Credit

Student Success and Support Program Plan

2015-16

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

Report Due by

Friday, October 30, 2015

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

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

INTRODUCTION

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

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

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

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

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

[2] A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

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

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

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

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

RESOURCES

- Seymour-Campbell Student Success Act of 2012
- California Code of Regulations
- Chancellor's Office Student Equity web page
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills website

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Cuyamaca College

District Name: Grossmont-Cuyamaca 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: Nicole Jones Date: 11/10/2015

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

Name: Dr. Scott Thayer Date: 11/10/2015

Signature of the Chief Instructional Officer: _____

Name: Dr. Wei Zhou Date: 11/10/2015

Signature of College Academic Senate President: _____

Name: Alicia Munoz Date: 11/10/2015

Signature of College President: _____

Name: Dr. Julie Barnes Date: 11/10/2015

Contact information for person preparing the plan:

Name: Nicole Jones Title: Acting Dean, Counseling Services

Email: Nicole.jones@gcccd.edu Phone: (619) 660-4427

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.
    a. An outcomes based review of prior piloted activities was conducted via the membership of the Student Success and Support Committee, the Dean of Counseling, Counseling and Assessment Supervisor, Counseling Faculty, Students services staff. Broad based discussion and updates occurred in several shared governance bodies including Student Services Council and Student Services Program Review and Planning Committee.
    b. What factors were considered in making adjustments and/or changes for 2015-16?
        i. Consideration was given to staffing levels for activities, the need to provide clear and consistent messages to students, numbers of students served, capacity to reach students, technology limitations and needs.
    c. In multi-college districts, describe how services are coordinated among the colleges.
        i. Services are coordinated via district committees such as:
            1. GCCCD Student Success Committee (Co-Chairs: VPSS Cuyamaca and VPSS Grossmont College)
            2. GCCCD Student Success Technology Task Force
            3. GCCCD Student Success Business Process Analysis (BPA)
            4. GCCCD District Educational Coordinating Council (DCEC)

    Additionally, leadership from the Academic Senate at both colleges are involved in the conversation about SSSP services.

    d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

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

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

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

   Cuyamaca College has an unduplicated headcount of approximately 8,920 (duplicated is 12,676) students and 5, 038 FTES. Approximately 53% of its students are female and the largest number of it students (58%) are age 24 and younger. 47% percent of the students are white, 32% are Hispanic/Latino, 6% are African American/Black, and 7% are Asian and 7% report their identity as "other."

   Cuyamaca College (CC) serves an average of 2,650 new students each year. Of these, 1,000 are first-time to college students, while the other 1,650 transfer-in from other institutions. 84% of our student population are returning students. 65% of the student's educational goal is to transfer.

   - TARGET AUDIENCE:

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

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

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

   The Grossmont-Cuyamaca Community College District (GCCCD) recently collaborated with the Grossmont Union High School District (GUHSD) to establish the East County Education Alliance, a cooperative effort between the two organizations to work on:

   Articulation and alignment of high school and college coursework; Student engagement and college readiness; and Parent, community, and workforce engagement.

B. Orientation

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

   a. Working with Cynosure (vendor) to revise the college's online orientation storyboards to provide a more focused understanding that keeps students actively engaged and move through the matriculation process more effectively.

   b. Cuyamaca is looking to strengthen our ESL orientations by consistently scheduling face-to-face orientations every Thursday. Students need the extra support when doing the online orientation. We found the ESL Orientations were successful but need to supplement the online orientation and offer post-orientation workshops so students can obtain their student education plans, answer follow up questions, request campus tours, and obtain information about undeclared major workshops (if needed).

   c. Cuyamaca recently integrated two different technology products to help reach our students in a more proactive approach. These technologies include:

      GradGuru – a mobile app that provides students with important college deadlines and helpful tips; and

      Intelliresponse – integrated website technology to assist our students in finding the information that they really need.

   d. There will be targeted in-person group orientations for special populations including: ESL students in Arabic and Spanish, CalWORKs and EOPS/CARE program participants, former foster youth, and athletes facilitated by their prospective program counselor. Cuyamaca College has a large Arabic/Chaldean student population, as well as designation as a Hispanic Serving Institution (HSI), in which the availability of ESL orientations is critical. Students receiving services through DSPS will be provided with one-on-one orientations appointments with a DSPS counselor or specialist, as they include a review of the students' accommodations. It is important to note that DSPS student comprehension is varied due to multiple disability types and a group orientation session would not be the best modality to use.

2. a. How many students were provided orientation services in 2014-15?
   For the 2014-2015 year 3,512 students were provided initial orientation.

   b. What percentage of the target population does this represent?
   This represents 40% of our student population

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

   1. Although the college has a practice in place to try and capture most of our students and encourage them to participate in orientation prior to enrollment, the college has created an incentive of priority registration. In 2012 the Grossmont-Cuyamaca implemented a district policy to allow new students who had completed the full matriculation process to receive a "Group 3" priority registration date. Besides priority registration there have been conversations about creating an incentive to encourage a larger percentage of students to participate in an orientation that goes beyond the minimum requirements.

