



Credit

Student Success and Support Program Plan

2015-16

District: Rancho Santiago Community College District
College: Santiago Canyon College

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. 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 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 to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccoco.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 basis³. 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]).

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.

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 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: Santiago Canyon College

District Name: Rancho Santiago Community College District

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

Signature of College SSSP Coordinator: _____

Name: Ruth Babeshoff Date: _____

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

Name: John Hernandez, Ph.D. Date: _____

Signature of the Chief Instructional Officer: _____

Name: Aracely Mora, Ed.D. Date: _____

Signature of College Academic Senate President: _____

Name: Corinna Evett Date: _____

Signature of College President: _____

Name: John Weispenning, Ph.D. Date: _____

Contact information for person preparing the plan:

Name: Ruth Babeshoff Title: Dean, Counseling & Student Support Services/SSSP Coordinator

Email: Babeshoff_ruth@sccollege.edu Phone: 714-628-4775

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 to achieve continuous quality program improvement and effectiveness is ongoing. The SSSP Coordinator reports program progress at each Student Success & Equity Committee Meeting, discussions occur at Counseling Department meetings, and the SSSP Coordinator presents updates to the Academic Senate as requested. As program faculty and staff experience successes and challenges with different aspects of program implementation, input is garnered from a variety of college constituent groups that include Counseling Department faculty, SSSP classified staff, instructional faculty, college administrators, students, and members of the Student Success & Equity Committee under which the Student Success and Support Program resides.

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

Numerous factors were considered in making adjustments and/or changes for 2015-2016. These factors include the following:

1. The need for additional contract counselors to provide SSSP core services (orientation and counseling to develop education plans) and to provide follow-up services for at-risk students. The Academic Senate, Vice-President of Student Services, and the College President responded favorably to the Counseling Department's request to hire additional contract counselors using SSSP funds.
2. The need for full-time and short-term classified staff and student assistants to support the work of counselors and SSSP initiatives that include scheduling counseling appointments, contacting students to foster participation in special orientations and follow-up services, and assisting with MIS data collection.
3. The need to provide new students with an opportunity to complete initial core services in one convenient session leading to the development of ONE-STOP TOC (Testing, Orientation, and Counseling).
4. Response to recommended changes in programs such as Discover SCC, college life orientation, to include a faculty-led "Boot Camp" (Student Success Workshops) component.
5. Overall response to what we learned in year one of SSSP implementation and ways in which we can increase student participation and improve delivery of services.

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

RSCCD's Santiago Canyon College (SCC) and Santa Ana College (SAC) work diligently to coordinate policies, procedures, and Student Success and Support Program services. College and District administrators provide leadership by scheduling "Joint College Enrollment Priorities/Student Success Act Implementation Group" meetings as needed to discuss the following types of topics: 1) Development of Degree Audit and Student Education Plan; 2) MIS Reporting; 3) Enrollment Priorities; and 4) Board Policies and Administrative Regulations. In addition, Santiago Canyon College and Santa Ana College share common curriculum and assessment for course placement practices; therefore, faculty and staff attend a District-wide Assessment Committee once per month during the academic year to discuss and plan topics related to assessment. As a result of these over-arching coordinating meetings, counseling deans, counselors, admissions and records staff, assessment, District ITS staff and others from both colleges meet in sub-groups or converse by phone as often as needed to work on specific details to ensure coordinated implementation of specific activities.

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.

In spring 2015, the SCC Academic Senate and College Council approved changes to the shared governance Student Success Committee. The committee was renamed Student Success & Equity Committee and added the student equity director and research analyst to the membership. The committee now has membership that fully represents categorical programs that include SSSP (credit and non-credit), Student Equity, BSI, EOPS/CARE, and DSPS. The committee also includes classified staff, administrators, and faculty representing math, English, ESL, and general education. The goal is to ensure that planning processes and research are synchronized to foster student equity and success.

The Student Success & Equity Committee operates within the SCC Collegial Governance Framework and SSSP, Student Equity, and BSI are sub-groups of the committee. While SSSP (Credit and Non-Credit), Student Equity, and BSI initiatives are under the umbrella of the Student Success & Equity Committee, an Initiatives integration Work Group was formed to go a step beyond by bringing the leadership of these initiatives along with a representative from Adult Education (Assembly Bill 86) and the faculty co-chair of the Professional Development Committee together in an intentional manner to order to 1) continued communication and coordination; 2) maximize resources and avoid duplication; 3) provide seamless delivery of services that support student success; and, 4) assess the professional development needs of faculty and staff.

The SSSP plan is also coordinated with SCC's Strategic Plan, an integral part of the 2012-2016 Educational Master Plan which includes the following goals designed to attain the success of students:

Goal #3: Promote an integrated approach to supporting student success.

Develop and implement strategies to increase awareness of student services and instructional programs among faculty, classified staff, and students.

Goal #11: Increase educational goal completion for university transfer, degrees, and certificates.

Continue development and deployment of the degree audit.

Ensure pathway completion by providing customized academic and student support.

At SCC, Program Review is an integral part of institutional success that begins with departments' important evaluations of student success and progress and concluding with projections for positive change possible through careful analysis and honest assessment of student achievement data and outcomes assessment data. Program review produces a "bridge document" that serves to connect local considerations, like student performance, Student Learning Outcome and/or Service Area Outcome assessment, curricula and student services program development, and department dialogue with global considerations to include SCC's Educational Master Plan, budgeting and allocation of resources, facilities utilization, long term planning and Accreditation. The Self-Study for Accreditation reports and documents, with evidence, all aspects of institutional planning and evaluation which includes the college's practices and planned strategies for the full implementation of the Student Success and Support Program.

