Credit

Student Success and Support Program Plan

2015-16

District: ___San Mateo County Community College___

College: ___Canada College___

Report Due by

Friday, October 30, 2015

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

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

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

More specifically, colleges are to:
- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

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

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

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

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.
[2] A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

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

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

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

RESOURCES

➢ Seymour-Campbell Student Success Act of 2012

➢ California Code of Regulations

➢ Chancellor's Office Student Equity web page

➢ Accrediting Commission for Community and Junior Colleges

➢ Chancellor's Office Basic Skills website

Section i. Student Success and Support Program Plan Signature Page

College Name: ___Canada College___

District Name: ___San Mateo County 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* and *California Education Code* sections 78210-78219*.*

Signature of College SSSP Coordinator: _____

Name: __Lizette Bricker- Dean of Counseling_____   Date: _____

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

Name: __Kim Lopez, Vice President of Student Services_____   Date: _____

Signature of the Chief Instructional Officer: _____

Name: __Gregory Anderson, Vice President of Instruction_____   Date: _____

Signature of College Academic Senate President: _____

Name: __Doug Hirzel, Professor_____   Date: _____

Signature of College President: _____

Name: __Larry G. Buckley, PhD., College President_____   Date: _____

Contact information for person preparing the plan:

Name: __Jackie Flores_____   Title: _Division Assistant, Counseling_____

Email: __floresj@smccd.edu_____   Phone: ____(650) 306-3118_____

SECTION II. PLANNING & CORE SERVICES

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

A. Planning

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

The planning process for updating the 2015-16 plan was based on input from the Counseling Department, Welcome Center, Orientation and Assessment Program, and Shared Governance committees including Student Senate (Associated Student of Cañada College), Student Services Planning Council, Instructional Planning Council, Academic Planning Council, Academic Senate, and Classified Senate. We presented the SSSP plan, obtained feedback, and incorporated into the new SSSP plan. In addition, we reviewed MIS SSSP data grid, Orientation to Registration pipeline data and set goals to increase the completion of the matriculation process for students who apply each semester. These goals are also part of our Strategic Enrollment Plan which is also approved through shared governance.

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

In the review and re-drafting of the new plan, we considered the feedback from the 2013-14 SSSP Review. Some of the items we incorporated in the new plan came from the following review feedback:
- More information on partnerships like Adult Education
- Special or Extended Orientation programs
- Include counseling services for special groups like CTE, Foster Youth, etc.
- Highlight courses that support counseling services
- More information on the collaboration with Student Equity

In addition, we also reviewed the student surveys from Orientations, incorporating Student Learning Outcome results in adjusting how we disseminate information to our students in our orientation program.

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

The San Mateo County Community College District (SMCCCD) is comprised of three colleges: Cañada, Skyline and the College of San Mateo. The three colleges coordinate policies and Student Success and Support Program services through the Enrollment Services Committee (ESC). The ESC meets monthly and the committee is comprised of all the Vice Presidents of

Student Services, Deans of Counseling and Enrollment Services, Registrars and Institutional Technology (IT) staff. The ESC directed the development of the SSSP MIS data reporting elements, updating the districts priority enrollment policy and the development of the SSSP Plans. The newly established SSSP committee serves as the main coordinating body for the implementation of the SSSP at the three colleges in the San Mateo Community College District.

> **d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.**
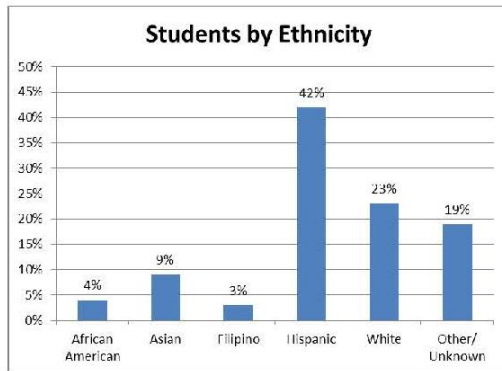
The Dean of Counseling serves on the ACES Committee (Student Equity and Basic Skills), the Accreditation Steering Committee, the Educational Master Plan, as well as, provides leadership in the development of all program reviews in the Counseling Division. This position will serve as the primary bridge ensuring that coordination of effort (including financial resources) occurs in the key areas of the Student Success and Support Program. In addition, all the plans noted above must participate in the shared governance process at the college to ensure that all faculty and staff have the opportunity to learn about and provide input into the development of each plan. Examples of the 2014-15 coordinated efforts with the SSSP Plan and the Student Equity Plan and Basic Skills Initiative includes the following:

1. Implementation of alternative assessment measures (High School transcripts)
2. Share in funding the DRC/LD Counselor
3. Share in funding the Basic Skills Counselor
4. Implementation of the Puente Program
5. Implementing the S.T.O.P workshops (developed to support students on probation or dismissal status)

2. **Describe the college's student profile.**

Ethnicity of Student

The College has 42% Hispanic students, 23% white, 9% Asian, and 4% African American.

Students by Ethnicity

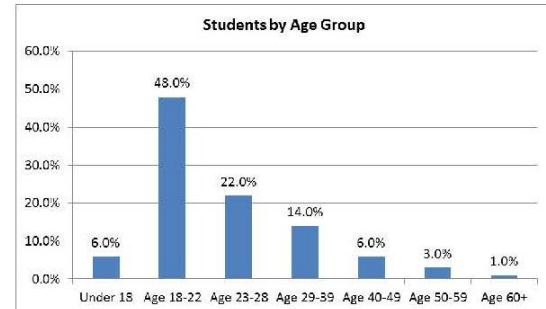|	
African American	4%
Asian	9%
Filipino	3%
Hispanic	42%
White	23%
Other/Unknown	19%

Gender of Student

The College's student population is composed of 38% male and 59% female.

Age of Students

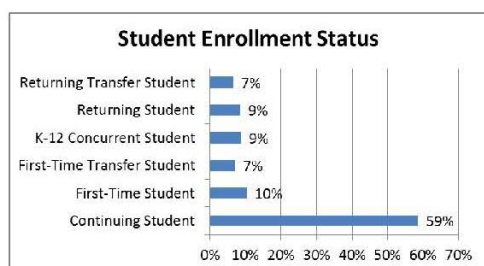Forty-eight percent of the College students are between ages 18-22.

Students by Age Group

Under 18	6.0%
Age 18-22	48.0%
Age 23-28	22.0%
Age 29-39	14.0%
Age 40-49	6.0%
Age 50-59	3.0%
Age 60+	1.0%

Full-time vs Part-time

Most of the College students (73%) are part-time students. Only 27% of students are full-time (12+ units) students.

Full-Time vs Part-Time

Units	Percentage
0.5 - 5.9 Units	35%
6 - 8.9 Units	20%
9 - 11.9 Units	17%
12+ Units (Full-time)	27%

New Students

First time students enrolled in the College is 10% percent. First time transfer students from another college is 7%. Majority of our students are continuing students (59%).

Student Enrollment Status

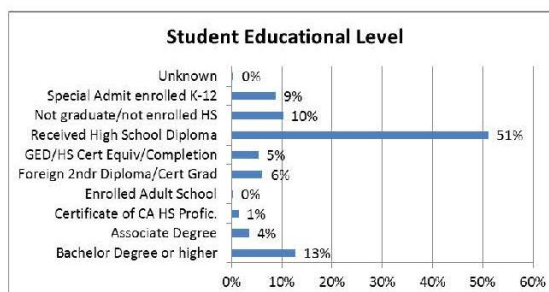| Status	Percentage
Returning Transfer Student	7%
Returning Student	9%
K-12 Concurrent Student	9%
First-Time Transfer Student	7%
First-Time Student	10%
Continuing Student	59%

Geographic Location

Most Cañada College students are Redwood City residents (32%), followed by San Mateo (9%), East Palo Alto (7%), San Carlos (6%), Menlo Park (5%), San Francisco (4%), Belmont (3%), and Half Moon Bay (3%).

The number of international students attending Cañada College on a Student Visa (I-20) is 101.
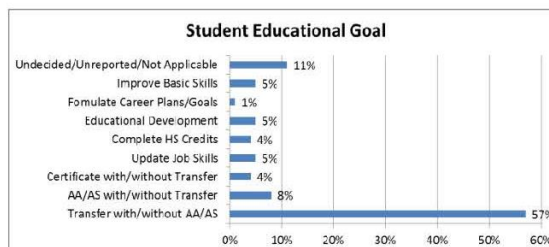
Note. data from SMCCD Data Dashboard

Educational Levels

Majority of our students are high school graduates (51%) and followed by students who had associate degree (4%) or bachelor degree or higher (13%). About 12% of our students have some kind of high school equivalent or certificate. About 10% of our students did not graduate from or enrolled in high school.