   2. The college is also looking to implement a Summer Bridge program in the summer of 2016. High school students wanting to make a smooth transition into college would apply to the Coyote Summer Bridge Program. During the summer prior to their first freshman semester, the expectation is that students will be oriented to college life through workshops, lectures, group work, and team building exercises. By completing the program students will become official Coyote members but in turn make connections with other students before fall classes begin.

   3. In the 2015-2016 year Cuyamaca is looking to open a Student Success Center on campus. Students will be able to receive multiple services at this center, including, educational planning, orientation, assessment services, and elements of career and transfer support to determine goals for educational planning. The center will be used to assist students to complete core services online.

   4. The College will be offering on-line and group orientation at our local services area high schools for seniors who are planning to attend Cuyamaca College. The Grossmont Union High School District (GUHSD) is the primary high school district for incoming Cuyamaca College Students. The GUHSD consists of the following high schools: Chaparral, El Capitan, El Cajon Valley, Granite Hills, Grossmont, Helix, Monte Vista, Mount Miguel, Santana, Steele Canyon, Valhalla, and West Hills. The new student orientations at the high schools will be facilitiated through the Cuyamaca College Student Ambassadors, in cooperation with the SSSP counselor the Student Success Outreach Coordinator.

3. a. Are orientation services offered online?
   Yes. Students who are new to Cuyamaca participate in an on-line orientation after submitting a college application through "CCCApply". After the application has been

accepted, the student receives a "Welcome to Cuyamaca" email outlining the steps the students need to do from how to access Webadvisor to obtaining their student identification number. Once the student has done that then they directed to do the online orientation. The directions are clear for the students to follow. Within the email students are able to access the on-line orientation at any point during the matriculation process; it is one of the components required in order to earn priority registration. Orientation may be done before or after completing the English and/or math assessment, but must be completed prior to participating in advising.

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.

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

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

Supplemental Program Orientations

The Financial Aid Program offers online information and videos for new students about all aspects of Financial Aid from eligibility through scholarships.

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

   The online Cynosure orientation features videos from actual students and staff as well as modules, and quizzes for each part to check for understanding. It is organized around six segments:
   1. First Steps: Overview of the matriculation process
   2. Academic Goals: Identifying a goal and beginning an education plan
   3. Student Services
   4. College Success
   5. Campus Life
   6. Student Conduct and Safety

Cynosure addresses each of the eight required policies and procedures.

1.) Academic expectations and progress and probation standards pursuant to selection 55031:

Students are introduced to the college's academic expectations for satisfactory academic standing. Examples are used to clearly illustrate academic and progress probation and academic and progress dismissal.

2.) Maintaining registration priority pursuant to section 58108:

Information on maintaining registration priority is located on the admissions and records website and included in the welcome letter that student's receive after they apply to the college. In face-to-face orientations, this information is included in the presentation as well.

3.) Prerequisite or co-requisite challenge process pursuant to section 55003:

The orientation clearly defines the process for a prerequisite/co-requisite challenge, and provides students with the criteria on which a challenge is based. It also provides students information regarding the actual process associated with a prerequisite/co-requisite challenge and emphasizes the importance of both instructional department and division approval.

4.) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612co-requisite:

The Financial Aid section informs students that they must meet Satisfactory Academic Progress (SAP) to continue receiving Board of Governor's Fee Waiver (BOGW). Within the orientation there are ways to help students continue to meet the SAP standards such as declaring a major, submitting official transcripts from previous colleges and seeing a counselor and following an approved student education plan. A link is also provided within the orientation for students to access a list of Financial Aid Programs.

5.) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed co-requisite:

The orientation covers all the available options for a student in obtaining their academic goal and the various programs that Cuyamaca offers with the ability to click on each program with a quick synopsis. The segment on Student Services provides the student with all the available services and resources available to students on campus. The college has identified programs and support services that are critical in order for a student to be successful and have made sure that new students are exposed early to the variety of programs and services offered. Further, within the beginning segments of the orientation, assessment and financial aid are explained in depth. A hyperlink within the online orientation links students to all available support programs on campus.

6.) Academic Calendar and important timelines:

Although the academic calendar is not presented in the online orientation there is a segment that gives a definition of the terms the college uses in regards to important dates throughout the semester and what the student should be aware of such as the add deadline, drop deadline, withdrawal deadline, pass/no pass petition deadline and the deadline to drop and be Eligible for Refund of Enrollment Fees. Within the orientation there is a link that takes the student to the college website where it is published but also the academic calendar can be found in the class schedule, on WebAdvisor (student portal) and in the college catalog.

7.) Registration and college fees:
The orientation explains the registration process and introduces web advisor. The orientation additionally reminds students that they must pay for their classes by the deadline date in an effort to maintain a seat in the class. There is a link for students to click that will direct them to the Admissions and Records webpage.

8.) Available educational planning services:
The counseling and advisement sections in the orientation describe what a student educational plan is and the importance in having one in regards to the students' academic goals. Later in the orientation, the counseling segments outline all the different options a student potentially has when achieving their academic goal.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.50	Admissions and Records Assistant	Transcript Process/Evaluation	SSSP
.25	SSSP Faculty Coordinator	Coordination of SSSP/Counseling	SSSP
.125	TBD-Associate Dean, Student Success and Equity	Administer Student Success Programs	SSSP
.25	SSSP Technology Coordinator	Technology for SSSP	SSSP
.25	Student Success Coordinator	SSSP Outreach Coordinator	SSSP
.50	Counseling/Assessment Supvr.	Classified Supervisor	Match

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

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

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?