2. Describe the college's student profile.

Santiago Canyon College (SCC) is one of two community colleges in the Rancho Santiago Community College District (RSCCD) and has an annual average college credit enrollment of 8,209 students, excluding non-traditional courses such as apprenticeship. SCC is located in the City of Orange in Southern California, and is a Hispanic-Serving Institution that plays a key role in providing the community access to higher education and certifications/degrees related to high-wage, high-growth careers. The City of Orange, which comprises a large share of SCC's service area, includes Villa Park, Anaheim Hills and Chapman Hills, which are predominately

white and affluent communities, whereas Old Towne Orange and surrounding neighborhoods have high concentrations of Hispanic/Latino residents with large numbers of low-income and English learner students. A significant percentage of students in SCC feeder schools are low-income, first-generation college students, and educationally disadvantaged. SCC works closely with local educational agencies and community partners to build robust programs to increase student enrollment and success in higher education.

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.
Santiago Canyon College has nurtured and maintained viable partnerships with surrounding unified school districts enabling us to provide core services (Early Welcome Program) to matriculating high schools seniors. One notable method of establishing and maintaining these relationships has been through SCC's annual High School Counselor conference hosted at the college. Through this event, we inform educational partners about our academic programs and support services as well as engage their input in ways we can strengthen collaborative efforts. As a result, over 1,100 students from various school districts, with the majority of them being from Orange, Placentia-Yorba Linda, Tustin, Corona-Norco, and Saddleback Valley take advantage of SCC's Early Welcome Program each year. School sites permit college personnel to inform and schedule students for core services: assessment, orientation, and advisement and many of the schools permit us to administer assessment for course placement on the high school campus.

B. Orientation

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

New student orientation was modified to make the assessment, orientation, and counseling/advisement process more convenient for students. Instead of students testing on one day and returning for orientation and counseling on another day, ONE-STOP TOC (Testing/Orientation/Counseling) was created so that students could complete all activities in one four-hour session. Upon completion, Admissions & Records notified students of an earlier priority registration date. Students took advantage ONE-STOP TOC with only a small number of students returning another day for orientation and counseling, and many students opted to complete the Online New Student Orientation. The PowerPoint used by counselors was updated and Title IX information was included. A Title IX information video developed by SCC, SAC, and the District Office was shown to students attending new student orientation. The online orientation was updated to include Title IX information and video as well.

Early Welcome orientation for matriculating high school seniors was modified to create a breakout session for student athletes. The PowerPoint used by counselors was thoroughly updated and information regarding Title IX was included. A Title IX information video developed by SCC, sister college SAC, and the District Office was shown to students attending the Early Welcome orientation.

Discover SCC, our optional, no-cost, orientation to college life for incoming freshman was modified to include an academic BOOT CAMP (Student Success Workshops such as plagiarism and time management) component led by instructional faculty. Faculty from multiple academic disciplines interacted with students and outlined important information about time management and other skills essential for success in college.

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

A total of 3,395 students were provided new student orientation.

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

The number of students provided orientation represents about 68% of our target population.

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

We make every effort to incentivize student participation in SSSP core services. We use the *Step Forward* Brochure and materials provided to us by the CCC Chancellor's Office to advertise priority registration and the

benefits of assessment, orientation, and the creation of an education plan. Information is also provided in the class schedule, college catalog, and on the college website. In addition, Mac Book Pro technology will be used to create video presentations about SSSP Core Services to help explain the Student Success and Support Program requirements and benefits. These videos will be accessible to students on the SSSP website.

To ensure that high school students interested in attending Santiago Canyon College follow through with signing up for Early Welcome SSSP core services (placement testing, orientation, and counseling/advisement) SSSP staff will be present at the high schools several times per week to sign up students using Surface Pro 4 technology. In addition, the use of technology (Final Cut Pro and Mac Book Pro) will enable SSSP staff to create video presentations designed to inform students (on and off campus) about SSSP core and follow-up services.

a. Are orientation services offered online?

Yes, orientation services are offered online 24/7 through the college's Web Advisor except for scheduled maintenance.

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 online orientation is a commercial product by Cynosure New Media. If minor changes need to be made to the orientation, there is no cost to SCC. If significant changes need to be made to the orientation, the company will provide a quote for the cost of the work to be completed.

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

The following policies and procedures are topics covered in orientation pursuant to Title 5, section 55521: 1) academic expectations and probation and progress probation standards; 2) maintaining registration priority; 3) prerequisite or co-requisite challenge process; 4) maintaining Board of Governors Fee Waiver eligibility; 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; and 8) available education planning services.

In addition, both in-person and online modes of orientation provide students with comprehensive information that includes, but is not limited to, the following: SCC Institutional Student Learning Outcomes information; educational options in California and at Santiago Canyon College; certificates, associate degrees, and associate degrees for transfer (AA-T/AS-T); higher education system in California; information about prerequisites and co-requisites; academic foundation courses; English and math course sequences; testing policies; transfer information and use of assist.org; all academic and student support services available to help students be successful in college; financial aid and scholarship information; how to compute grade point average (GPA); Family Education Rights and Privacy Act (FERPA); Title IX Sexual Misconduct and Sexual Assault resources and reporting options; general education patterns for associate degree(Plan A), CSU (Plan B) and IGETC Plan C; how to read the class schedule and use Web Advisor; academic calendar and important timelines; registration priority information, academic honesty policy and other college policies; and, information about student government (ASG).

4. 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)
11	Contract Counselor	Conducts new student orientation, helps students understand placement test results, and develops Abbreviated Education Plans	SSSP Match (7 counselors) SSSP (3 counselors) OC-TPP Grant (1 counselor)
Hourly 5.5 FT Equivalent	Adjunct Counselor	Conducts new student orientation, helps students understand placement test results, and develops Abbreviated Education Plans	Various funding sources: SSSP; EOPS/CARE; CalWORKs, VTEA/CTE; Pathways to Teaching Grant
1	Contract Counselor	Trains counselors for Early Welcome and general new student orientation sessions; assists in the delivery of Parent Orientation	General Fund
1.5	Student Services Specialist	Assists counselors and students during general new student orientations and Early Welcome orientations; collects and ensures Abbreviated Education Plans are scanned into the student electronic record	SSSP
2	High School and Community Outreach Specialists for SSSP Core Services	Organizes and schedules off-campus placement testing and on-campus new student orientations and counseling sessions for the Early Welcome Program for matriculating seniors. Designs, promotes, and implements Discover SCC, the campus life orientation initiative. Selects, trains, and supervises student Orientation Leaders for Discover SCC and student follow-up	SSSP
2 Part-time/Short-Term Hourly	Counseling Assistant	Assist with scheduling students for Early Welcome orientation	SSSP
1	Assistant Dean of Admissions & Records	Supervises all components of Admissions, Records, and the Early Welcome and Discover SCC programs. Ensures that Early Welcome and all other new students receive information about how to register online through Web Advisor. Coordinates and delivers Parent Orientation.	General Fund
26 student assistants as needed	Orientation Leaders (O-Leaders)	For Discover SCC, O-Leaders provide group leadership by facilitating assigned groups of incoming freshman to campus tours and workshops	SSSP
6-10 (Extra pay; program specific)	Instructional Faculty Facilitators	For Discover SCC, faculty organize, create materials, and deliver the BOOT CAMP (student success workshops) component of the orientation	SSSP