Student Educational Level

Level	Percentage
Unknown	0%
Special Admit enrolled K-12	9%
Not graduate/not enrolled HS	10%
Received High School Diploma	51%
GED/HS Cert Equiv/Completion	5%
Foreign 2ndr Diploma/Cert Grad	6%
Enrolled Adult School	0%
Certificate of CA HS Profic.	1%
Associate Degree	4%
Bachelor Degree or higher	13%

Educational Goal

Majority (69%) of students indicate that their educational goal is either to earn a degree, to transfer, or to earn a certificate. About 5% of students' educational goal is to update job skills, 5% for improving basic skills, and 11% undecided.

Student Educational Goal

Goal	Percentage
Undecided/Unreported/Not Applicable	11%
Improve Basic Skills	5%
Fomulate Career Plans/Goals	1%
Educational Development	5%
Complete HS Credits	4%
Update Job Skills	5%
Certificate with/without Transfer	4%
AA/AS with/without Transfer	8%
Transfer with/without AA/AS	57%

Degrees/Certificates Awarded and Transfer

Annual data will be available in spring.

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

One partnerships that assists with providing core services to new students is our partnership with Job Train, Sequoia High School District and their Adult Education program. Job Train transforms lives and communities in Silicon Valley by helping the Valley's most in need to

reclaim their lives from poverty and unemployment by preparing them for successful, sustainable careers in high-demand and emerging fields. Courses are offered during the day and evening. Students study in small, self-paced groups. And, like the main Cañada College campus in Redwood City, admissions and financial aid assistance, assessment testing, counseling, and computer labs are available. All of these services are offered off-campus and within high density areas of the community.
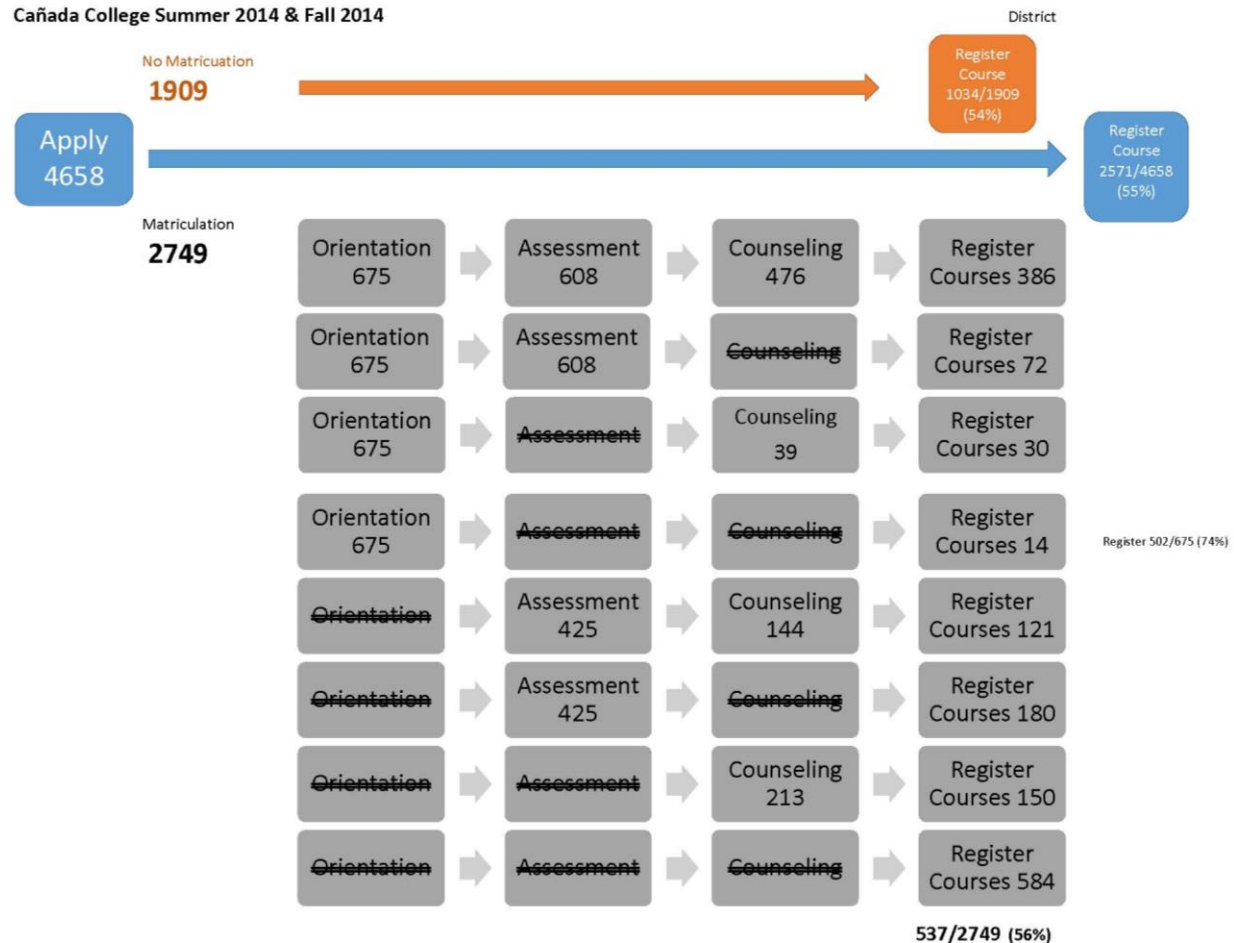

B. Orientation

1. **Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?**

Orientation to Registration Pipeline Project:
Starting in summer and fall of 2014, we began identifying the number of students who apply, attend orientation, complete assessment, attended a counseling session, and ultimately registered for classes. We will continue to track, monitor, and set goals to help students move along the matriculation pipeline. In collaboration with the Administrative Planning Council, these goals are reviewed, approved, and adopted into our Strategic Enrollment Plan.

Cañada College Summer 2014 & Fall 2014

The pipeline reviews summer and fall 2014 only. We will updated our data with spring 2015. The chart above describes students participating in each matriculation stage. Those lined-out represents exemption from that activity.

More Orientations:
We improved Orientation attendance by providing a consistent weekly schedule adding Evening, Saturday, and Spanish Orientations to better serve working and Spanish Speaking students. We call each student one day before to confirm attendance and/or reschedule.

Orientation Structure and Handbook:
We created a new hands-on training at the computer to teach students how to use college online resources vital to student success (Website, WebSMART, WebSCHEDULE, WebACCESS, MY.SMCCD.EDU). In addition, we created an improved version of the New Student Handbook with step-by-step instructions on using Online Resources, required to be able to register for classes and access information.

Increased Effort to Support Student Registration:
We added a part-time Office Assistant II and a full-time Retention Specialist to increase the follow-up in new student orientation attendance, and follow-up with students to complete class registration. The Retention Specialist was hired during the end of Fall 2014 and began efforts in summer 2015 to increase registration for all incoming students. For Fall 2014 to Fall 2015, the efforts increased registration by 14.5%. The goal for Spring 2015 is to increase registration for Spring 2015 to Spring 2016 by 10%.

Orientation Evaluation:
The Welcome Center Service Area Outcome (SAO) in 2014 was to enhance student satisfaction of the Orientation, Assessment, and Registration program after attending the Orientation sessions. The Student Learning Outcome (SLO) was to increase student knowledge of the information provided in orientation by 10% using a pre-post survey. Taking both the SAO and SLO, we developed and provided an evaluation for each student to complete at the end of each Orientation. In 2014, the satisfaction survey resulted in 685 student who completed the survey, 99% responded that they would recommend this orientation to a friend. In the pre and post section of the evaluation that assessed the Orientation attendees' knowledge in the following areas, resulted in increases in understanding (pre% to post %):

- Ability to use My.smccd.edu student communication email (69% to 99%)
- Ability to Register for Classes using WebSMART (71% to 98%)
- Ability to understand Math and English Assessment Test results and how they relate to their classes on the SEP and their educational goals base on the course sequence guide provide to each new student (65% to 98%)
- Ability to understand how placement test results relate to their SEP and Educational Goal/s (46% to 98%)

Priority Enrollment Program (PEP):

Each year in April & May, we partner with our local Sequoia High School District to provide targeted orientations to soon-to-be high school graduates. The Priority Enrollment Program (PEP) provides priority registration status to all the students who participate. The PEP involves group orientations outlining how to register, financial aid presentations, and a parent component, as well as taking assessment tests in math, English, reading and/or ESL. In 2015, we offered four PEP Orientations, serving 118 students. In addition, this past spring, in collaboration with high school counselors, we added three special PEP sessions targeting at-risk students. These students were identified as at-risk by their high school counselors, which mainly included students who do not have easy access to transportation. We served an additional 89 high school students in these special PEPs. We served a total of 207 in the PEP Orientation program and 79% registered for fall 2015.