   The following key adjustments are being planned for our 2015-16 assessment and placement processes based on outcomes and activities from 2014-15:

   a. more effective scheduling, and implementation of, additional assessment sessions in order to serve more students;

   b. review of the district re-take policy in light of students not understanding what the assessment test really means and the possible implementation of pre- and post-test interventions;

   c. Continuing to increase ESL assessments as there is a high demand at Cuyamaca.

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

   All non-exempt students that did not complete an assessment and/or college courses for English and/or math are required to participate in assessment and placement. Cuyamaca College provided assessments to 2,954 students into mathematics, English and English as a Second Language courses; the target audience for the assessment process are the district's feeder high school students. Secondary groups of students include transfer students, returning students, adult students, veterans, and English as a Second Language students.

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

   Fall 2014:
   843 New high school grads
   919 New GCCCD Students

   Spring 2015:
   885 New GCCCD Students
   Total new students to Cuyamaca: 2647

   The target population this represents is 90% of the new students to Cuyamaca. In regards to Cuyamaca and the whole population it is 30%

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

   On the assessment website, there are now videos in English, Arabic and Spanish that explain the importance of the assessment and why students need to review before

taking the assessment. Also the videos provide information on how to access Longsdale Publishing in case students are needing help when they cannot contact staff due to being after hours.

On the assessment website, there is Cuyamaca College Exemption Guide that explains in detail how students can be exempt from taking the assessment test.

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

   Testing is offered at our local feeder high schools and in the college Assessment office, with the goal of having students completing the matriculation process in order to receive priority registration. The graduating high school students will have the option to participate in a program called Coyote Connection. The Coyote Connection program at Cuyamaca College is designed to increase student access and foster students' transition and success from high school to community college. The college's Outreach department collaborates with the Counseling department to offer seniors a series of four "connections" or workshops in the comfort of their high school to help guide the students through the matriculation process. The connections included an application workshop, an online orientation (with access to assessment study material), English and math assessment testing (while checking for student exemption eligibility based on EAP, AP scores and high school transcripts) and online advising. During the advising session, students are provided with a one semester education plan based on their assessment results, selected major and academic goal to help guide them during registration. As an incentive, students who completed all steps received priority registration for the fall 2015 semester.

   Assessment is available by appointment on campus Monday through Friday. We have a dedicated assessment lab space for students.

Number of students who completed Coyote Connection in regards to assessment:

636 completed the application
383 completed online orientation
421 assessed
70 exempt from Math assessment
31 exempt from English assessment
285 completed online advising session

Currently, the following resources are available to students in order to assist in preparation for the assessment tests:

Longsdale Publishing have unlimited access to 20 practice tests for Reading, Sentence Skills, and Mathematics all modeled on the test objectives and study guides presented on the official ACCUPLACER website. Students receive a results page for each practice test which shows scores, items missed, and offers an opportunity to revisit any item to see how it can be correctly completed. By using this program students are continuously informed of weaknesses/strengths. Areas of weakness are accompanied by specific comments and suggestions for improvement. The online course is the most complete system for addressing the specific needs and demands of ACCUPLACER. It covers: Sentence Skills, Reading Comprehension, Arithmetic, Elementary Algebra, and College Math.

The Assessment Center has put together a list of resources to prepare students for the ACCUPLACER placement test. The sample material and tutorial links are meant to help students review the concepts they have already previously learned. Students can find all the information on the Assessment Center website as well as coming into the office. **http://www.cuyamaca.edu/services/assessment/preparation.aspx**

For ESL students there are packets that are made up that help them prepare for the CELSA so they will understand the format as well as what type of content to expect. Also included in the packets are essay writing prompts for them to practice their writing skills. In regards to the math, all ESL students are use ACCUPLACER to determine their placement.

Students are informed about these resources via the assessment webpage and a confirmation email from the assessment department after they have scheduled an assessment.

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.
   b. When were tests approved by the CCCCO and what type of approval was granted?
   c. When were disproportionate impact and consequential validity studies last completed?

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

      Most students who need assessment need the General Assessment Test. Cuyamaca College uses an assessment test called ACCUPLACER. This test is not timed, is delivered via computer, and must be taken in the Assessment Center (unless being administered locally at feeder high schools via Coyote Connection). Though the test is not timed, most test sessions do have a limit - usually no more than 3 hours. Students who are not finished with the test at the end of the test session are given a pass to return another date and time. Upon return, the student resumes the test where it was left off. The

online assessment is administered in a group setting. If a student cannot attend or may need special accommodations, testing can be done individually.

ACCUPLACER uses adaptive testing where the sequence of test questions presented to each student and the questions themselves will vary because they are based on responses to prior test questions. Students receive scores and placement recommendations immediately

CELSA Placement Testing is available for students for which English is their second language. It assists us in determining the appropriate English as a Second Language (ESL) course a student may need.

CELSA consists of two different forms with passages from beginning, intermediate and advanced levels. The forms are equivalent and designed to measure understanding of meaning in a context, as well as grammatical ability. CELSA was developed for the purpose of placing adult students of English as a Second Language (ESL) into different language ability levels in ESL courses.