5. 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
4610	Non-instructional supplies for SSSP orientation staff/faculty	SSSP	\$ 2,200.00
4710	Food and Food Service Supplies for nearly 2,000 matriculating students participating in on-campus Early Welcome Orientation days and for Discover SCC college life orientation	SSSP	\$ 12,500.00
5100	Contract Services to update online New Student Orientation (if needed)	SSSP	\$ 500.00
5220	Mileage (Staff to and from high schools)	SSSP	\$ 5,400.00
5950	Final Cut Pro software to be used with MacBook Pro to create video presentations about SSSP Core Services to more effectively inform students; and, File Maker Pro to track student data	SSSP	\$ 3,000.00
5966	Transportation: Bus transportation to bring matriculating students to on-campus Early Welcome Orientation and Counseling	SSSP	\$ 5,800.00
6409	Printer/Scanner Equipment for use by Orientation staff	SSSP	\$ 500.00
6410	MacBook Pro to create video presentations about SSSP Core Services; and Surface Pro 4 equipment to provide remote access to sign students up for SSSP Core Services (Placement Testing and Early Welcome Orientation and Counseling)	SSSP	\$ 12,500.00

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?

Placement testing itself was not adjusted; however, we offered orientation and counseling immediately after assessment and named it ONE-STOP TOC (Testing, Orientation, Counseling) as an added convenience for students to complete the process in four hours.

2. a. How many students were provided assessment services in 2014-15?
2,917 students were provided assessment

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

The number of students provided assessment represents about 58% of our target population. It is important to note that not all new students need assessment for placement because they bring test results and/or transcripts from other colleges to satisfy prerequisite clearances for registration.

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

We make every effort to inform and incentivize student participation in SSSP core services. We use the *Step Forward* brochure and materials provided to us by the CCC Chancellor's Office to advertise priority registration and the benefits of assessment, orientation, and the creation of an education plan. Information is also provided in the class schedule, college catalog, and on the college website. In addition, Mac Book Pro technology will be used to create video presentations about SSSP Core Services to help explain the Student Success and Support Program requirements and benefits. These videos will be accessible to students on the SSSP website.

To ensure that high school students interested in attending Santiago Canyon College follow through with signing up for Early Welcome SSSP core services (placement testing, orientation, and counseling/advisement) SSSP staff will be present at the high schools several times per week to sign up students using Surface Pro 4 technology. In addition, the use of technology (Final Cut Pro and Mac Book Pro) will enable SSSP staff to create video presentations designed to inform students (on and off campus) about SSSP core and follow-up services.

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

Admissions & Records sends an email to new college applicants to inform them about getting started in college through the Student Success and Support Program required core services (assessment, orientation, and advisement). Students coming to the college with qualifying Early Assessment Program (EAP) results, recent assessment results from another college, transcripts from another regionally-accredited college to clear prerequisites for course placement, or request an exemption and receive approval are exempt from assessment.

English, mathematics, and ESL (American College English/ACE at SCC) assessments are offered twice daily during peak times and weekly year round. Students can call the Testing Center or Counseling Office for assistance with scheduling a testing appointment. Assessments are administered in person in the Testing Center. Testing booklets, answer sheets, pencils, and scratch paper are provided. Students are able to request testing accommodations by contacting Disabled Students Programs and Services (DSPS).

For high school students matriculating through SCC's Early Welcome Program, the college provides assessment for high school seniors at each of the Orange Unified School District high schools and at Valencia High School within the Placentia-Yorba Linda Unified School District. High school personnel assist us by announcing testing dates, releasing students from class, and providing space to test large groups of students. Testing booklets, answer sheets, pencils, and scratch paper are provided. Students from other unified school districts are provided an opportunity to access exclusive testing dates available to them at the college.

Pre-test Practice: When students sign up for the placement test through the Testing Center or by calling or coming to the Counseling Center, they are provided with practice test information. Sample tests for Reading, English, and English as a Second Language are available online through the Testing Center website and hard copies are available in the Counseling Center. For DSPS, pre-test practice information is provided electronically. To prepare for the math placement test, the Testing Center website provides students with the following: 1) MATH Decision Chart to help them determine which math level test to take and Math Placement Test Sample Questions (hard copies also available in the Counseling Center); 2) MyMathTest – a free, dynamic and interactive online testing program that assesses student strengths and gaps in mathematical knowledge;

and 3) Tutorial Videos and Practice Worksheets – Created by one of SCC’s math professors, the tutorials and worksheets help students review and strengthen their elementary algebra and intermediate algebra skills. High School seniors preparing to enter SCC through the Early Welcome Program also receive detailed information about ways they can prepare to do their best on placement tests.