SparkPoint:
We have also added information regarding our SparkPoint Center whose goal is to serve individuals and families who are working to achieve financial self-sufficiency. Some of the SparkPoint features include Financial Literacy, Financial Coaching, Food Pantry, Assets Development Programs, and Access to Banking Services.

Title IX Information:
Additionally, in Spring 2015, the SMCCD developed and implemented various activities and resources to address sexual misconduct, harassment, assault and Title IX mandates. *Not Anymore* is an interactive online program designed for community colleges students to prevent sexual assault, dating, and domestic violence, and stalking. The Bystander Intervention video is viewed at every new student's orientation and additional resources are shared form the Sexual misconduct, Harassment, Assault, and Title IX webpages.

Registration Ticket
We have had a registration ticket system established for a few years which includes an outline of the required four steps; New Student Orientation, Assessment Testing, Counseling Appointment/SEP Completion, and Registration with the registration date assigned. These are given to every student who attends orientation and a signature is obtained at all four required stages. We have found this to be helpful as an additional guide for students to complete the matriculation process. What is new this year is that we added a referral section to the Counseling Appointment/SEP Completion section. Students are instructed to bring their "registration ticket" to their counseling appointment, Counseling Faculty can then refer students to special programs based on their initial conversations. This is a great way to connect students to the support services available on our campus based on their major, goals, interests, and academic needs.

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

We served approximately 1,257 first-time students.

b. What percentage of the target population does this represent? – How many students enrolled?

In summer/fall 2014 we offered 41 sessions, served 906 students, 64% enrolled for fall, and 16% enrolled in summer. In spring 2015 we offered 24 sessions, served 351 students, 69% enrolled for Spring.

In total for 2014-15, we offered 65 sessions, served 1257 students through orientation and averaged 66% of the participants enrolling.

New Student Orientations

2013-2014	2014-2015	2015-2016
Summer/Fall 2013 49 Sessions 926 Students Served 66% Enrolled for Fall 14% Enrolled for Summer	**Summer/Fall 2014** 41 Sessions 906 Students Served 64% Enrolled for Fall 16% Enrolled for Summer	**Summer/Fall 2015** 44 Sessions 975 Students Served 79% Enrolled for Fall 16% Enrolled for Summer
Spring 2014 28 Sessions 383 Students Served 60% Enrolled for Spring	**Spring 2015** 24 Sessions 351 Students Served 69% Enrolled for Spring	**PENDING: Spring 2016** *24* Sessions 351 Students Served **79%** Enrolled for Spring

The Retention Specialist was hired during the end of the Fall 2014 term, hire date: November 3, 2014

Retention Specialist efforts increased registration:	
Fall 14 to Fall 15 by	**14.50%**

Retention Specialist goal for Spring 2016 is to increase registration:	
Spring 15 to Spring 16 by	**10.00%**

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

Starting in spring 2015, we began to contact all non-exempt applicants who have not attended Orientation. We send them a follow-up email to remind them to sign up for our mandated new student orientations. We have adopted this practice as part of the overall Ori-Registration Pipeline project.

Target Audience and Timing:
New Student Orientation is provided prior to the start of the summer/fall and spring semesters. The target audience is all of our first-time student applicants that have indicated that their educational goal is to earn a certificate, associate's degree and/or transfer to a 4-year university/college (non-exempt).   We purposely target students to attend orientation at the very beginning of their academic pathway, before taking their assessment tests. The purpose of New Student Orientation is to connect our new students with the college staff, services, and resources that can support their academic success at Cañada College.

Delivery Methods:
The New Student Orientation sessions are provided to groups by our Welcome Center staff members using PowerPoint Presentation and the Student Online Services (WebSMART).   In the calendar year 2014, we provided 65 in-person new student group orientations to approximately 1,257 students, serving up to 35 students in each session. We also provide online orientations to students who do not live near the College, and/or are taking online courses.

Partnerships:
Each year in April & May, we partner with our local Sequoia High School District to provide targeted orientations to soon-to-be high school graduates. The Priority Enrollment Program (PEP) provides priority registration status to all the students who participate. The PEP involves group orientations outlining how to register, financial aid presentations, and a parent component and taking assessment tests in math, English, reading and/or ESL.   This past spring 2015 semester we served 207 PEP students.

3.   **a. Are orientation services offered online?**

Yes, we provide online orientations to students who do not live near the College, and/or are taking online courses. Our online orientation is currently being revised. The San Mateo County Community College District has contracted with COMEVO to develop a new online version of our online orientation. COMEVO is an interactive 24/7 online orientation in which students will be able to demonstrate what they have learned through a quiz following each session. We have an internal team working on revising the COMEVO orientation this year. We plan on the use of the new online orientation in the Spring 2016 to students who request it.

   b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

The new student orientation is provided using PowerPoint presentations and our Student Online Services (WebSMART). We utilize the 'Not Anymore' for Community Colleges in accordance to Title IV. We are currently working with our other two campuses, College of San Mateo and Skyline College, to develop in in-house comprehensive district wide online orientation integrated with COMEVO.

4. **Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.**

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
(9)"Not Anymore Bystander" Video – Title IV information

Cañada College has a long history of mandating new student orientation, assessment and counseling services as part of the matriculation process for all non-exempt applicants. The process is evaluated extensively each year through program review and changes are made to improve this service. Each year a New Student Handbook is developed and distributed at all of our New Student Orientations. The handbook contains important information, to include the following:
1. College Directory
2. Description of student support services and how to locate the offices on campus
3. Information on our Student Online Services (WEBSMART)
4. Directions on how to register and access the student email account
5. Information on WebAccess (course management portal) WebSchedule (online course schedule) and DegreeWorks (online educational plan and degree audit system)
6. Summary of the Student Grievance & Disciplinary Process and the Student Code of Conduct
7. An Academic Planner

In each orientation session, the contents of the handbook are reviewed so that students are aware of important information about the college and additional information is discussed through Power Point presentations including the following:
1. Review of the college catalog, class schedule, academic calendar and fee schedule (including information on the BOGFW and Financial Aid)
2. Information on how to prepare for the assessment tests and the prerequisite or co-requisite challenge process
3. Information on how to maintain priority enrollment status, which includes a discussion on academic and progress probation standards and educational planning

At the end of each Orientation students complete a New Student Orientation Satisfaction Survey. In 2014, of the 685 student who completed the survey, 99% responded that they would recommend this orientation to a friend.

Following every orientation and assessment session, each student receives a 30 minute appointment with a counselor within a 48 hour period. The counselor discusses with students the assessment results and their educational goal(s), develops an abbreviated educational plan, and assists the student in developing a first semester course schedule.

In Spring 2012, the SMCCCD implemented the Plan Ahead/Pay Ahead program which requires all students to pay all their fees prior to each semester or they will be dropped from their classes. Students who have applied for the FAFSA, or have been awarded a BOGFW, or have enrolled in a payment plan are not dropped for non-payment.   This information is covered in every orientation session as students need to be aware of the payment requirements.

Extended Orientations:
In addition to our New Student Orientation, EOPS/Care and CalWorks students participate in a required extended orientation provided by program staff. Students are given more in-depth information regarding campus policies and procedures, registration, academic and student support available on campus, and degree and certificate program information. Students are given a college catalog and are given a post test of what they have learned. Students are then given a counselor appointment to complete a comprehensive SEP. We offered 23 EOPS/Care and CalWorks orientations and served 220 students in these orientations.

We also offer an extended orientation to our incoming high school students from our local Sequoia High School District. Community of Leadership and Transfer Success (COLTS) Academy is a 4-day program for first-year incoming students that provides the opportunity to meet students, faculty, and staff, learn about leadership opportunities on campus, and walk away with a Transfer Success Portfolio equipped with tools and resources for college success. The Academy features fun and interactive workshops on student success, career exploration, and educational planning. It also features a powerful mix of peer leaders who mentor participants, providing an overall head start on their academic career. We had a total of 37 incoming high school students attend summer of 2015.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Dean, Counseling	Oversee the New Student Orientation Program	GF (83% Match)
1.0	Program Services Coordinator	Manages the day-to-day scheduling and conducts the orientations	SSP 90%, GF 10% (GF 100% match)

2.0	Office Assistant II	Assists in scheduling and conducting the orientation sessions	SSSP 50%, GF 40%, 10% International (GF 100% match)
1.0	Retention Specialist	Assists In follow-up with students who have attended orientation & assessment and have not yet registered	SSSP 100%
.55	Student Assistants	Assist with the orientation process	SSSP 100%

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4510	Handbooks and Student Planners	SSSP	$10,000
4510	Supplies/Print Paper, Misc.	SSSP	$3000
5690	Promotional Pens, Student Planners	SSSP	$1700
4580	Central Duplicating	SSSP	$1100

C. Assessment for Placement

1. **Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?**

One major adjustment made to our assessment for placement process and procedures was adding a Multiple Measures Pilot Program. Our campus was selected to participate in an assessment pilot program through the Multiple Measure Assessment Project (MMAP) collaborative led by Educational Results Partnerships' system Cal-Pass and the RP Groups, with the support from the California Community College Chancellor's office. This project allows for incoming high school students to submit high school transcripts for placement into English and/or Math. The pilot program will work to develop internal capacity and support necessary to locally implement a more robust multiple measures in assessment and placement. We anticipated serving approximately 50 students this academic year, however we have served 257. We will track this first cohort's outcomes to measure effectiveness. We believe this will more effectively meet students' needs as well as increase our collaboration with feeder high schools to ensure an easier transition for high school students transitioning to our college.