Other:
Completed English and/or Mathematics courses at an accredited college or university. Must provide unofficial transcript.

Completed Advance Placement (AP) in English and/or Mathematics. Must provide a copy of the AP Examination results with scores of 3, 4 or 5.

Students that have graduated from a high school in the Grossmont Union High School District (GUHSD) should be given the Math Articulated Credit Form to have signed by their high school counselor if they wish to be exempt from the Mathematics assessment and receive credit for Math 110. Students must provide proof of having completed Algebra 1 and Geometry with a grade of "C" or better, and a grade of "B" or better in Algebra II in the last two years. They can be cleared to take a Mathematics course at the level of 120-178. Enrollment in higher level courses requires going through the Math assessment process. Students from the GUHSD that received a "C" in Algebra II may be exempt from the assessment process by bringing an unofficial transcript. They can be placed in Math 110 while still in high school.

Any student wishing to challenge a placement based on the assessment test can follow the prerequisite challenge process through each department. Counselors have discretion to clear students for a higher level if a student's raw test score is close to the cut-off.

B. The Accuplacer assessment instrument has CCCCO probationary approval through March 2016 and the ESL writing test has full approval through July of 2019.

C. The most recent disproportionate impact and consequential validity study of the Accuplacer assessment for English and math was completed in spring 2015. Both the English and Math Validities reports are attached.

5. a. What multiple measures are used?

Per Title 5, sections 55502 and 55522, standards, Cuyamaca College uses test scores and other multiple measures to determine course placement. CC faculty, student services staff, and in some cases, local high school staff have participated in committees to look at several alternative methods students may use to meet the assessment requirement. Cuyamaca College has a math articulation agreement with local high schools from the Grossmont Unified School District. Additionally, AP/IB and EAP scores are instruments used for placement of students.

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

Cuyamaca College uses multiple measures, along with test scores, to generate course placements. Multiple measures are also used in-test to guide the branching profiles for English and math. Multiple measures are applied programmatically during the testing process. As such, students know their course placements upon completion of the test. The measures are the self-reported answers to the following questions with weighted values.

(Math) What is the highest level high school math class you have completed?

(Math) How long ago did you complete your most recent high school math class?

(Math) What grade did you earn in your most recent high school math class?
(Math) Which if the following is the closest approximation of your overall grade point average (GPA) in high school?

(English) Is English the first language you learned to speak? (NOTE: This does not affect placement as it is not weighted. If the student places into Cuyamaca lowest English class and self- reports that they learned another language prior to learning English, the test print– out includes a recommendation to speak with a counselor about possible ESL testing English options.)

(English) What grade did you earn in your most recent high school English class?

(ESL) Have you ever studied English in school?

Per college and test publisher policy, all testing is done in-person only. Testing takes place in groups from 15-30. In addition, Cuyamaca accepts other, non-assessment tests

as alternative ways to meet the assessment requirements and establish course placements.

Students can challenge course prerequisites in order to enroll in English, ESL, Math, and Reading classes. Disciplines have established course challenges for English, ESL, and Reading.

These measures meet the requirements per title 5, sections 55502 and 55522.

The multiple measures branching and placement schemes are included as Attachment.

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.

    a. Both colleges within the district use ACCUPLACER for math and English assessment testing and there is a joint agreement on cut scores between departments at both colleges. Grossmont College accepts scores from other community colleges in Region X only.

    b. The Early Assessment Program (EAP) provides students with an early indication of whether or not they are ready for college English or math. The EAP measures student English and math skills at the end of the junior year to let students know in advance if they are ready for college level work. High school students that took the EAP in their junior year and received a result of "Conditional" are able to take a CSU/UC approved course at their high school in their senior year called the Expository Reading and Writing Course (ERWC), and if they received a "C" or better, are deemed ready for CSU or participating CCC college-level English courses. These students do not need to take the English assessment and may be cleared to take ENGL 120.

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

    Re-takes: Students can request to re-take the placement tests if it has been one year or more since the last assessment test was completed, and if the student has not attempted coursework within the subject in which they request to retest. Students that have taken the placement test and have extenuating circumstances are recommended to consult a counselor prior to requesting a retest. If approved, documentation will be needed that shows approval from the chair of the department. Math and/or English department chairs must approve retakes. Students who have received college credit for math, English or ESL classes will not be permitted to re-test.

Recency: Students are encouraged to reassess if three years have lapsed and course work was not attempted or completed. Assessment scores are considered valid for three years.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.25	SSSP Faculty Coordinator	Coordination of SSSP/Counseling	SSSP
.50	TBD- FT Counselor	Assessment/Retention/Follow-up Counselor	SSSP
1.0	Student Services Specialist-Assessment	Assessment	SSSP
1.0	TBD-Student Services Specialist-Assessment	Assessment	SSSP
.25	SSSP Technology Coordinator	Technology for SSSP	SSSP
.25	Student Success Coordinator	SSSP Outreach Coordinator	SSSP
.50	Counseling/Assessment Supvr.	Classified Supervisor	Match

8. 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
4000	Accuplacer Units	SSSP	$14,686
6000	Computers/Monitors/Assessment Lab	SSSP	$31,000

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?
    a. Based on the 2014-15 SSSP Plan, we have put measures in place to scale up our SSSP activities at the local high schools. We plan to provide Outreach, Assessment and Advising sessions at 5 or 6 local high schools and each step will have counselors present to work with students. Based on feedback from last year's pilot, we have added a counseling position for student contact at the Assessment sessions.

