Student Success and Support Program Plan
(Credit Students)

2014-15

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

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION
The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

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

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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

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

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1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.
2 A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
3 The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510(b)). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

**General Instructions**
The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

I. Program Plan Signature Page

II. SSSP Services
   a. Core Services
      i. Orientation
      ii. Assessment
      iii. Counseling, Advising, and Other Education Planning Services
      iv. Follow-up for At-Risk Students
   b. Related Direct Program Services
      i. Institutional Research
      ii. SSSP Technology
   c. Transitional Services Allowed for District Match

III. Policies & Professional Development
   - Exemption Policy
   - Appeal Policies
   - Prerequisite Procedures
   - Professional Development
   - Coordination with Student Equity and Other Planning Efforts
   - Coordination in Multi-College Districts

IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Cuyamaca College

District Name: Grossmont – Cuyamaca Community College

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

Signature of College SSSP Coordinator: _______________________________ Date: 10/16/14

Name: Dr. Marsha Gable

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: _______________________________ Date: 10/16/14

Name: Dr. Scott Thayer

Signature of the Chief Instructional Officer: _______________________________ Date: 10/16/14

Name: Dr. Wei Zhou

Signature of College Academic Senate President: _______________________________ Date: 10/16/14

Name: Ms. Alicia Munoz

Signature of College President: _______________________________ Date: 10/16/14

Name: Dr. Mark Zavotic

Signature of District Chancellor: _______________________________ Date: 10/17/14

Name: Dr. Cindy Miles

Contact information for person preparing the plan:

Name: Dr. Marsha Gable Title: Dean of Counseling Services
Email: marsha.gable@gcccd.edu Phone: (619) 660-4309
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

I. Orientation

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

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

FALL 2013 DATA, ENROLLED STUDENTS:
Of the 9,008 enrolled, 1,008 enrolled in pre-collegiate mathematics, English and English as a Second Language (ESL) courses.

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

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

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

It is projected that there will be 3,970 first time college students who apply and will be served during the 2014-2015 academic year, with applications beginning in Summer 2014. This number represents a growth of 3% from first time students who applied in 2013-2014.
After new students have applied to Cuyamaca College through CCCApply, a welcome letter is generated automatically from Admissions & Records and emailed to the student. The letter outlines the SSSP, the steps necessary to receive priority registration, and gives detail on the importance of completing the on-line orientation to be successful in their first semester and until completion. The letter is signed by our SSSP counselor and the A&R supervisor.

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

ACTIVITIES:

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

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

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

**SERVICE DELIVERY STRATEGIES:**

**Special Population Orientations:**
There will be targeted in-person group orientations for special populations including: ESL students in Arabic and Spanish, CalWORKs and EOPS/CARE program participants, former foster youth, and athletes facilitated by their prospective program counselor. Cuyamaca College has a large Arabic/Chaldean student population, as well as designation as a Hispanic Serving Institution (HSI), in which the availability of ESL orientations is critical. Students receiving services through DSPS will be provided with one-on-one orientations appointments with a DSPS counselor or specialist, as they include a review of the students’ accommodations.
Beginning in the 2014-2015 academic year the College will be offering on-line and group orientation at our local service area high schools for seniors who are intending to attend Cuyamaca College. The Grossmont Union High School District (GUHSD) is the primary high school district for incoming Cuyamaca College Students. The GUHSD consists of the following high schools: Chaparral, El Capitan, El Cajon Valley, Granite Hills, Grossmont, Helix, Monte Vista, Mount Miguel, Santana, Steele Canyon, Vahalla, and West Hills. The new student orientations at the high schools will be arranged and announced through the Cuyamaca College Student Ambassadors, and facilitated by the SSSP Counselor and Student Success Outreach Coordinator.

PARTNERSHIPS:

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

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

MOMENTUM POINTS:

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

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

Orientation services for students are primarily provided on-line through Cynosure, with in-person group sessions for special populations (ESL, CalWORKs, EOPS/CARE, former foster youth, DSPS, and athletes).
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<tr>
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<th>SSSP Funded</th>
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3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

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

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

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

http://www.longsdalepub.com/

**STAFF SUPPORT:**

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

4. Describe the college's plans for developing and implementing orientation services.

The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 5521 as required information to include in an orientation.