2. **a. How many students were provided assessment services in 2014-15?**

We assessed 2,895 students. Approximately 1,217 were first-time students and 1,678 were continuing students.

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

Our target population is our first-time students who complete new student orientation, so this represents 100% of our target population.

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

Increased Effort to Support Student Orientation Participation:
The increased effort to support student registration mentioned in the Orientation section of this plan also supports reducing any unmet need in Assessment. We added a part-time Office Assistant II and a full-time Retention Specialist to increase the follow-up in new student orientation attendance, and follow-up with students to complete class registration. The Retention Specialist was hired during the end of Fall 2014 and began efforts to increase registration for all incoming students. For Fall 2014 to Fall 2015, the efforts increased registration by 14.5%. The goal for Spring 2015 is to increase registration for Spring 2015 to Spring 2016 by 10%.

3. **Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.**

Target Audience:
Assessment and Placement services are provided prior to the start of the summer/fall and spring semesters. The target audience is all of our new student applicants that have indicated that their educational goal is to earn a certificate, associate's degree and/or transfer to a 4-year university/college (non-exempt).

Assessment Process:
We designed our New Student Orientation and Assessment process to occur together.   First, students participate in New Student Orientation and then they take the COMPASS assessment tests in math, English, reading and/or ESL or submit High School transcripts for validation.   The purpose of New Student Assessment is to determine a student's current skill in mathematics, reading, English/English as a Second Language (ESL).

Assessment services are provided four days a week throughout the year for our continuing or returning students. New students are mandated to attend a joint orientation and assessment session which is offered up to three times a week during the registration periods. Students have the option of attending a day, evening, weekend or Spanish only orientation and assessment session. Our assessment center can serve up to 45 students at a time.

Partnerships:
In anticipation of the move to the Common Assessment in Fall 2016, we plan to offer assessment testing services at our local high schools. The initial assessment test is provided while students are still in high school (in April/May of their senior year) or during the registration period prior to the beginning of each semester.

Multiple Measures Assessment Project

As mention prior, our campus was selected to participate in an assessment pilot program through the Multiple Measure Assessment Project (MMAP) collaborative led by Educational Results Partnerships' system Cal-Pass and the RP Groups, with the support from the California Community College Chancellor's office. This project allows for incoming high school students to submit high school transcripts for placement into English and/or Math. We served 257 in this initial year. We will track this first cohort's outcomes to measure effectiveness.

Pre-test practice:

Students are informed when they sign-up for an orientation session of the pre-test practice information available on our Assessment website. All students are encouraged to review the assessment prep information prior to attending an orientation and assessment session.

Math and Word Jam:

Additionally, during orientation, students are informed of our intersession Math Jams and Word Jams. Math/Word Jams offer students the opportunity to improve their placement test results. Each Jam is held a week prior to the beginning of the summer, fall and spring semesters and provides students with an intensive review of math and English. The students re-take the COMPASS assessment test after completing each Jam.

4. **a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.**

Test:

The ACT Compass Internet System 5.0 (E-Compass) test are used for placement into English, mathematics, and ESL courses. English skills are assessed through reading, writing and grammar component and the ESL test also includes a listening portion. The mathematics test includes assessment of numerical skills, college algebra, geometry, and trigonometry components.

Currently our computerized assessments in English, ESL and mathematics are administered individually or in group settings. Placement results are given to each student immediately following their completion of the test(s).

AP/EAP/High School Transcripts:

Students are exempt from taking the assessment test if they can show evidence of completing the College Board Advanced Placement (AP) Test in English Language or English Literature with a score of 3, 4, or 5 or if they are a high school senior planning to attend summer or fall classes and have completed the Early Assessment Program (EAP) test at their high school. The EAP test results must place the student in "college ready" English or math or have recent High School transcripts that are validated at the Assessment Center.

b. When were tests approved by the CCCCO and what type of approval was granted? – (Chialin)

We currently use:
ACT Compass Reading
ACT Compass Writing
(Individually or as a package)

ACT Compass College Algebra
(All students begin the math test at this level)

ACT Compass ESL Grammar usage
ACT Compass ESL Listening
ACT Compass ESL reading
(Individually or as a package)

The tests were approved by the CCCCO on July 1, 2013 (will be expired on July 1, 2016), and the approval Category is Probationary.

http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/Approved%20List_7-1-15%20for%20Web.pdf

c. When were disproportionate impact and consequential validity studies last completed?

The last completed disproportionate impact and consequential validity studies were done in May 2014. We have attached the complete report to this plan.

5. **a. What multiple measures are used?**

Multiple Measures:
Other measures used for placement may consist of (if applicable) having students:
- Provide their high school transcripts, AP and EAP scores when meeting with a counselor
- Provide their assessments, prior coursework and transcripts from other colleges/institutions for review by a counselor

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

Counselors engage in conversations with students regarding their academic preparation in English, reading and math as another tool to assist in the placement process.

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

Yes. Course placement utilizing multiple measures is in alignment with course placement recommendations outlined in Title 5, "utilizing additional indicators of student readiness for math, English, and ESL course content must be used with or without placement results."

6. **Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.**

The SMCCCD's policy states that a student is exempt for taking our assessment test if they have taken an assessment test at two other sister colleges in the district – Skyline College or the College of San Mateo. In addition, if a student has completed the COMPASS or Accuplacer assessment test at another college in California, and can provide us the scores, we are able to use these assessment scores for course placement.

7. **How are the policies and practices on re-takes and recency made available to students?**

Re-take:
Students may retake the assessment test one time within a two-year period unless they are advised to re-take the test from a counselor or complete either Math Jam and/or Word Jam. Our college re-test policy is printed in the class schedule each semester.

Recency:
Math tests are valid for two years from the test date. English, ESL and reading tests do not have a recency limit. The recency requirement for math is printed in the class schedule each semester.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Dean, Counseling	Oversee the Assessment Program	GF (83% Match)
1.0	Program Services Coordinator	Manages the day-to-day scheduling and conducts the assessment	SSP 90%, GF 10% (GF 100% match)
2.0	Office Assistant II	Assists in scheduling and conducting the assessment sessions	SSSP 50%, FG 40%, 10% International (GF 100% match)

| 1.0 | Retention Specialist | Assists In follow-up with students who have attended assessment and have not yet registered | SSSP 100% |
| .55 | Student Assistants | Assist with the assessment process | SSSP 100% |

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4510	Supplies	SSSP	$700
5211	Conferences	SSSP	$300
5212	Out-of-State Conferences	Match	$2000

D. Counseling, Advising, and Other Education Planning Services

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

CWA Counselor (Non-Tenure):
We added a full-time counselor to provided dedicated counseling services to our College for Working Adults (CWA) program. CWA works with working adults who which to pursue their degree and transfer.

General/Transfer/Honors Counselor (Tenure):
With the increase in students who indicate Transfer as a goal, we added a full-time General/Transfer Counselor to help support students reach their transfer goals.

DRC Counselor/LD Specialist (Tenure)
Through our program review process, it became evident that our campus was lacking adequate services in the area of learning disabilities, educational counseling, and Leaning Disability testing and evaluation. Adding a full-time Disability Resources Center/Learning Disability Specialist will provide direct services to students who may need assessment and evaluation.

Transcript Evaluation Service:
Prior to SSSP support, the three colleges shared one transcript evaluator for our Transcript Evaluation Service (TES). With the collaborative agreement with the two other colleges in our district, we can add three additional degree auditors. The impact of expanding this services is that the timeline for transcript evaluation will go from a six month wait period to six weeks. Students will be able to submit their transcripts from other colleges and request an evaluation,

and receive a response in a shorter period of time. This impacts student education planning and/or degree completion.

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

We served 6,926 students with counseling and advising and provided 4,794 educational plans (duplicated).

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

This represents 65% of our overall student population that are registered in 6 or more units and have an SEP in DegreeWorks.