At SCC Family Night, seniors from local area high schools who expect to become SCC students the following fall semester are offered the opportunity to participate in CROSSroads (College Readiness Optimizes Student Success) to increase their chances of being placed into a college-level math and English class. This program is developed and sponsored by SCC’s Basic Skills Initiative (BSI) faculty. These students are identified as not CSU-prepared or math and/English on their CST tests, will have to take SCC’s placement tests for English or math, did not pass AP tests for English or math, and did not take a math course their senior year. The goal of the program is to make incoming SCC students college-ready by providing them with a review of fundamental skills in math and English that will assist their placement into transfer-level courses. The English program consists of four two-hour workshops taught by faculty which review key concepts of the writing process and a writing sample at the completion of all four sessions. The math program consists of an orientation, individualized computer math modules designed to target concepts necessary to succeed in college-level math, and a placement test. The programs are offered in the spring prior to SCC’s placement tests. Students who do not place into college-level courses based on the CROSSroads tests will have the opportunity to take the college’s test as well, thereby receiving another chance to avoid remediation.

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.

Santiago Canyon College uses the following assessment tests used for placement into English/Reading, Mathematics, ESL (American College English/ACE at SCC) courses:

English/Reading Placement Test

College Tests for English Placement (CTEP); 1999 version; Pacific College Testing, Santa Barbara, CA
The CTEP is offered in person, paper/pencil version, to groups of students.

ESL - American College English (ACE) Placement Test

Test of English Language Development (TELD); Form C; Locally Developed and Locally Managed Assessment Instrument

The TELD is offered in person, paper/pencil version, to groups of students.

Mathematics Placement Test

UC/CSU Mathematics Diagnostic Testing Project (MDTP); Students select one of four levels

- I Algebra Readiness (Form AR50/90)
- II Elementary Algebra (Form EA50C86)
- III Intermediate Algebra (Form IA45C91)
- IV Pre-Calculus (Form PC40C86)

The MDTP is offered in person, paper/pencil version, to groups of students.

- b. When were tests approved by the CCCCCO and what type of approval was granted?

All tests are approved by the California Community College Chancellor’s Office as follows:

- College Tests for English Placement (CTEP) - Full approval through 3/1/19
- Test of English Language Development (TELD) – Full approval through 7/1/19
- UC/CSU Mathematics Diagnostic Testing Project (MDTP) – Full approval through 3/1/19

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

The Rancho Santiago Community College District Research Office completed disproportionate impact and consequential validity studies for the CTEP and MDTP in September 2015. Studies for the TELD were completed in 2012.

5. a. What multiple measures are used?

Students are placed into English/Reading, American College English, and mathematics courses based on multiple measures which are part of an algorithm that factor in testing raw score data and student self-reported responses to questions about the student's educational background such as GPA, highest level of math and English completed, use of English language in daily life, and grades earned in math and English.

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

Multiple measures are integrated into the assessment scoring process as part of an algorithm.

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

Yes, our measures meet the multiple measures requirement per title 5, sections 5502 and 55522.

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.

Santiago Canyon College and Santa Ana College use the same placement tests and share the same cut-off scores to place students in classes at both colleges. SCC may accept assessment scores from colleges outside of the district provided that the student tested in the last two years for English, in the last year for mathematics, or any time in reading. The student must bring official copies of placement test results to the Counseling Center for verification and prerequisite clearance. Placement test information from other colleges must include the student's name, name of the test(s), the testing date(s), the raw score(s), and course placement. Santiago Canyon College does not accept ESL assessment and placement results from colleges outside of the district.

Santiago Canyon College also places students in courses if a prerequisite course has been completed at a college outside of the district. To obtain course prerequisite clearance from a counselor, the student must bring an official or unofficial transcript to the SCC Counseling Center. Upon counselor review of the student's academic record to verify completion of prerequisite, the student is cleared for registration into the next sequential course.

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

Policies and practices on re-takes and recency are made available to students at the time of testing. The information is also published in the college catalog, the *Academic Success Guide*, and available on the Testing Center website.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Administrative Clerk	Administers placement tests, electronically scores answer sheets, prints results for counselor and student use, requests testing materials and supplies, develops testing schedule, prepares reports	SSSP
1	Assessment Assistant	Administers placement tests to students, electronically scores answer sheets, and prints results for counselor and student use.	SSP
1	DSPS Student Program Specialist	Administers placement tests to DSPS-qualified students who have requested testing accommodation	DSPS
2	High School & Community Outreach Specialist for SSSP core services	Arranges high school site testing dates, works with testing staff to ensure students are testing for the Early Welcome Program, and assists with test proctoring	SSSP
2 Part-time/ Short-Term Hourly	Counseling Assistant	Assists with scheduling and administering placement testing at the high schools	SSSP
2	Counseling Assistant	Assists students with scheduling placement testing appointments and provide practice test information as needed by students not accessing online services	SSSP
.25	Research Analyst	Provides direct assessment related research and coordinates validation study activities. This position is housed at the RSCCD District Office.	SSSP @ 25%

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
4610	Non-instructional supplies for testing services (Scantron forms, ink cartridges, and pens and pencils)	SSSP	\$ 2,200.00
5220	Mileage from college to high schools to conduct placement testing	SSSP	\$1,000.00
5630	Scantron Maintenance Contract	SSSP	\$ 1,027.00
5950	Software Licenses & Fees for use of MDTP and CTEP placement tests and Filemaker Pro to track students	SSSP	\$ 3,000.00

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?

Some adjustments were made to counseling processes and/or procedures based on outcomes from the 2014-2015 plan. We achieved our goal of launching Degree Audit and in summer 2015, fillable education plans were created. Full-time and part-time counselors were trained on the use of both products and they began using them synchronously during student counseling sessions in fall 2015. The efficient use of technology eliminated paper documents. The education plan is emailed to the student and also imported into Laserfiche so that all student education plans are accessible for future appointments. Also, due to the number of student "no shows" for counseling appointments despite phone and email reminders, the Counseling Department began piloting "first-come, first-served" counseling services during summer 2015. This service was successful in the summer so we are continuing to pilot and monitor the effectiveness of this initiative in fall 2015. Students can still obtain an appointment, but if a student is willing to wait, he/she can be seen by a counselor on the same day for service ranging from answers to a quick question to completion of a comprehensive student education plan.

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

Comprehensive education plans were provided to 2,141 students and 3,395 abbreviated education plans were provided to students. In addition, a variety of counseling and advisement services to revise education plans or seek additional transfer counseling assistance was provided to over 8,000 students.