**Orientation Checklist (Required Policy or Procedure):**

1. Academic expectations and progress and probation standards pursuant to section 55031;
2. Maintaining registration priority pursuant to section 58108;
3. Prerequisite or co-requisite challenge process pursuant to section 55003;
4. Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
5. Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
6. Academic calendar and important timelines.
(6) Registration and college fees.

(8) Available education planning services

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

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

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

Assessing Student Learning Outcomes:

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

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

SEE ATTACHED

II. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

TARGET AUDIENCE:

First Time Students:
It is projected that there will be 3,970 first time college students who apply and will be served during the 2014-2015 academic year. Assessment is required for all first-time students at Cuyamaca College. These students will be identified through their admissions status and noted in Datatel/Colleague.
Transfer Students:
Any transfer student who desires enrollment into courses in English, Math and ESL that has
not met the pre-requisite for these courses by other means such as EAP, AP, and IB, or does
not have an assessment exam from another California Community College, or does not meet
the criteria for exemption, will be required to take an assessment for placement into Math,
English or ESL courses.

ACTIVITIES:

Assessment/Placement:

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

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

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

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3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

**Assessment/Placement:**

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

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

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

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

**Other Assessment Methods:**

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

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

- Completed the assessment process at another California Community College and the appropriate documentation of placement is provided.

**CELSA (Combined English Language Skills Assessment):**

The CELSA was developed for the purpose of placing adult students of English as a Second Language (ESL) into different language ability levels in ESL courses. CELSA Placement Testing is used for English/Reading placement for students for which English is their second language. It assists in determining the appropriate English as a Second Language (ESL) course a student may need. CELSA consists of two different forms with placement at beginning, intermediate and advanced levels. In addition to the CELSA paper/pencil unit, a writing assessment is completed and scored by ESL faculty to determine appropriate placement in the ESL sequence.

**ESL Mathematics:**

ACCUPLACER is the assessment instrument utilized.

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

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

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5. Describe college or district policies and practices on:
   a. **Pre-test practice** - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. **Re-take** - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. **Recency** - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

**Pre-Test Practice:**

Students who are taking the ACCUPLACER placement test will be required to watch an ACCUPLACER preparation video. The video will take less than 5 minutes to complete and will be available on the assessment website. At the conclusion of the ACCUPLACER preparation video students can print out a certificate to bring with them to show that they watched the video. If they do not have access to a printer they can watch the video in the lab before taking the assessment. If a student does not feel they are prepared to take the assessment after watching the video they can reschedule.
Students may find a comprehensive list of resources on the Assessment webpage to help prepare students for the ACCUPLACER placement test. Additional resources for students are as follows:

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

- The "Learn as You Go" App includes hundreds of sample questions and an explanation for the correct response to each question. The ACCUPLACER Study App is a $2.99 App provided by College Board and ACCUPLACER. The web App will work on most internet devices including computers (PC/Mac), smart phones and tablets. This App features practice tests in Arithmetic, Elementary Algebra, College-Level Math, Reading Comprehension and Sentence Skills. Students will be able to review content and evaluate their skills prior to sitting for the actual placement exam.

- Another option for students is The Official College Board Study App for Apple products with interactive practice tests for each section of the ACCUPLACER. The App, which includes 250 questions, is available at Apple's iTunes store for $1.99.

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

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

**Re-Take Policy:**

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

**Recency Policy:**

The Assessment and Counseling department will be developing a formal recency policy in 2014-2015 to address this SSSP plan requirement and align the policy with the Title 5 definition of recency based on course repetition. Currently, the process is evaluated on a case by case basis in consultation with the Counseling department.