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

Registration Ticket:
For our new students who are required to meet with a counselor prior to registration, a 30 minute individual appointment is provided. At the end of this appointment, these new students have an abbreviated student educational plan (SEP) which is entered into Degree Works and a follow-up appointment is made to complete a comprehensive educational plan. In addition, students have opportunities to access these services through drop-ins, workshops, in-person, phone, email and/or online counseling appointments.

We have created a system in which we block out counseling appointments with two or three counselors when orientations and assessments are offered, and we move new students into appointments the same day they complete their orientation and assessment. We have found this to be helpful as an additional guide to complete the matriculation process as well as promotes counseling services as a vital first step to a successful start.

Promotion of the SEP:
The Counseling Department's Service Area Outcome (SAO) in 2011-14 is to increase the number of students who visit the counseling center to create a comprehensive Student Educational Plan (SEP) each semester. The "Got Priority" SEP campaign was launched in the spring of 2011 in order to increase the number of students with a comprehensive SEP on DegreeWorks. As a result of implementing this campaign, approximately 200 students met with a counselor and developed a comprehensive SEP in March/April, 2011. Since the spring of 2011, the department has institutionalized the SEP campaign each semester.

3. **a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).**

Target Audience:
All Cañada College students are provided with the opportunity to receive counseling, advising and other educational planning services. In the 2014-15 academic year, approximately 24,000 student visits (duplicated) were made to counseling and/or advising services. Specifically, we target our counseling, advising and educational planning services to students who have declared an educational goal of earning a certificate, an Associate's Degree (including ADT) and/or transferring to a four-year institution.

Appointments:
Counseling services are provided primarily through 30 minute individual in-person appointments, which are provided throughout the year. Students can schedule counseling appointments through the Welcome Center staff (either by phone or in person). The Welcome Center is open Monday & Thursdays from 8:00am-4:30pm, Tuesdays and Wednesdays from 8:00am-7:00pm and Fridays from 8:00am to 12:00pm. During the peak registration period (November & April) students are able to schedule a 30 minute appointment to meet with a counselor within 5 days. Outside of these timeframes, students can see a counselor within a 24 hour period.

Electronic Counseling Service:
E-counseling is available to all students on a limited basis every fall and spring semester. Students also have access to counselors via email throughout the year.

New Student Registration:
For our new students who are required to meet with a counselor prior to registration, a 30 minute individual appointment is provided. At the end of this appointment, these new students have an abbreviated student educational plan (SEP) which is entered into Degree Works and a follow-up appointment is made to complete a comprehensive educational plan. In addition, students have opportunities to access these services through drop-ins, workshops, in-person, phone, email and/or online counseling appointments. Since 2014/15, we also include advising services provided by the Science, Technology, Engineering and Math (STEM) Center, Disability Resources Center (DRC), College for Working Adults (CWA), and the English as a Second Language (ESL), Veterans, Athletes, and Community Based English Tutoring (CBET) programs. EOPS/CARE students are required to meet with an EOPS counselor at least three times in a semester. CalWORKs students are mandated to have at least one counseling contact per semester.

Drop-in Counseling
Drop-in counseling is made available a week before the start and during the first two weeks of the summer/fall and spring semester. During the first two days of each semester the average drop-in wait time is 45 minutes.

Tracking Services:
The San Mateo County Community College District uses SARS GRID to track all student contacts (drop-ins, appointments and workshops). The counselors throughout the District have access to

view all counselor notes from our sister colleges (Skyline and the College of San Mateo), since many of our students also enroll in courses at two or three of the colleges simultaneously. SARS has the Alert function that allows for tracking at-risk students.

Points in the Academic Pathway:
Prior to registration, all non-exempt students are required to meet with a counselor prior to their initial registration and in order to receive priority registration a continuing student must have an updated educational plan.

DegreeWorks:
Every semester an automated GWAmail (campus generated) email is sent to students indicating percentage to completion of their degree goal. This data is generated from DegreeWorks, an on-line degree and student ed planning service, using the most updated SEP on file. We also encourage students to set up a counseling appointment as a follow-up.

Services Provided:
There are a variety of programs providing counseling and advising services, as well as workshops, these include the following: General Counseling/Advising (on and off campus locations), Athletics, Associates to Bachelor's Degree (A2B), Academic Committee for Equity and Success (ACES), Bridge to Opportunities (BTO) peer mentoring program, Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), Career Center, Career and Technical Education Transitions (CTE), College for Working Adults (CWA), Community Based English Tutoring (CBET), Disability Resource Center (DRC), Extended Opportunity Program and Services (EOPS), Foster Youth, English as a Second Language (ESL), Financial Aid counseling for students at-risk of losing their financial aid, International Student Center (ISC), Student Support Services (TRIO), Transfer Center, the Science Technology, Engineering and Math (STEM), Expanding Student Opportunities (ESO), Veterans, Honors, Early Alert, and the Puente Program.

Career and Personal Development Courses:
The Counseling Department also offers several Career courses that are transferrable to a four year university: Life and Career Planning (CRER 137), Introduction to Scholarships (CRER 300), College Success (CRER 401), Exploring Careers, Majors, and Transfer (CRER 407), Career Assessment (CRER 430), and Honors Colloquium in Career and Personal Development: Transfer Essentials and Planning (CRER 110). These courses are offered online and in hybrid platforms as well as in person.

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

Drop-In:
Drop-in counseling is made available a week before the start and during the first two weeks of the summer/fall and spring semester. During the first two days of each semester the average drop-in wait time is 45 minutes.

c. What is the average wait time for an appointment and drop-in counseling?

If a student has an appointment, there is minimal to no wait time. During the first two days of each semester the average drop-in wait time is 45 minutes.

4. **a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.**

Abbreviated Plan Development:
All non-exempt new students are required to attend an orientation and assessment session and meet with a counselor to develop an abbreviated student education plan prior to registering for classes. In the summer of 2012, significant changes were made in the structure of the new student success services to allow each new student a 30 minutes counseling appointment to ensure that an initial educational plan could be developed prior to enrollment in college for the first time.

Student Learning Outcome:
All students are required to complete a student learning outcome survey before orientation and after their counseling appointment so that we can measure if they learned the most important aspects taught at the orientation, assessment, and counseling sessions. The 2013-14 post-survey results measured a 55% increase in students' ability to know what classes he/she needs to take to meet their academic, career and personal goal.

Scope and Content:
An abbreviated education plan is one or two terms in length and is typically used for entering first time students, students on academic or progress probation, or students who have short term educational goals.

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

Comprehensive SEP Assistance:
The comprehensive SEP is developed during a 30 minute counseling appointment, generally during a new student's first semester. A comprehensive education plan is at least 2 terms in length and reflects the number of units and terms required to achieve the student's declared course of study.

Promotion of the SEP:
The Counseling Department's Service Area Outcome (SAO) in 2011-14 was to increase the number of students who visit the counseling center to create a comprehensive Student Educational Plan (SEP) each semester. The "Got Priority" SEP campaign was launched in the

spring of 2011 in order to increase the number of students with a comprehensive SEP on DegreeWorks. As a result of implementing this campaign, approximately 200 students met with a counselor and developed a comprehensive SEP in March/April, 2011. Since the spring of 2011, the department has institutionalized the SEP campaign each semester.

Numbers Served:
DegreeWorks is a web-based degree audit tool that assists students and counselors in monitoring progress toward degree, certificate and transfer completion. Data from Spring 2015 shows that of 3,651 students enrolled at Cañada with 6 units or more, 2,375 have an SEP for the term, which accounts for about 65% of our students.

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

Online Orientation:
Distance education students are referred to an online orientation and advisement module (developed by COMEVO).

Degree Audit:
DegreeWorks is a web-based degree audit tool that assists students and counselors monitor progress toward degree, certificate and transfer completion. Once a student has met with their counselor and developed a first semester educational plan they are eligible to register for their classes using WebSMART. WebSMART is an online student portal (that interfaces with Banner) that allows students to register, order textbooks, access DegreeWorks, request transcripts, pay fees and update their personal information and educational goal.

Service Tracking:
The San Mateo County Community College District (SMCCCD) uses the Schedule And Reporting System (SARS) GRID to schedule appointments, track the content and length of each student appointment, remind students of their counseling appointments via phone calls and emails and provide queries on how many and how students are served each day. Counselors and advisors use SARS on a daily basis as an electronic student file that can be shared with counselors throughout the district. SARS Alerts are used to track students who are on probation and/or dismissal status.