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

For comprehensive education plans, we reached approximately 46% of our target population, and for abbreviated education plans, we reached approximately 68% of our target population. We do not have a specific target population for students needing additional counseling and advisement services but we are pleased that so many students seek additional assistance.

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

The SSSP Coordinator and counselors make every effort to inform students about their need to participate in education planning services. Students are informed at new student orientation, through class visitations and transfer workshops, and via the college class schedule, catalog, posters on campus, and college website. Students who have completed 15 degree applicable units are notified by email that it's time to see a counselor for a comprehensive education plan to stay on track with achieving their education goal. In addition, the Counseling Department is in the process of developing a college-wide campaign to draw students' attention to the need for developing a comprehensive student education plan.

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

Service delivery methods for education planning are as follows: 1) One-to-one in-person counseling sessions; 2) General-funded FTES generating courses (Counseling 101 and Counseling 116); 3) Group counseling and advisement sessions (following New Student Orientation); and 4) Group education planning sessions in a room with computer technology to complete the education plan online.

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

Drop-in counseling and appointments have always been available at SCC; however, piloting "First-come, First-served" counseling has enabled us to serve students with the need for answers to quick questions or for a comprehensive education plan.

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

Prior to the "First-come, First-served" counseling pilot, students with a scheduled appointment could wait anywhere from one day up to a week to see a counselor. The wait time for drop-in counseling prior to the start of classes could run up to 45 minutes and during the semester, the wait time is minimal. With "First-come, First-Served," students could see a counselor on the same day if willing to wait 15-45 minutes depending on traffic in the Counseling Center or if they want to see a particular counselor.

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.

An all-encompassing one stop approach is offered to incoming students whereby testing, orientation and counseling are all completed in one expedient session. During "ONE-STOP TOC" (Testing, Orientation, Counseling) students complete their assessment and afterwards, participate in new student orientation. Step-by-step instruction is provided for students via PowerPoint on how to fill out an abbreviated education plan and the counselor, with the assistance of a paraprofessional, counsels students by recommending the appropriate courses based upon a student's skill level, difficulty of course/major, and educational goal. The plan also highlights whether a course fulfills a general education requirement on the college's associate degree, CSU, UC, or independent college/university transfer plan, is a major preparation course, elective, or a career technical education course. For students who are eligible to complete an online new student orientation, counselors complete an electronic version of the abbreviated education plan when they meet with the students in their offices.

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

There are numerous opportunities for students to develop a comprehensive student education plan. Students enrolled in one of SCC's general-funded counseling courses, Counseling 101 (Educational, Personal, Cultural, and Career Exploration) or Counseling 116 (Career/Life Planning and Personal Exploration), will develop a comprehensive education plan as one part of the course. Through these classes, we can serve nearly 1,000 students annually. Students can also access development of a comprehensive education plan by requesting an individual counseling appointment or by coming into the office for "first-come, first-served" counseling. Counselors utilize an electronic fillable education plan in conjunction with Degree Audit in order to generate a detailed comprehensive plan. The education plan is then emailed to the student and is also imported into Laserfiche so that all student education plans are accessible for future appointments. For students who still need to complete a comprehensive education plan, emails are sent informing them of SSSP requirements and are urged to come in to see a counselor so their priority registration is not jeopardized. These emails are sent in a planned timely manner in order to accommodate the number of students coming in to see a counselor.

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.

During counseling sessions, counselors are utilizing Degree Audit to help map a student's academic progress toward degree or certificate completion. Degree Audit is used simultaneously with an electronic fillable student education plan, SCC created, in order to develop a Comprehensive Student Education Plan (CSEP). Counselors operate dual monitors affording students the opportunity to be fully engaged by viewing one of the monitors as the CSEP is being constructed which allows for student input. This ensures each semester is logical and conducive to success as students view all of the courses required in order to reach their educational goal. Once the plan is complete, the CSEP is sent electronically to students via email. The CSEP is then imported into Laserfiche, which stores all student records, and is also archived into a separate directory as a means of back up.

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)
11	Counselor	Provide academic, career, and personal counseling; develop education plans	SSSP Match (7 counselors) SSSP (3 counselors) OC-TPP Grant (1 counselor)
Hourly 5.5 FT Equivalent	Counselor	Provide academic, career, and personal counseling; develop education plans	Various funding sources: SSSP; EOPS/CARE/CalWORKs; VTEA/CTE
2	Counseling Assistant	Intake assessment of student counseling needs and schedule appointments in-person and by phone	SSSP
3 Part-time/Short-Term Hourly	Counseling Assistant	Intake assessment of student counseling needs and schedule appointments in-person and by phone	SSSP
1	Information Systems Specialist	Serve as SARS administrator and coordinate MIS data collection	General Fund
1 24/hr week short term @ 39 weeks	A & R Tech	Work on Degree Audit	SSSP
1	A & R Tech Specialist	Work on and provide leadership for Degree Audit and Electronic Student Education Plan	SSSP
1	Student Services Coordinator	Coordinate support services and completion of education plans for Veterans	SSSP 60%
1	Student Services Specialist (bilingual)	Assist counselors with education planning services, assists SSSP staff and faculty with program development and delivery	SSSP
1	Student Program Specialist (PROPOSED)	Provide paraprofessional advisement to students seeking counseling and advisement services and refer students to other college support services; assist with MIS data collection to track services; and, assist students in obtaining counseling and other campus services to support student success	SSSP
Part-time/Short-term Hourly (as needed)	Student Services Specialist	Present information to students, collect and maintain data, and assist counselors with advisement and SSSP services as assigned	SSSP
Part-time school session	Student Assistant	Assist in preparing information handouts, assist with scheduling counseling appointments, and answer phones	SSSP
1	Special Project Specialist (PROPOSED)	Assist SSSP Coordinator with counselor schedule development for core services and to assist with SSSP budget and SSSP staff and counselor payroll	SSSP

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
4610	Non-instructional office supplies for SSSP staff and counseling faculty	SSSP	\$9,000.00
4710	Food and Food Service Supplies (Food for staff and faculty SSSP training and retreat sessions and for specialized SSSP events such as Family Night for matriculating students)	SSSP	\$ 2,500.00
5210	Conferences and professional development	SSSP	\$10,000.00
5940	Reproduction/printing of Academic Success Guide, New Student Orientation folders, and other SSSP printed materials	SSSP	\$ 5,000.00
5950	Software License & Fees (College Source, Survey Monkey, SARS)	SSSP	\$18,000.00
6410	Equipment: LED HDTV SMART TTV to inform students about SSSP core services to facilitate success in college; computers for SSSP staff; and, MS Surface Pro 4 to provide on-campus counseling/advising services to students outside of the Counseling Center	SSSP	\$ 2,800.00

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?