Previously, we had only included counselors at the Orientation and Advising sessions.

b. We have received feedback from students that our online computer based advising sessions are confusing and too lengthy. We have plans in place to modify and update this module. Additionally, the counseling faculty will provide an option for follow-up advising workshops which are face-to-face.

c. Our Comprehensive Education Plans (CEP) form was updated to include more detail and clarification for student and counselor use.

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

Fall 14	**Students Served**	**Percent of Target Population**
Counseling/Advising	4053	46%
AEP	1615	18%
CEP	832	10%
Grand Total	**10935**	
Spring 15	**Students Served**	**Percent of Target Population**
Counseling/Advising	4301	47%
AEP	540	6%
CEP	708	8%
Both AEP and CEP	213	1.9%
Grand Total	**11186**	

a. What percentage of the target population does this represent?
See chart above

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

- Implementation of technology, outreach/in reach efforts are underway to address the unmet needs of students who have not participated in counseling, advising or other education planning services.
- "What's your plan?" is a campaign utilizing student ambassadors who make classroom presentations to students on the benefits and importance of completing a Comprehensive Education Plan (CEP). We piloted this program in spring 2015 and reached 125 students. This is an activity we have planned for fall and spring of the 15-16 academic year with the intention to scale the contacts up by 50%.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).
    - We deliver services via in person counseling, workshops, at local high schools and in FTES generating courses.

    b. Is drop-in counseling available or are appointments required?
    - Both drop-in and counseling appointments are available to students. Appointments are required in most cases for a Comprehensive Education Plan. All other services are provided via drop-in counseling.

    c. What is the average wait time for an appointment and drop-in counseling?
    - Average wait time for drop in counseling in fall 2014 was 24 minutes.
    - Average wait time for drop in counseling in spring 2015 was 34 minutes.
    - Average wait time for an appointment was less than 2 weeks, unless the appointment was for a financial aid petition which also requires a CEP.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.
    - Students are able to complete an abbreviated student education plan online or in person with a counselor. The AEP is one semester in length and takes into consideration courses required for the student's educational goal and major.

    b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.
    - Students are able to develop a CEP by appointment with a counselor. The plan is comprehensive and includes all courses required for the student to complete their educational objective. This includes general education courses, major courses, major preparation courses, transfer requirements if applicable, catalog year, prerequisite courses, electives, non-transferrable and/or basic skills courses, units completed/required, anticipated date of completion and/or transfer, placement results, math, English, ESL sequences where applicable and any additional comments, dates or deadlines that will be helpful to the student in reaching his or her goal.

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.
    - CEP in pdf format
    - GRadGuru
    - Intelliresponse
    - Image Now
    - DARS
    - Colleague
    - Cynosure Online Advising (one semester plan)

- SARS – SARSTRAK?

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)
.75	FT Counselor	Counseling/Advising/Other ED Planning	SSSP
.40	FT Counselor	Counseling/Advising/Other ED Planning	SSSP
.40	FT Counselor	Counseling/Advising/Other ED Planning	SSSP
.15	FT Counselor	Counseling/Advising/Other ED Planning	SSSP
.25	SSSP Faculty Coordinator	Coordination of SSSP/Counseling	SSSP
.125	TBD- Associate Dean, Student Success and Equity	Administer Student Success Programs	SSSP
------	Hourly Counseling	Counseling/Advising/Other ED Planning	SSSP
2.95	Counselors	Counseling/Advising/Other ED Planning	Match
.50	Admissions and Records Assistant	Processes incoming transcripts	SSSP
1.0	TBD-Student Services Specialist	Admin Support SSSP	SSSP
.25	SSSP Technology Coordinator	Technology for SSSP	SSSP
.125	TBD-Student Services Assistant	Admin Support SSSP	SSSP
------	Hrly Non-Instr Student	Hourly Support SSSP	SSSP
.25	Student Success Coordinator	Coordinates SSSP Outreach	SSSP
------	PT Counselors	Counseling/Advising/Other ED Planning	Match
------	PT Counselors- FYE	Counseling/Advising/Other ED Planning	Match
2.35	Counseling Staff	Counseling Department Support	Match
------	Hourly Non-Instr. Student-Counseling	Counseling Department Support	Match

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
4000	SSSP Supplies	SSSP	$10,000
5000	Software License: GradGuru/Intelliresponse/Longsdale Publishing/CELSA	SSSP	$35,000

5000	Travel and Conferences	SSSP	$15,000
5000	Education Planning Tool	SSSP	$77,613
6000	Tablets	SSSP	$10,000
4000	Counseling Supplies	Match	$3,000
5000	Counseling	Match	$3,000

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?

2. a. How many students were provided follow-up services in 2014-15?
   b. What percentage of the target population does this represent?