Transcript Evaluation Service (TES)
Students who have complete coursework at colleges and universities outside of the San Mateo County Community College District (Cañada College, College of San Mateo or Skyline College) submit official transcripts from all their previous schools to the Admissions and Records Office of their home campus. They request an official evaluation of that coursework from the SMCCCD Transcript Evaluation Service (TES) within the first weeks of their first term of enrollment at Cañada College. Previous lower division, degree applicable coursework is reviewed, analyzed, and applied, as appropriate, to educational goals available in the SMCCCD. Transcript Evaluation requests are submitted through the student's WebSMART account. The evaluation

is then viewable in Degree Works™ and serves as the official response from the district. The evaluation provides students and counselors with essential information for educational planning purposes.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Dean, Counseling Services	Oversees the Counseling Department	GF 70% (GF 83% Match), International Students 30%
1	Division Assistant	Provides assistance to the Dean in managing the day-to-day operations of the Counseling Department	SSSP 30%, GF 70% (GF 20% Match)
1	Retention Specialist	Provides assistance to the Dean in following up with at risk students	SSSP 100%
1	Office Assistant-EOPS/CARE/CalWORKs/Sparkpoint	Provides clerical support for the EOPS/CARE & CalWORKs programs	EOPS 60%,CARE 5%, TANF 15%, WFSN 20%
1	Program Services Coordinator	Coordinates the day-to-day activities of the EOPS/CARE programs and provides follow-up support to students in the CalWORKs program	EOPS 80%,CARE 5%, CalWORKs 15%
1	Program Services Coordinator	Manages the Welcome Center and day-to-day scheduling of counseling appointments and directing students to campus services	SSSP 90%, GF 10% (GF 100% Match)
1	Office Assistant-Welcome Center	Assists in scheduling counselor appointments and directing students to campus services	SSSP 100%
1	Office Assistant-Welcome & Transfer Center	Assists in scheduling counseling appointments and directing students to campus services. Provides support to the Transfer Center	GF 90% (GF 100% Match), International Students 10%
1	Program Supervisor	Serves as the Program Supervisor for the Career Center	GF 100% (GF 100% Match)
.50	Part-time Career Resources Aide	Serves as the part-time aide in the Career Center	GF 100% (GF 100% Match)
1	Program Supervisor	Serves as the Program Supervisor for the Transfer Center	GF 100% (GF 100% Match)

1	General Counselor(1 FTE)	Provides general counseling and serves as the e -counselor and career counselor	GF 100% (GF 100% Match)
1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and services as counselor and coordinator for the Puente Program	GF 100% (GF 100% Match)
1	General/Transfer/Honors Counselor (1FTE)	Provides Transfer Services counseling for the Transfer Center and serves as the Honors Transfer counselor	GF 100% (GF 100% Match)
1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and serves as the Veterans and Athletics counselor	GF 100% (GF 100% Match)
1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and serves as the Early Alert and Probation/Dismissed/Reinstatement counselor	GF 50% (GF 100% Match), 50% SSSP
1	CWA Counselor (1 FTE)	Serves as counselor for the College for Working Adults	SSSP 100%
1	Disability Resources Center Counselor/LD Specialist (1 FTE)	Provides specialized counseling and services for students with disabilities	GF 30%, SSSP 50%, DRC 20%
1	EOPS/CARE Coordinator & Counselor (1 FTE)	Serves as the counselor and coordinator for the EOPS/CARE programs	EOPS 80%, 20% CARE
1	EOPS/Cal WORKs Counselor & Cal WORKs Coordinator (1 FTE)	Serves as a counselor for the EOPS & Cal WORKs programs and as the coordinator for the Cal WORKs program	CalWorks 50%, GF 50%
1	Basic Skills Coordinator & Counselor (1 FTE)	Serves as the counselor and coordinator for the Basic Skills program	Basic Skills 80%,SSSP 20%
1	TRiO Coordinator and Counselor (1FTE)	Serves as the counselor and coordinator for the federally funded TRiO student support services program	Trio 100%
.206	Part-time counselor	Serves as a part-time general counselor	SSSP 100%
.38	Part-time counselor	Serves as a part-time general counselor	SSSP 100%
.148	Part-time counselor	Serves as a part-time counselor for the Associates to Bachelor degree (A2B) program	A2B 100%
.240	Part-time counselor	Serves as a part-time counselor for the EOPS program	EOPS 100%
.59	Part-time counselor	Serves as a part-time general and DRC program	SSSP 100%
.54	Part-time counselor	Serves as a part-time counselor for the STEM program	SSSP 100%
.254	Part-time counselor	Serves as the part-time counselor for Human Services, Transfer and the Menlo Park Center	SSSP 100%

.47	Part-time counselor	Serves as a part-time counselor for the A2B, BTO and TRiO programs	A2B (36%), TRIO (28%),SSSP (36%)
1.32	Program Services Coordinators Degree Auditors	Provides transcript evaluation for students with coursework outside of SMCCD	SSSP 100%
.33	OA II – Degree Audit Program	Provides office support in the Degree Audit Program office	SSSP 100%
.2	Part-time counselor(s)	During peak time counseling	SSSP 100%

All full-time counselors work 30 hours per week during the academic calendar of which 25 hours each week are student contact hours.

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4510	Supplies	SSSP/Match ($2,000)	$3000
4580	Central Duplicating	SSSP	$6,700
5211	Conferences	SSSP ($4,000)/Match ($1,200)	$5200

E. Follow-Up for At-Risk Students

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

Student Success Retention Efforts
In our efforts to increase student retention and success we are now requiring our students who have been academically dismissed to attend a Student Success Workshop before they can be reinstated by a counselor. We began this effort in spring 2015 and identified 86 students on dismissal status. The Student Success Retention Specialist contacted all dismissed students with instructions to contact the Counseling Center to make their appointment to attend one of our new Student Success workshops.

In addition to working with our dismissal students, the Student Success Retention Specialist also case manages students on probation status. The Retention Specialist uses mid-term progress reports and meets with students mid semester. In the one-on-one appointment, monitoring of student progress is reviewed, as well as how to use DegreeWorks and how to successfully exit probationary status. All probation students are required to attend a STOP (Students Transitioning Off Probation) workshop.

STOP: Students Transitioning Off Probation

In collaboration with the Student Equity committee, we have developed an intervention project to target students if they are in risk of failing a course, and before the student falls into probation 1 status or if their GPA is below 2.0 and/or Completion Rate of 50% or less of ALL attempted units. These workshops include:
- GPA Calculation
- Time Management
- Prioritizing
- Review Career Courses (CRER)

Theses workshops were piloted in spring 2015 and we will continue to measure success as we continue these interventions in the following academic year.

2. **a. How many students were provided follow-up services in 2014-15?**

431 students were given academic/progress probation services, and 7,881 were offered other follow-up services including advising and workshops.

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

The target student audience that is provided follow-up for at-risk students are those students who are either on probation 1 (one semester on academic or progress probation), probation 2 (two semesters on academic or progress probation), dismissed (three semester on academic or progress probation) or have been granted reinstatement status after being dismissed. At the end of each semester students are contacted via email and phone to notify them of academic/progress status and encouraged to see a counselor if they are on probation 1 or 2 and required to see a counselor if they have been dismissed. This represents _____ of our at-risk students.

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

Services:
All students who have been determined to be at-risk are contacted by counseling services. Students who have been dismissed are required to meet with a counselor and complete a student success contract which requires regular contact and a mid-semester progress report as a condition of continued enrollment.

Basic Skills Support
All students who are enrolled in a basic skills course are provided with counseling and advising support by the Basic Skills Counselor and Retention Specialist. Support Services include the following: a dedicated Basic Skill Counselor, intrusive counseling and registration, classroom presentations on programs and services including transfer.

Undeclared Students

We contact all students who have not identified an ed. goal and encourage them to enroll in CRER 137. We expanded our CRER 137 offerings to support these efforts by offering summer and on-line options.

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

Early Alert:

Students are required to meet with one of two Early Alert counselors to assist them in achieving academic stability. Both counselors work one-on-one with each student to identify the issues that contributed to their academic status and then assist them in identifying strategies to overcome each issue. The students are accountable to their counselor throughout the semester and must provide their counselor with a mid-semester progress report.

Service Delivery:

All services for at-risk students are in person and one-on-one.

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

Follow-up Services:

The Early Alert system interfaces with the online student portal (WebSMART). Students receive an email directly from their instructors indicating that they have been issued an alert regarding their academic progress (quality of work, attendance, and/or homework). Students also receive an email and a phone call from one of two Early Alert counselors.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

We utilize various delivery methods including workshops, emails, phone calls, individual appointments, and alerts though the Early Alert system embedded into students WebSMART accounts. We also use PowerPoint and handouts in our workshops. We utilize handouts to compute GPA calculation in our Student Success and STOP workshops. We utilize Excel to track, monitor progress and case manage our probation and dismissal students.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Early Alert:

The Early Alert counselors work closely with instructional faculty to identify and communicate with students who are showing signs early on that they are not on track to successfully complete the course. Both the faculty and the counselor reach out to the students via email and phone calls. Each academic year approximately 200 contacts are made via the Early Alert system and 100 reinstatement

contracts are developed for students who have been dismissed. Additionally, each semester follow-up is provided to Probation 1, Probation 2 and dismissed students.