For counselor-led, in-person academic and progress probation workshops, the PowerPoint presentation and materials were completely updated. In addition, the college's online academic/progress probation workshop is near completion and will be implemented in 2015-2016. For follow-up services for basic skills English N60 students, no adjustments were made. Adjustments were made in how we served students without an academic course of study. The Career Guidance Coordinator provided weekly career exploration workshops for undecided students. In addition, at each counseling session, counselors reviewed the student's academic goal and major. If the student's goal changed, a form was completed and the information was updated in Datatel.

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

Counselor-led, in-person workshops served 567 students on academic and/or progress probation. Follow-up services for basic skills English N60 students were provided to 199 students. Services to assist students with career search and selection of a course of study (major) were provided to 241 students.

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

Through in-person academic intervention workshops, we reached 44% of our target population. We achieved 100% follow-up for basic skills English N60 students. For students with an undeclared course of study (major), it is difficult to provide a percentage due to the fact that SCC's CCCApply now requires all students to select a

major. However, we know that students change their majors as they progress through their academic journey and we are pleased that 241 students sought assistance with researching majors and careers through Career Services.

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

A designated counselor works with instructional faculty to ensure that all basic skills English N60 students receive follow-up services. English N60 instructors are committed to this student success initiative and allow time for the counselor to present college success information during class time. Not all students on academic/progress probation are able to attend the in-person probation intervention workshop; therefore, we developed an online probation intervention workshop with Cynosure, Inc. to provide a more flexible opportunity to receive this intervention service online. The online workshop is being launched this academic year. Currently, only 59 students do not have a course of study and they will be informed about our career exploration workshops and career planning classes. In addition, students change their majors as they progress through their academic journey. As a result, at each counseling session, students have an opportunity to change their academic goal or major by completing a form authorizing staff to change it in Datatel.

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

At-risk students are provided Academic Probation Intervention Workshops, counselor-led basic skills English N60 classroom presentations and follow-up counseling, and career planning workshops and classes for undecided major students. Students demonstrating some type of academic difficulty during the semester receive notification from their instructor through the Early Alert system.

In addition to interventions and services provided to at-risk students, upon the recommendation of the Student Success & Equity Committee, "Milestone Letters of Achievement" were sent to a total of 138 students for their successful achievement in English 061 and American College English 116 to applaud their academic success.

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

We use multiple methods of notifying students of services. For example, a designated counselor works with English faculty to schedule class presentations so "we go to the student" to provide college success information. During the class presentation, the students are invited to see the counselor for a follow-up counseling session. Academic probation students are notified via email of their academic status at the college and are invited to attend an intervention workshop. Undecided major students receive an email inviting them to attend a career exploration workshop or to enroll in a career planning class to help them decide on a major and career pathway. In addition, announcements are on the Career Services website and posted on campus inviting students utilize career services.

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

Follow-up services for at-risk students are provided in groups (classroom presentations), one-to-one follow-up counseling, and in group workshops. Most presentations are augmented with projection of information on PowerPoint.

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

Instructors are involved in monitoring student progress through the college's Early Alert system. In 2014-2015, 1,657 students exhibiting some type of academic difficulty during the semester were notified by instructors through the Early Alert system.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3	Counselor	Conduct academic probation intervention workshops	SSSP Match
1	Counselor	Basic skills English follow-up (class visits and education planning)	SSSP Match
1	Career Guidance Coordinator	Provides career exploration workshops and assists students with career research	General Fund
1	Student Program Specialist (PROPOSED)	Assist counselors with follow-up services and workshops for at-risk probationary, basic skills students, and students without a course of study (college major); and, assist with data entry	SSSP

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
5100	Contract Services (For Cynosure, Inc. to update the online probation intervention workshop if needed)	SSSP	\$ 500.00
5950	Software License for Career Resources: EUREKA and Kuder	SSSP	\$2,383.00

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
2130	Research Analyst – SSSP research	SSSP	\$86,473

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
1210	A & R Assistant Dean – Supervises Admissions, Outreach, and Graduation Evaluation	General Fund	\$134,764.00
2110	A & R Project Manager – Datatel project manager, assists with MIS, Degree Audit, and electronic Student Education Plan	General Fund	\$189,156.00
2130	A & R Administrative Secretary	General Fund	\$ 90,054.00
2130	A & R Senior Specialist – Build equates for Degree Audit; evaluate transcripts for Degree Audit, use Degree Audit to evaluate grad petitions, Clearinghouse degree verifications	General Fund	\$ 99,543.00
2130	A & R Specialist I – Imaging of documents, process online applications, print and mail transcripts	General Fund	\$ 65,731.00
2310	A & R Specialist I (PT, ongoing) – Imaging of documents, process online applications, print and mail transcripts	General Fund	\$ 20,652.00
2130	A & R Specialist II (2 positions) – Evaluate incoming transcripts, AP, Language, and Military	General Fund	\$ 139,991.00
2130	A & R Specialist III – Instructor grade changes/incomplete grades; grade documentation; and work with Apprenticeship and Cosmetology programs	General Fund	\$ 88,935.00
2130	Graduation Specialist – Process petitions for degrees, certificates, and academic renewal; work with A & R Tech on Degree Audit and Ed Plans	General Fund	\$ 88,003.00
2180	Student Services Coordinator – Coordinates Transfer Success Center services	General Fund	\$ 94,921.00
2130	Transfer Center Specialist (2 positions) – Provide transfer advisement to students; help students research transfer information; conduct university field trips and transfer workshops	General Fund	\$130,089.00
2120	Career Guidance Coordinator – Assist students with selecting a major and researching careers	General Fund	\$102,303.00
2110	Director of Research – Conducts research projects for RSCCD	General Fund @ 95%	\$162,282.00

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.