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

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

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

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

SEE ATTACHED BUDGET

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

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

**TARGET AUDIENCE:**

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

The College targets all new and continuing students some of which receive counseling, advising and other education planning services as a member of one of the following special programs: EOPS, DSPS, CalWORKs, Veterans, Athletics, International, First Year Experience and Foster Youth. All new and continuing students in these special programs receive counseling, advising and other educational planning services via one on one appointment with a counselor or group workshops. Additionally these services can be delivered via “Ask A Counselor” (AAC) an online counseling and education planning service and FTES funded college and career success courses. Abbreviated education plans (AEP) are provided via online advising services that are available to students 24 hours a day. Students can also receive AEP’s in person in the counseling office. The counseling department at the college has prepared supplemental AEP workshops to assist students who have completed the online advising modules that need more help.

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

**ACTIVITIES:**

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

- FYE intrusive counseling, completion of CEP by end of first term
- Courtyard Counseling
- Drop in counseling

**SERVICE DELIVERY STRATEGIES:**

- Regional High Schools for onsite High School Matriculation
- Cynosure for Online Services
- Ask a Counselor (AAC) online counseling
• Electronically stored education plans
• Counseling Workshops
• Cuyamaca College App (Steps to Enroll in college and Core SSSP Services)

MOMENTUM POINTS:

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

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Counseling Services:
Counseling and education planning services are offered online, in person, individually and in special programs such as athletics, in groups as well. Drop-in counseling and in person appointments are available. Students are encouraged to seek appointments for Comprehensive Education Plan (CEP) services. Currently, the amount of counseling appointments available to serve all students with CEP’s is inadequate. Hourly Counselor’s will provide additional support to assist students in completing their CEP’s. Students book appointments by calling the office every day of the week. Appointments are booked one week in advance to avoid appointment no shows or cancellations.

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

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

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.
Career Services:

Career Planning requires a foundation in understanding personality type, interests, skills, and work values in order to choose a career major that is the best fit. Cuyamaca Career Services administers career assessments for enrolled students and alumni. These career assessments are available on the Cuyamaca College Career Services website http://www.cuyamaca.edu/career/self-assessment.asp

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

Students who are undecided on a major are advised to complete counseling courses on college success skills and personal development. Cuyamaca offers COUN 110, a one unit course on career decision making to assist students with defining a course of student, educational goal and selecting a major. COUN 120 is a more comprehensive three unit course that covers college and career success skills.

Counseling Courses:
110 CAREER DECISION MAKING 1 UNIT
1 hour lecture
Utilization of a group seminar structure to explore and research various career and major options. Lecture, group discussion, experiential activities, and vocational assessment tools will be utilized to assist students in identifying their individual interests, values, and personality styles. Students will conduct educational and career research to relate their vocational assessment results to setting academic and career goals. Pass/No Pass only. CSU

120 COLLEGE AND CAREER SUCCESS 3 UNITS
3 hours lecture
This course teaches success strategies to enhance academic and lifelong learning. Explore personality, interests and values to increase self-understanding and select an appropriate major and career. Learn about careers of the future. Identify your learning style and apply psychological principles of learning and memory to academic study strategies. Apply life management techniques such as time and money management to accomplish personal goals. Examine adult stages of development and develop a plan for wellness and living a long and healthy life. Learn strategies for motivation and stress management. Practice creative and critical thinking techniques.
CSU, CSU GE, UC
5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

COUNSELING, ADVISING AND OTHER EDUCATIONAL PLANNING SERVICES

<table>
<thead>
<tr>
<th>Staff</th>
<th>Number</th>
<th>Hours</th>
<th>Description of Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Counselors</td>
<td>10</td>
<td>25 student contact hour per week (10) x 25 SCH/Week = 250 Hours</td>
<td>Provide counseling/advising for abbreviated and comprehensive educational planning</td>
</tr>
<tr>
<td>Adjunct Counselors</td>
<td>11</td>
<td>15 student contact hours per week (11) x 15 SCH/Week = 165 Hours</td>
<td>Provide counseling/advising for abbreviated and comprehensive educational planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>250 hours + 165 hours/2080 = .20</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Education Plans:
The College education plans have been converted into fillable pdf documents. These documents are uploaded and imaged so they are easily retrievable like an unofficial transcript.
• **Abbreviated Education Plans** – Built and stored in Cynosure online advising sessions. For students who require an abbreviated education plan created via a one-on-one or group advising sessions the education plan is built using a college created fillable pdf and stored in an electronic format through our online student record database: ImageNow.