STUDENT-SUCCESS-OTHER-SERVICES-SS11	**Cuyamaca**	**Percentage of Population**
0-No Service Provided	8374	76.5
0001-Student received other academic progress services	556	5.1
0010-Student received other follow-up educational planning	671	6.1
0011-Student received Ed Plan Follow Up/Other Academic Progress	148	1.3
0100-Student received career, interest or placement assessments	153	1.4
0101-Career and other academic progress	14	.12
0110-Career and Follow-Up Ed Planning	57	.52
0111-Career/Ed Plan Follow Up/Academic Progress	5	.04
1000-Other Orientation Services	435	3.9
1001-Other Orientation Service and Academic Progress	44	.40
1010-Other Orientation Services/Follow-Up Ed Planning	122	1.1
1011-Other Orientation/Follow Up Ed Plan/Academic Progress	17	.15
1100-Other Orientation/Career	242	2.2
1101-Other Orientation/Career/Academic Services	31	.28
1110-Other Orientation/Career/Other Follow Up Ed Plan	53	.48
1111-All Services	13	.11
Grand Total	**10935**	

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

Currently there is an on-line tutorial available to all students which guide them to all the available follow up resources. Students on academic probation or with a low grade point average will be notified to attend a success workshop with a counselor. Disqualified students will be required to attend a workshop and meet one on one with a counselor for re-admission. Categorical and special funded programs require participants to submit mid-semester progress reports and follow up workshops for those not meeting adequate academic progress.

CARE and UP! conduct transcript grade checks for all students in the program at the end of the semester for at risk counseling.

EOPS conducts transcript grade checks on all students at the end of each semester to determine student status of eligibility and retention needs. Students are directed to a retention workshop and must meet with an EOPS counselor to complete an EOPS petition with an EOPS counselor.

EOPS requires progress reports/alerts for all students each semester before the class drop deadline. Reports are returned to EOPS office and appropriate retention strategies are implemented as needed. Students at risk of failing are required to meet with an EOPS counselor for strategies/resources or tutoring referrals. Probation Workshops are held after each semester for students who do not meet EOPS guidelines i.e. below 2.0 GPA, no counseling contacts, below 12 units. DSPS front staff calls DSPS students with a GPA 2.4 or below to schedule students make Student Success Strategy appointments or attend a student success workshop.
Additional individual counseling appointments available in all counseling departments can be made if students need to apply for Readmission due to academic disqualification.

Students who have not identified an educational goal and course of study provided targeted workshops and seminars on how to choose a major and education goal. These students are identified and contacted to complete this important step.

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

Individual counseling, walk-in counseling, mandated follow up counseling services for categorical and special funded programs, probationary, re-admission, and GPA workshops.
b. How and when are students notified of these services?

Information on follow up services is available via our web-site, on-line tutorials, and students are also contacted via email, phone, and standard mail.

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

Individual, group, and workshops, are all methods used in the delivery of services using technology such as the videos, websites, and on-line tutorials.

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

We are currently exploring early alert systems. Instructional faculty are involved in the completion of student progress reports which provide feedback on the students' progress. Some instructional faculty use email to inform counselors of student progress, this happens more in specialized programs such as our First-Year Experience.

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)
.25	FT Counselor	Counseling/Advising/Other ED Planning	SSSP
.10	FT Counselor	Counseling/Advising/Other ED Planning	SSSP
.12	FT Counselor	Counseling/Advising/Other ED Planning	SSSP
.11	FT Counselor	Counseling/Advising/Other ED Planning	SSSP
.25	SSSP Faculty Coordinator	Coordination of SSSP/Counseling	SSSP
.50	TBD- FT Counselor	Assessment/Retention/Follow-up Counselor	SSSP
.125	TBD - Associate Dean, Student Success and Equity	Administer Student Success Programs	SSSP
.25	SSSP Technology Coordinator	Technology for SSSP	SSSP
.25	Student Success Coordinator	SSSP Outreach Coordinator	SSSP
.125	TBD-Student Services Assistant	Admin Support for Counseling/Advising/Other ED Planning	SSSP
2.95	Counselors	Counseling/Advising/Other ED Planning	Match
------	PT Counselors	Counseling/Advising/Other ED Planning	Match
------	PT Counselors- FYE	Counseling/Advising/Other ED Planning	Match
------	Counseling Staff	Admin Support for Counseling/Advising/Other ED Planning	Match
------	Hrly Non-Instr Student- Counseling	Hourly Support for Counseling	Match

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
	N/A		

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
2000	TBD-Student Success Researcher	SSSP	$26,212

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
2000	Admissions and Records Staff	Match	$317,957
1000	Transfer	Match	$82,460
2000	Hourly Non-Instr. Student – A/R	Match	$20,000
1000	Articulation Services	Match	$86,777
1000	Dean of Counseling	Match	$118,494
4000	A&R Supplies	Match	$3,000
5000	Admissions and Records	Match	$3,000

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.
   Students are offered the opportunity to participate in online orientation, assessment and advising at the time of application.

   Per title 5 section 55520 Cuyamaca College exempts from mandatory SSSP activities students who meet the following criteria:
   A. Student has earned an Associate's Degree or higher.
   B. Student only wishes to take an activity or performing arts course for personal enrichment.
   C. Student wishes to take a legally mandated course for employment/volunteer purposes.
   D. Student has completed one or more of the services at another institution (this includes EAP, AP Scores, etc.)

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

2. What percentage of your student population is exempt (list by category)?
   We are in the process of creating a method districtwide to report exemptions.

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.