New college applicants are referred to required core services: assessment, orientation, and advisement, and these services must be completed in order to access their assigned registration date and time. Students may request to be exempt from completing one or more core services by accessing the exemption request form on the Admissions & Records website. Exemption approval requires that the students provide sufficient justification for their request. Upon initial application to SCC, apprenticeship and cosmetology students are exempt from the core services provided at the college because they follow unique and separate procedures required for participation in these CTE programs. If they decide to pursue an associate degree, they will be referred to core services at that time.

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

Approximately 3% of the student population is exempt from assessment, orientation, and counseling. Most of the exemptions are for students already enrolled at another college or university and taking only one course over the summer session. Other exempt students are typically enrolling in an art, fitness, or choir class.

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.

Student Right to Appeal

Students have the right to appeal an exception to a current Santiago Canyon College academic policy, including academic probation and progress probation, to be made on their behalf. Students must complete and submit a petition. Petitions are obtained and submitted to the Admissions Office. Students must provide valid justification and documentation to support their request. The Exceptions to Academic Regulations Committee will review and make decisions on all requests. Students will be informed of the outcome in a timely manner.

Appeal of Loss of Enrollment Priority

Students who have SCC as their home campus can submit a petition for appeal to the Admissions Office at SCC. Students who are not in good academic standing can appeal for one of the following reasons: 1) there were extenuating circumstances (verified cases of accident, illness) and the student can provide documentation; 2) the student can demonstrate SIGNIFICANT academic improvement in a subsequent term. Students who have earned 100 or more degree applicable units can appeal if they have declared a high unit major and are currently working toward a degree. Forms for these appeals can be obtained in Admissions and Records or downloaded from the college website.

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.

AR 4260 Course Prerequisites, Corequisites, and Advisories

References: Title 5 Sections 55000 et seq.

The Rancho Santiago Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if these prerequisites corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are needed. For these reasons, the board has sought to establish a policy that fosters the appropriate balance between two concerns.

I. COLLEGE POLICIES AND PROCEDURES

A. Information in the Catalog and Schedule of Classes

The following explanations will appear both in the college catalog and in the schedule of classes:

1. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.
2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student may make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines and the various types of challenge that are established in law.
3. Define advisories on recommended preparation and the right of a student to choose to take a course without meeting the advisory.

B. Challenge Process

Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

1. The student can obtain Prerequisite/Corequisite Challenge Form from a division office. The student completes the form, providing a reason and evidence for the challenge, and submits it to the appropriate Division Dean.
2. The challenge will be reviewed by a committee consisting of the Division Dean, or designee, department chair, or designee, and one department or division representative or designee.
3. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the district shall reserve a seat for the student and resolve the challenge in a timely manner. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.
4. Grounds for challenge shall include the following: a. Those grounds for challenge specified in Section 55201(e) of Title 5. b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more to the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan. c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

C. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) upon the recommendation of the Curriculum and Instruction Council. Certain limitations on enrollment must be established in the same manner. See II.C. below.

2. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a. The faculty in the discipline or, if there is no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course, and,
 - (2) As a separate action, approve any prerequisites, or corequisites, only if:
 - (a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program; and as demonstrated by a content review including, at a minimum, all of the following:
 - i. involvement of faculty with appropriate expertise;
 - ii. consideration of course objectives set by relevant departments(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
 - iii. be based on a detailed course syllabus and outline of record, tests, related instruction materials, course format, type and number of examinations, and grading criteria.
 - iv. specification of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment.
 - v. identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under iv.
 - vi. Matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under v.); and
 - vii. maintain documentation that the above steps were taken.
 - (b) The prerequisite or corequisite meets the scrutiny specified in one of the following: II.A.1.a. through II.A.1.g. and specify which.
 - (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
 - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
 - (a) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the Curriculum and Instruction Council.
 - (b) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics respectively.
 - (c) A course which should have a prerequisite or corequisite as proved in (a) or (b) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
 - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit or community service; (Section 55002) or
 - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.
 - b. The Curriculum and Instruction Council also reviews the course and prerequisite in a manner that meet each of the requirements

specified in Title 5, Section 55002(a)(1).

D. Program Review

As a regular part of the curriculum review process or at least every six years, the faculty shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum and Instruction Council and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2), or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

E. Implementing Prerequisites, Corequisites, and Limitations on Enrollment

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

F. Instructor's Formal Agreement to Teach the Course as Described

By accepting employment with the district, faculty agree to teach in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the established of the prerequisite or corequisite.

II. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but rather, an advisory on recommended reparation and must be identified as such in the class schedule and catalog. Establishing advisories does not require all the following steps. (See II.B. below)

A. Prerequisites and Corequisites

1. Levels of Scrutiny

Prerequisites and corequisites must meet the requirements of at least one of the following subsections:

a. The Standard Prerequisites or Corequisites

The College may establish satisfactory completion of a course as prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the faculty in the discipline or department and the Curriculum and Instruction Council as provided above, the College specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflects in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

b. Sequential Courses Within and Across Disciplines

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

c. Courses in Communication or Computation Skills

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done.

(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of

record; and

(2) Research is conducted as provided in II.A.1.g.

(3) The prerequisite or corequisite may be established for a period of not more than one year while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in I.C.2.a. and by the Curriculum and Instruction Council as provided in I.C.2.b. and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

d. Cut Scores and Prerequisites

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and class schedules or reinforced in subsequent semesters until the problems are resolved, and subsequent data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g. of this policy in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.

e. Programs

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

f. Health and Safety

A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum and Instruction Council as provided above:

(1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and

(2) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

g. Recency and Other Measures of Readiness

Recency and other measures of readiness may be established as a prerequisite or corequisite only if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done:

(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.

