling Office 10 working days prior to the published add/drop deadline for a course to be challenged.

Challenge Procedure:

Students who believe that they have sufficient grounds may challenge a prerequisite, co-requisite, or limitation on enrollment. A student may obtain a Petition to Challenge prerequisites, co-requisites, and Limitations on Enrollment as well as a copy of the challenge procedure in the Counseling Center no later than 10 working days prior to the published add deadline for the course being challenged. Students who challenge a prerequisite or co-requisite after the start of the semester should speak with a counselor. Contact the Counseling Center for additional information.

For more information about prerequisite clearance and challenges, please visit:

www.cuyamaca.edu/counseling/prerequisites.asp

Grounds For Challenge Are:

1. Student can demonstrate that the prerequisite has not been established following the District's policy or in accordance with Title 5.
2. Student can demonstrate that the course is discriminatory or applied in a discriminatory manner.
3. Student can demonstrate knowledge or skill needed to succeed in the course without the prerequisite.
4. Student can demonstrate that attainment of his/her educational goal will be unduly delayed because the prerequisite has not been made reasonably available (impacted programs).
5. Student can demonstrate that no threat is posed to self or others in a course which has a prerequisite established to protect health and safety.

4. Professional Development

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

The college is planning various activities and attending professional development trainings related to Student Success Initiatives and Student Success and Support Program implementation.

Campus Initiatives:

- Cuyamaca College Council Annual Retreat (Presentation and Update)
- Administrative Council Annual Retreat (Presentation and Update)
- Student Services Council Annual Retreat (Workgroup, Presentation and Update)
- Student Service Program Review and Planning Committee (Workgroup, Presentation and Update)
- Fall 2014 College Convocation (Presentation and Update)
- Fall 2014 GCCCD Joint Academic Senate Meeting (Presentation and Update)
- Fall 2014 Counseling Services Retreat
- Fall 2014 Joint Counseling Services Symposium (GCCCD)

Training/Professional Development:

- CSU and UC counselor conferences
- Strengthening Student Success Conference (dean, counseling chair, counseling services supervisor, BSI chair and faculty)
- Student Success Summit
- CACCRAO (California Association of Community College Registrars and Admissions Officers) annual conference
- Student Success and Support Matriculation Program Association (SSSMPA) annual conferences.

5. Coordination with Student Equity Plan and Other Planning Efforts

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

The college is working to ensure that the SSSP plan is aligned with the college's and district's priorities (Educational Master Plan, Student Equity Plan, Student Services Program Review and Planning, the Basic Skills Initiative, Key Performance Indicators and Accreditation. The SSSP committee has received input from the following campus entities:

- Cuyamaca College Council (Presentation and Update)
- Administrative Council (Presentation and Update)
- Student Services Council (Workgroup, Presentation and Update)
- Student Service Program Review and Planning Committee (Workgroup, Presentation and Update)
- Student Success and Support Program Plan Committee
- Student Equity Workgroup
- Student Success and Basic Skills Committee (Liaison w/ SSSP Committee)
- Institutional Research
- Accreditation Steering Committee

6. Coordination in Multi-College Districts

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

The GCCCD Student Success Committee serves as a means for districtwide collaboration regarding student success initiatives. The committee provides leadership with the planning, implementation and evaluation of a comprehensive student success plan that includes, but is not limited to components of the Student Success Task Force Recommendations, American Association of Community Colleges reports, ARCC 2.0 and College and District Strategic Areas of Focus. In addition, the committee monitors and makes policy and procedural recommendations to the District Coordinating Educational Council (DCEC) regarding legislative changes, such as the Student Success

Act of 2012, Title V, and Education Code. DCEC is a participatory governance committee within the district.

District Coordination:

- GCCCD Student Success Committee (Co-Chairs: VPSS Cuyamaca and VPSS Grossmont College)
- GCCCD Student Success Task Force
- GCCCD Student Success Business Process Analysis (BPA)
- GCCCD District Educational Coordinating Council (DCEC)

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 all 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

DRAFT

Attachment A

Student Success and Support Program Plan Participants

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

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

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](#)

DRAFT