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

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

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

If the student is not satisfied with the outcome, they may appeal to the Dean of Counseling Services.
Counseling Services is currently creating a standardized process which a student can follow to appeal the outcome and or provide feedback for improvements.

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.

Prerequisite Procedures:

As outlined in Board Policy and Administrative Procedure 4260, prerequisites and co-requisites are established and periodically reviewed as part of the college's curriculum process.

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

- Student has acquired through work or life experiences the skills and knowledge that is presupposed in terms of the course or program for which it is established.
- Student will be subject to undue delay in attaining the goal in your educational plan because the college has not made the prerequisite or co-requisite course reasonably available.

- Student can demonstrate that you do not pose a threat to yourself or others in a course which has a prerequisite established to protect health and safety.
- The prerequisite has not been established in accordance with the District's process for establishing prerequisites and co-requisites, and has not been established in accordance with Title 5.
- The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.

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

Challenge Procedure:

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

For more information about prerequisite clearance and challenges, please visit:
www.cuyamaca.edu/counseling/prerequisites.asp

Grounds For Challenge Are:

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

SECTION IV. PROFESSIONAL DEVELOPMENT

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

- Faculty and staff participate in regular professional development related to the implementation of SSSP such as:
  - CSU and UC counselor conferences

- Strengthening Student Success Conference by RP Group
- CACCRAO (California Association of Community College Registrars and Admissions Officers) annual conference
- Student Success and Support Matriculation Program Association (SSSMPA) annual conferences.
- SSSP Coordinators Training
- Veterans Summit
- Waves Conference
- Institutional Effectiveness Partnership Initiative, Student Support Re-defined in Action
- Student Equity Summit
- Student Success & Equity Dialogue
- Student Equity Conference
- Statewide Senate Plenary
- ACCJC Accreditation Basics
- Diverse Approaches to Enhance Student Success

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: Alicia Munoz Title: Senate President

Stakeholder Group: Academic Senate

Name: Jesus Miranda, Nicole Jones Title: Co-Chairs

Stakeholder Group: Student Success and Support Committee

Name: Julie Barnes Title: College President

Stakeholder Group: Cuyamaca College Council

Name: Dr. Scott Thayer Title: VPSS

Stakeholder Group: Student Services Council

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

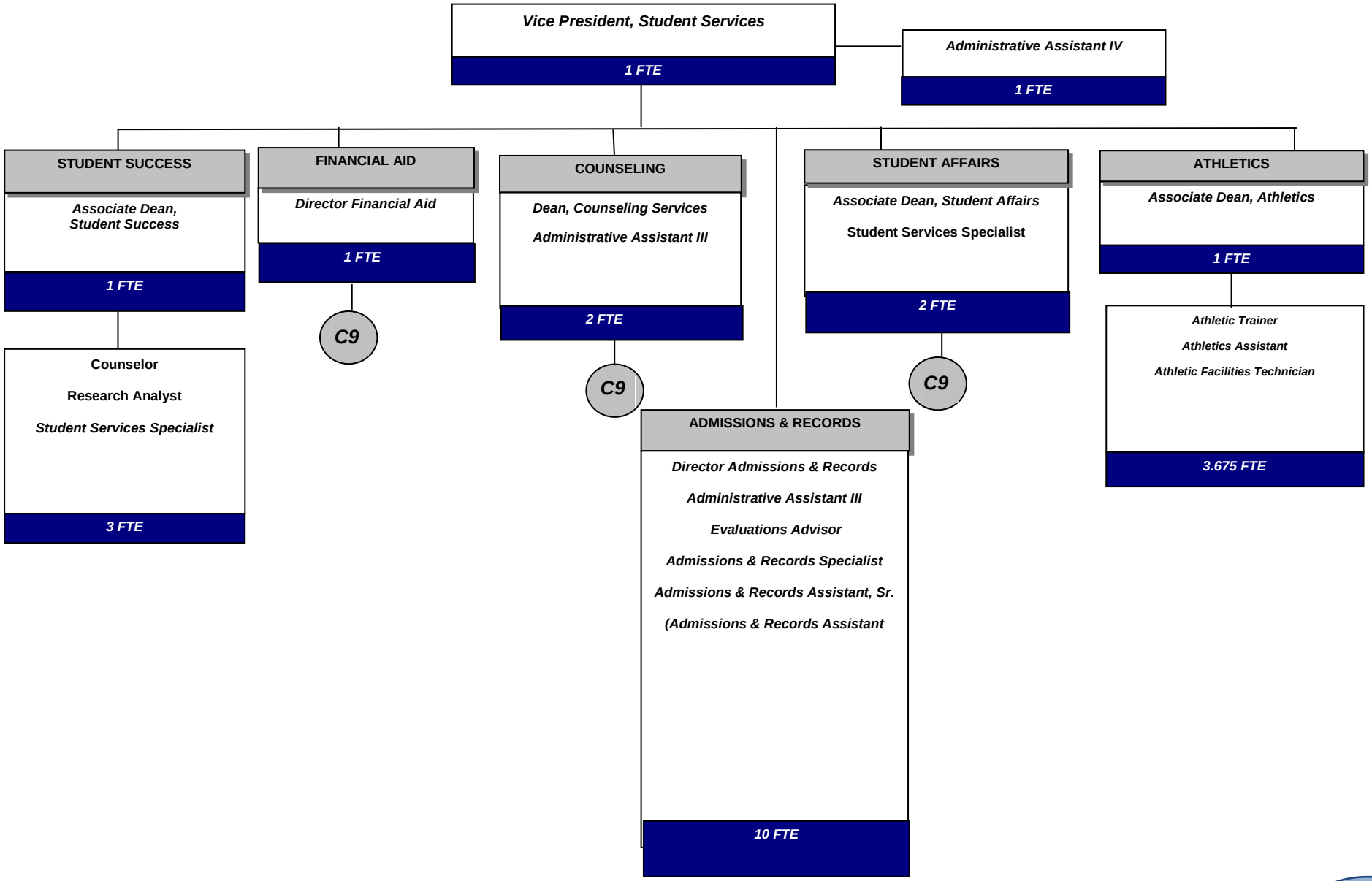
Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