(2) Data are gathered according to sound research practices in at least one of the following areas:

(a) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or corequisite is necessary.

(b) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the College determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.

(c) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.

(d) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described in II.A.1.d.

(3) The standard or any comparison done pursuant to II.A.1.g. shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational

definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty and representatives of the Academic Senate. If the evidence fails to meet the standard established, the College may establish the proposed prerequisite or corequisite as a recommended preparation and may seek to establish it as a prerequisite or corequisite only by the following the process described in this policy and any applicable college policies.

(4) If the Curriculum and Instruction Council has determined that a new course needs to have a prerequisite or corequisite, then the prerequisite or corequisite may be established for a single period of not more than one year while research is being conducted and a determination is being made, provided that

(a) All other requirements for establishing the prerequisite or corequisite have already been met; and

(b) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any one course.

(c) Prerequisites and corequisites which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed. (See I.D. above)

2. Additional Rules

Title 5, Section 55202 specified additional rules which are to be considered part of this document as though reproduced here.

B. Advisories on Recommended Preparation

The College may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided in I.C. above. Such recommended standards of readiness are called advisory prerequisites.

C. Limitations on Enrollment

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the Curriculum and Instruction Council specified above including the requirement to review them again at least every six years. The following requirements must also be met in order to establish these particular limitations on enrollment.

1. Performance Courses

The College may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as, but not limited to, band orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and

b. The College includes in the course outline or record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

c. Limitations on enrollment established as provided for performance courses shall be reviewed at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically underrepresented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect. (See also Sections 55502(e) and 55512)

2. Honors Courses

A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above there is another section

or another course or courses at the College which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the College must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

3. Blocks of Courses or Sections

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of student. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the course, then the College must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Responsible Manager: Vice Presidents of Academic Affairs

Revised: August 10, 2015 (Previously AR 6132 and 6133)

SECTION IV. PROFESSIONAL DEVELOPMENT

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

The successful implementation of the Student Success and Support Program is supported by college-wide awareness and participation which is why professional development for faculty and staff is essential. Funding is available for faculty to attend the Academic Senate of California Community Colleges Plenary Sessions and Institutes. The Summer 2015 Faculty Leadership Institute provided a session on the Student Success and Support Program/Student Equity Plans. The upcoming Fall 2015 Plenary will cover SSSP-related topics such as Common Assessment Initiative and Multiple Measures Project and Student Placement and Educational Planning Initiative—Portal, Early Alert, and Education Planning Tools.

During the college's Professional Development Week for Fall 2015, the college offered training for faculty, staff, and administrators. Workshop topics included: Crisis Intervention; Follow-up discussion to share student-centered learning strategies learned at the April 2015 On Course Convention; How to use clickers and scratchers as effective way to promote student involvement and assessment; Effective practices in online teaching; and, Follow-up planning session for coordinated studies and learning communities. A special day-long institute "Building an Equity Core at SCC" presented by Dr. Veronica Neal, De Anza College's Director of the Office of Equity, Social Justice & Multicultural Education, was offered and yielded excellent attendance.

The Vice-President of Student Services holds two Student Services Program Leaders Retreats annually. The summer 2015 retreat focused on student equity awareness and the January 2016 retreat will focus on disaggregation of student data and understanding disproportionate impact. The Dean of Counseling and Student Support Services who is also the SSSP Coordinator attends SSSP training provided by the California Community College Chancellor's Office. In addition, the dean ensures that time is made available for all full-time and part-time counselors to receive training on the newly launched Degree Audit, fillable education plans, and recording of services for MIS data collection purposes. In addition, the dean will be holding a retreat for SSSP counseling faculty and staff to review progress and further develop SSSP initiatives.

Funding is also available for staff, faculty, and administrators to attend various conferences or activities such as: The Minority Male Community College Consortium Work Group; UC and CSU Counselor Conferences; the IEPI Workshops – Student Support (Re)defined in Action; the Foster Youth Student Initiative Convening; the Veterans

Summit; and, the Online Conference/Virtual Symposium: Fulfilling Our Promises to Students: Fostering and Demonstrating Student Success sponsored by the American College Personnel Association (ACPA).

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: Leonor Aguilera Title: Associate Professor of Counseling

Stakeholder Group: Counselor/Articulation Officer; Academic Senate; Curriculum and Instruction Council

Name: Ruth Babeshoff Title: Dean, CMSL & Stu. Sup. Svcs./SSSP Coordinator

Stakeholder Group: Administrator

Name: Dr. Nena Baldizon-Rios Title: Professor of Counseling

Stakeholder Group: Counselor/Program Facilitator (EOPS/CARE/CalWORKs)

Name: Rudy Carrion Title: Associate Professor of Counseling

Stakeholder Group: Counseling Faculty

Name: Frank Rivera Title: High School & Community Outreach Specialist

Stakeholder Group: Classified Staff

Name: Dr. Jennifer Coto Title: Professor of Counseling

Stakeholder Group: Co-Department Chair of Counseling; STEM Coordinator

Name: Jane Francis Title: Professor of Mathematics

Stakeholder Group: Instructional Faculty

Name: Karina Leal Title: Student Assistant (Counseling)

Stakeholder Group: Student

Name: Tuyen Nguyen Title: Assistant Dean, Admissions & Records

Stakeholder Group: Administrator

Name: Maureen Roe Title: Professor of English

Stakeholder Group: Instructional Faculty; BSI Coordinator

Name: Dr. Joyce Wagner Title: Professor of Mathematics

Stakeholder Group: Instructional Faculty; Curriculum & Instruction Council; Academic Senate

Attachment B
Organizational Charts (attached)

The Student Success and Support Program Coordinator's position and positions that work directly in the program providing SSSP services (both SSSP funded and Match) are highlighted in yellow. Short-term hourly positions are not reflected on the college's organizational charts.

Attachment C
SSSP Advisory Committee (attached)