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

The following staff provide follow-up services for all at-risk students:

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Division Assistant	Provides clerical support in contacting students who are on Probation 1, Probation 2 and Dismissed students each semester.	SSSP 30%, GF 70% (GF 20% Match)
1	Retention Specialist	Provides support to counselors in following up with students on Probation 1, Probation 2 and Dismissed students each semester	SSSP 100%
1	Retention Specialist	Provides support to counselors in following up with students in one level below transfer level English.	Basic Skills 100%
1	General Counselor (1 FTE)	Provides general counseling and serves as the Early Alert and Probation/Dismissed/Reinstatement counselor	GF 50% (GF 100% Match), 50% SSSP
1	Basic Skills Coordinator & Counselor (1 FTE)	Serves as the counselor and coordinator for the Basic Skills program. Serves as the Early Alert and Probation/Dismissed/Reinstatement counselor for students enrolled in basic skills courses	Basic Skills 80%, SSSP 20%
1	General Counselor(1 FTE)	Provides general counseling and serves as the e-counselor and career counselor	GF 100% (GF 100% Match)
1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and services as counselor and coordinator for the Puente Program	GF 100% (GF 100% Match)
1	Transfer/Honors Counselor (1FTE)	Provides Transfer Services counseling for the Transfer Center and serves as the Honors Transfer counselor	GF 100% (GF 100% Match)
1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and serves as the Veterans and Athletics counselor	GF 100% (GF 100% Match)
1	EOPS/CARE Coordinator & Counselor (1 FTE)	Serves as the counselor and coordinator for the EOPS/CARE programs	EOPS 80%, CARE 20%
1	Disability Resources Center Counselors (1 FTE)	Provides specialized counseling and services for students with disabilities	GF 30%, SSSP 50%, DRC 20%

1	CWA and CAA Counselor (1 FTE)	Serves as counselor for the College for Working Adults and the Career Advancement Academy -MEDA program	SSSP 100%
.148	Part-time counselor	Serves as a part-time counselor for the Associates to Bachelor degree program(A2B)	A2B 100%
1	EOPS/Cal WORKs Counselor & Cal WORKs Coordinator (1 FTE)	Serves as a counselor for the EOPS & Cal WORKs programs and as the coordinator for the Cal WORKs program	GF 50%, 50% CalWORKs
1	TRiO Coordinator and Counselor (1FTE)	Serves as the counselor and coordinator for the federally funded TRiO student support services program	TRIO 100%
.206	Part-time counselor	Serves as a part-time general counselor	SSSP 100%
.38	Part-time counselor	Serves as a part-time general counselor	SSSP 100%
.240	Part-time counselor	Serves as a part-time counselor for the EOPS program	EOPS 100%
.240	Part-time counselor	Serves as a part-time counselor for general students	SSSP 100%
.54	Part-time counselor	Serves as a part-time counselor for the STEM	SSSP 100%
.254	Part-time counselor	Serves as a part-time counselor for General, Human Services, Transfer, and for the Menlo Park Center	SSSP 100%
.47	Part-time counselor	Serves as the part-time counselor for A2B/BTO and TRiO	A2B (36%), TRIO (28%),SSSP (36%)
.2	Part-time counselor(s)	During peak time counseling	SSSP 100%

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4510			

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
3C0191	Research Analyst	GF/40% Match	$43,367.67
3A0016	Dean of Planning, Research and Institutional Effectiveness (PRIE)	GF/Match	$82,470.30

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

Budget Code	Expenditure Title/Description	Funding Source	Amount
3C0006	Admissions and Records Assistant II	GF 100%	$83,804.00
3C0008	Admissions and Records Assistant II	GF 100%	$97,442.28
3C0009	Admissions and Records Assistant II	GF 91%/International 9%	$90,233.00
3C0199	Admissions and Records Assistant II	GF 100%	$89,970.00

SECTION III. POLICIES

A. Exemption Policy

1. **Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.**

Students are exempt from participating in the Student Success Process if on their college application they indicate one of the following:
- Have completed an Associate or higher degree
- Have enrolled in classes for personal enrichment only and do not intend to earn a degree or certificate, or
- Are primarily a student at another educational institution and taking courses at Cañada College to meet requirements of that institution

2. **What percentage of your student population is exempt (list by category)?**

In 2014-15, 3010 students claimed an exempt status, which make up 44% of our student population.

List by category - Edgar – emailed request

B. Appeal Policies

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

New students may petition to be exempt from participating in orientation, assessment and/or counseling. A student must submit a Petition for Exemption Form to the Office of Admissions & Records that includes the following documentation/information:

Orientation:
- Evidence of having completed 12 or more college applicable units at another accredited college or university in the United States and know the Cañada College system and procedures (Attach a copy of official or unofficial transcripts).

Assessment:
- Evidence of completing the placement tests in English, ESL, or math in the SMCCD within the last two years and test results are available for review.
- Evidence of completed coursework in English and/or math with a grade of "C" or better at an accredited college or university in the United States (Attach a copy of official or unofficial transcripts).
- Evidence of Advanced Placement (AP) scores of 3, 4, or 5 in English and/or math (Attach a copy of the test scores).
- EAP test results placing students in transferrable English and/or math.
- Evidence of having completed 12 or more college applicable units at another accredited college or university in the United States and know the specific coursework you must complete to achieve your educational goals (Attach a copy of official or unofficial transcripts).

All students must sign the petition and have a counselor sign the petition (if needed).

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

The Academic Senate of Cañada College requires a routine review and updating of Course Outlines of Record for CTE courses every two years and for all other courses at least once every five years. During the routine review of the required and recommended preparation, a department should:
- Determine whether   prerequisites, corequisites, and/or courses have changed
- Check to see if the content of any preparatory courses have changed
- Add or delete prerequisite, corequisite, and/or advisory courses, as necessary
- Make any other revisions in the course, such as changes to current textbooks
- Submit the revised Course Outline of Record for approval Procedures for Challenging Prerequisites and Corequisites.

Students who wish to challenge a prerequisite or corequisite course must complete a "Petition to Challenge a Prerequisite" form. To file a petition, the completed Petition, a letter justifying the challenge, and all documentation (transcripts, samples of work, letters) must be submitted to the Counseling or Admissions & Records Office. Students will be notified of the results of the petition within 5 working days. If denied, an appeal to the decision may be made through the Office of the Vice President of Student Services.

A petition to challenge a prerequisite or corequisite must be submitted prior to the first day of the term, and must be based on one of the following grounds:

1. The prerequisite or corequisite is not established in accordance with district policies or Title 5 regulations.
2. The student has the knowledge and ability to succeed in the course despite not meeting the course prerequisite.
3. The student is subject to the undue delay in goal attainment because the prerequisite or corequisite has not been made reasonable available.
4. The prerequisite or corequisite is unlawfully discriminatory or applied in an unlawfully discriminatory manner.

Prerequisite Challenge Petition forms are available on the Cañada College website and in the Counseling Department and Office of Admissions and Records.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

The following is the 2015-16 plan for professional development for each area related to the Student Success and Support Program:

Orientation: The Welcome Center staff will provide faculty and staff trainings each semester to share the content of a new student orientation and seek feedback for improvement.

Assessment: The College has hosted several regional meetings regarding the use of multiple measures (high school transcripts) in the placement of students. We will continue to work closely with our local high school district and CalPASS to review and update the rubric for placing recent high school graduates into math, reading and English courses. Training will be provided to all counselors and Welcome Center staff with any updates to the rubric and placement procedures.

Counseling: Continued trainings in using the Get Focused/Stay Focused – My10yearPlan curriculum in our CRER courses will be available throughout the 2015-16 year to all counselors teaching a CRER course. Bi-weekly Counseling Department meetings provide trainings on updates and changes regarding the Student Success and Support Act.

In addition, Counseling Faculty attend annual trainings and conferences to obtain updates on transfer, career, EOPS, CalWORKs, TRIO and other program specific information. We will also support attendance to CSU/UC Counselor's Conferences and the RP Group Strengthening Student Success Conferences.

In addition, we added a Career Development training through the *Inner Heroes Certification Training* which meets the California SB-1456 goal in academic and career counseling.

We also are attending the SSSP Conferences.

Follow-up Services: Researching best practices in working with at-risk students and sharing these practices at counseling department trainings. Three to four trainings each semester are scheduled for the counseling department staff.