ATTACHMENT: B

UPDATED—CUYAMACA COLLEGE- VICE PRESIDENT, STUDENT SERVICES



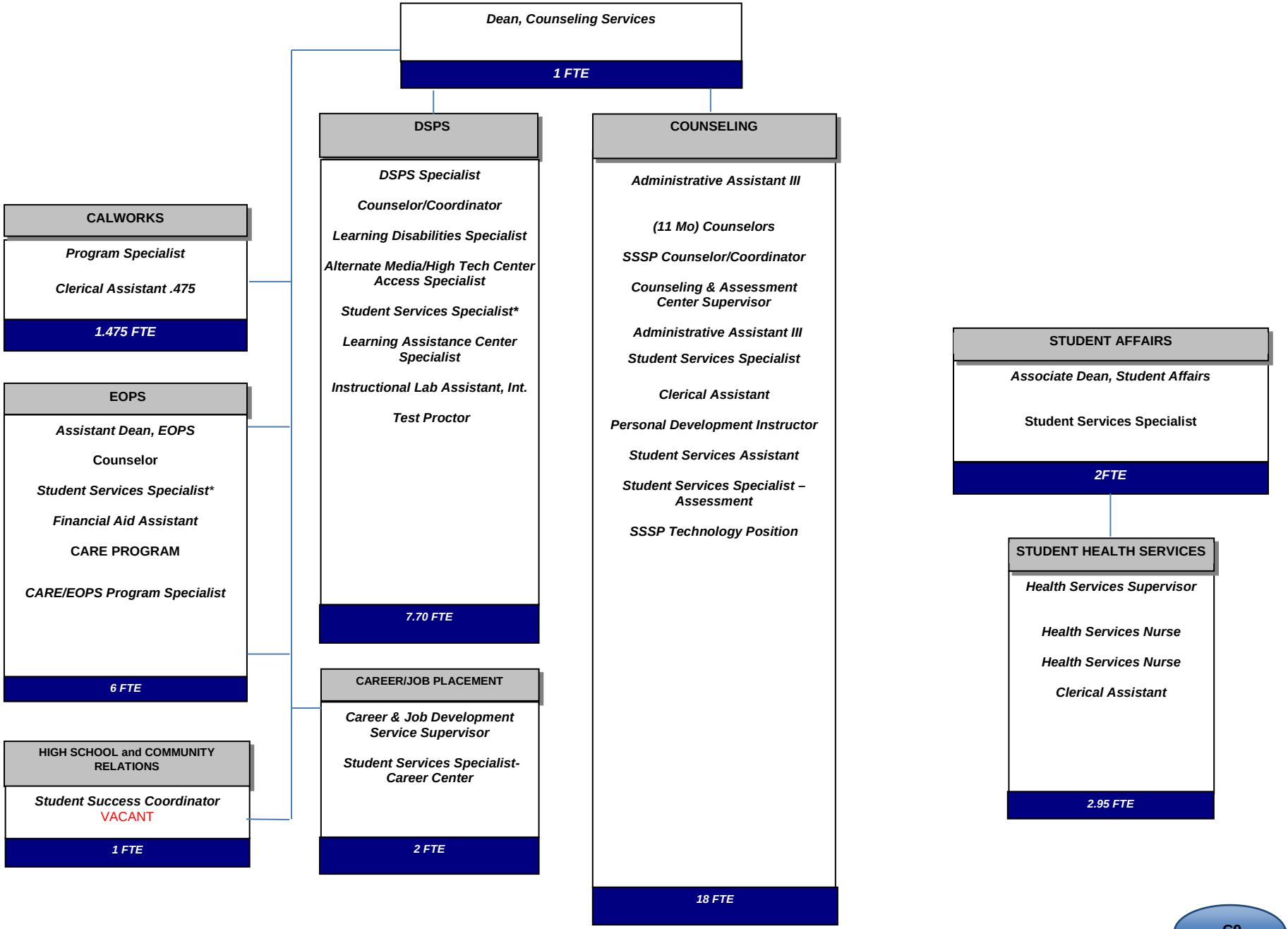
C4

Last Update 11-18-15

FTE = Full-time Equivalent
ADJ FTE = Full-time Equivalent of Adjunct Faculty

ATTACHMENT: B

UPDATED—CUYAMACA COLLEGE - STUDENT SERVICES



FTE = Full-time Equivalent
ADJ FTE = Full-time Equivalent of Adjunct Faculty
* Categorically Funded

Last Update 11-05-15