SECTION V. ATTACHMENTS

The following attachments are required:

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

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the

district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

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

ADDITIONAL INFORMATION

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

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

Attachment A
Student Success and Support Program Plan Participants

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

Name: Lizette Bricker   Title: Dean of Counseling Services

Stakeholder Group: Counseling Department

Name: Chialin Hsieh   Title: Dean of Planning, Research, and Institutional Effectiveness (PRIE)

Stakeholder Group: Administrative Planning Council

Name: Doug Hirzel/Debbie Joy   Title: Co-Chairs of Planning and Budgeting Council (PBC)

Stakeholder Group: Planning and Budgeting Council (PBC)

Name: Evelyn Valenzuela   Title: President Associated Students of Cañada College

Stakeholder Group: Associated Student of Cañada College (ASCC)

Name: Jessica Kaven/Gregory Anderson   Title: Co-Chairs of Instructional Planning Council

Stakeholder Group: Instructional Planning Council (IPC)

Name: Ruth Miller/Kim Lopez   Title: Co-Chairs Student Services Planning Council

Stakeholder Group: Student Services Planning Council (SSPC)

Name: Doug Hirzel   Title: Academic Senate
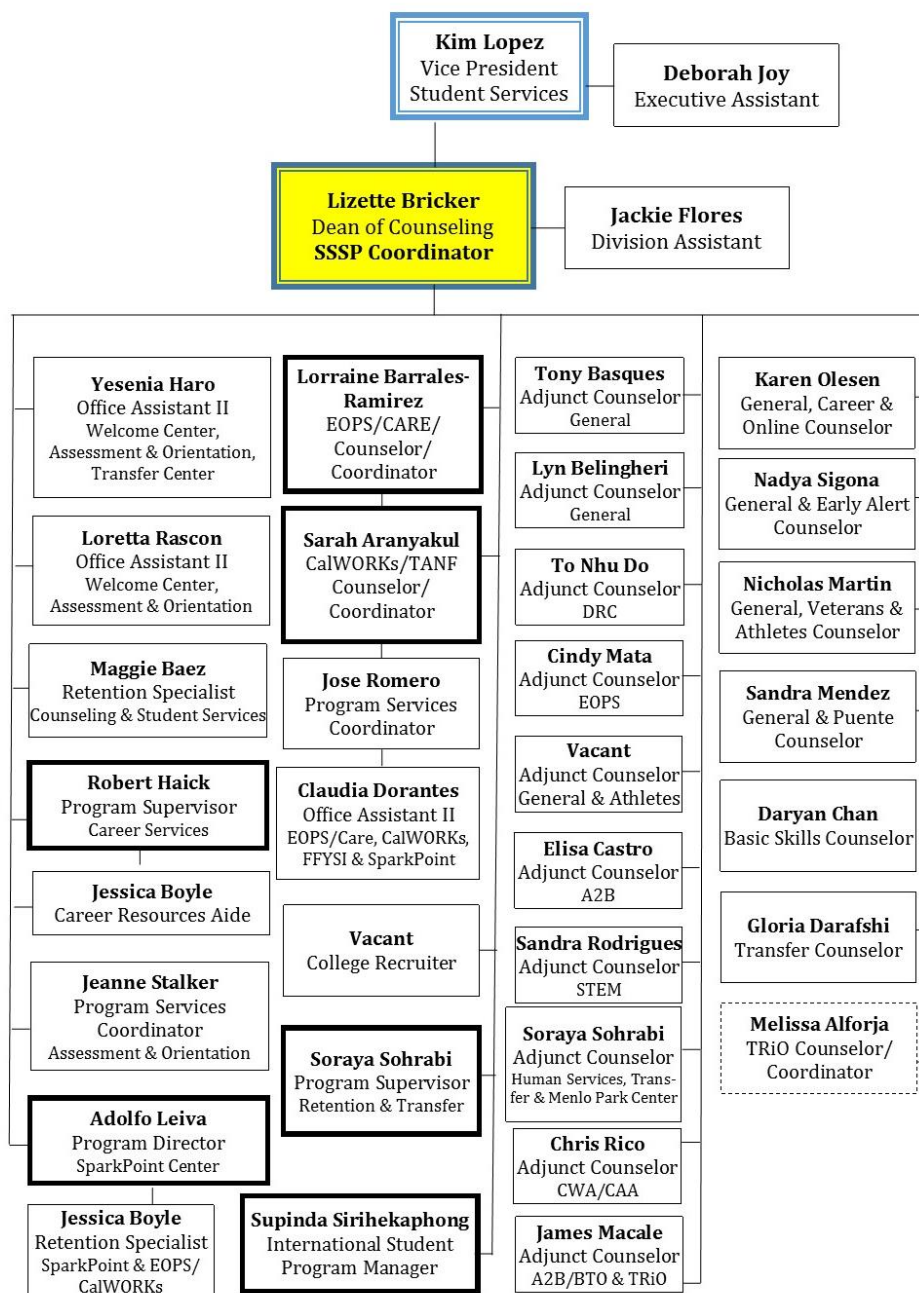
Stakeholder Group: Academic Senate

Name: Debbie Joy   Title: Classified Senate President

Stakeholder Group: Classified Senate

Attachment B
Organizational Chart

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

Kim Lopez
Vice President
Student Services

Deborah Joy
Executive Assistant

Lizette Bricker
Dean of Counseling
SSSP Coordinator

Jackie Flores
Division Assistant

Yesenia Haro
Office Assistant II
Welcome Center,
Assessment & Orientation,
Transfer Center

Lorraine Barrales-Ramirez
EOPS/CARE/
Counselor/
Coordinator

Tony Basques
Adjunct Counselor
General

Karen Olesen
General, Career &
Online Counselor

Loretta Rascon
Office Assistant II
Welcome Center,
Assessment & Orientation

Sarah Aranyakul
CalWORKs/TANF
Counselor/
Coordinator

Lyn Belingheri
Adjunct Counselor
General

Nadya Sigona
General & Early Alert
Counselor

Maggie Baez
Retention Specialist
Counseling & Student Services

Jose Romero
Program Services
Coordinator

To Nhu Do
Adjunct Counselor
DRC

Nicholas Martin
General, Veterans &
Athletes Counselor

Robert Haick
Program Supervisor
Career Services

Claudia Dorantes
Office Assistant II
EOPS/Care, CalWORKs,
FFYSI & SparkPoint

Cindy Mata
Adjunct Counselor
EOPS

Sandra Mendez
General & Puente
Counselor

Jessica Boyle
Career Resources Aide

Vacant
College Recruiter

Vacant
Adjunct Counselor
General & Athletes

Daryan Chan
Basic Skills Counselor

Jeanne Stalker
Program Services
Coordinator
Assessment & Orientation

Soraya Sohrabi
Program Supervisor
Retention & Transfer

Elisa Castro
Adjunct Counselor
A2B

Gloria Darafshi
Transfer Counselor

Adolfo Leiva
Program Director
SparkPoint Center

Sandra Rodrigues
Adjunct Counselor
STEM

Melissa Alforja
TRiO Counselor/
Coordinator

Jessica Boyle
Retention Specialist
SparkPoint & EOPS/
CalWORKs

Supinda Sirihekaphong
International Student
Program Manager

Soraya Sohrabi
Adjunct Counselor
Human Services, Transfer & Menlo Park Center

Chris Rico
Adjunct Counselor
CWA/CAA

James Macale
Adjunct Counselor
A2B/BTO & TRiO

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.

Student Services Planning Council

Melissa Alforja	Faculty Coordinator (Trio)
Sarah Aranyakul	Counselor/Coordinator (CalWORKs)
Max Hartman	Director (DRC)
Sunny Choi	Program Supervisor (A2B)
Luanne Canestro	Financial Aid Reconciliation Specialist
Margie Carrington	Director (Financial Aid)
Vacant	College Recruiter
Gloria Darafshi	Counselor
Patricia Guevarra	Program Services Coordinator (Veterans, TRiO, BTO)
Robert Haick	Program Supervisor (Career Center)
Chialin Hsieh	Dean of Planning, Research and Institutional Effectiveness
Deborah Joy	Executive Assistant, VPSS Office
Lizette Bricker	Dean of Counseling Services
Carlos Luna	Library Support Specialist
Misha Maggi	Student Life and Leadership Manager
Ruth Miller	**Registrar (Co-Chair SSPC)**
Vacant	Program Services Coordinator (A2B)
Kim Lopez	**Vice President of Student Services (Co-Chair SSPC)**
Supinda Sirihekaphong	International Student Program Manager
Soraya Sohrabi	Transfer Program Services Supervisor
Jeanne Stalker	Program Services Coordinator (Assessment and Orientation)
Diva Ward	Learning Center Manager

Attachments:

Add Research Brief