• **Comprehensive Education Plans** – Currently the college is using a homebuilt fillable pdf that stores the education plans in a digital student record database.

**Evaluations:**
The college has two full-time evaluators who provide complete transcript evaluation services and course-by-course evaluation services.

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

SEE ATTACHED

### iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 5525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

**TARGET AUDIENCE:**

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

**ACTIVITIES:**

**Online and In-Person/Group Probation Workshops:**
When students are placed on probation they are notified by the Admissions and Records office of their status, the consequences of being on probation (including but not limited to: loss of enrollment priority and dismissal from the district), and steps they may take to improve their academic performance.
Students are encouraged to participate in an online probation workshop:
http://www.cuyamaca.edu/counseling/probationanddisqualification.asp
and seek counseling services to start taking appropriate steps to get off of probation.

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

SERVICE DELIVERY STRATEGIES:

Students on Academic and Progress probation are instructed to view the “Student Success Workshop for Probation Students” on-line;
http://www.cuyamaca.edu/counseling/SuccessWorkshop/SuccessWorkshop.theatre.html

Workshops for Probation students will also be delivered in a group format facilitated by a Counselor, Faculty Specialist and/or the Student Success and Support Program Coordinator.

MOMENTUM POINTS:

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

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

<table>
<thead>
<tr>
<th>#</th>
<th>Job Title</th>
<th>Department</th>
<th>Campus/Categorical Funded</th>
<th>SSSP Funded</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Supervisor</td>
<td>Counseling Services</td>
<td></td>
<td>X</td>
<td>Assist with matriculation services for students (registration, orientation, and support)</td>
</tr>
<tr>
<td>1</td>
<td>Assessment Specialist</td>
<td>Counseling Services</td>
<td></td>
<td>X</td>
<td>Assist with matriculation services for students (registration, orientation, and support)</td>
</tr>
<tr>
<td>#</td>
<td>Position</td>
<td>Service/Program</td>
<td>X</td>
<td>X</td>
<td>Support</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
<td>------------------</td>
<td>---</td>
<td>---</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>General FT Counselor</td>
<td>Counseling Services</td>
<td>X</td>
<td>X</td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
<tr>
<td>2</td>
<td>Adjunct Counselor</td>
<td>Counseling Services</td>
<td>X</td>
<td>X</td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
<tr>
<td>1</td>
<td>FYE Coordinator</td>
<td>Counseling Services</td>
<td></td>
<td>X</td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
<tr>
<td>1</td>
<td>Student Success Coordinator</td>
<td>Student Affairs</td>
<td>X</td>
<td>X</td>
<td>Supervise activities for high school matriculation services</td>
</tr>
<tr>
<td>10</td>
<td>Student Ambassadors</td>
<td>Student Affairs</td>
<td>X</td>
<td>X</td>
<td>Assist with matriculation services for high school students</td>
</tr>
<tr>
<td>2</td>
<td>Counselor</td>
<td>EOPS/CARE</td>
<td>X</td>
<td></td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
<tr>
<td>2</td>
<td>Adjunct Counselor</td>
<td>EOPS/CARE</td>
<td>X</td>
<td></td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
<tr>
<td>1</td>
<td>Student Services Specialist</td>
<td>CalWORKs</td>
<td>X</td>
<td></td>
<td>Assist with matriculation services for students</td>
</tr>
<tr>
<td>6</td>
<td>Adjunct Counselor</td>
<td>CalWORKs</td>
<td>X</td>
<td></td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
<tr>
<td>1</td>
<td>Coordinator</td>
<td>DSPS</td>
<td>X</td>
<td></td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
<tr>
<td>1</td>
<td>Counselor</td>
<td>DSPS</td>
<td>X</td>
<td></td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
<tr>
<td>2</td>
<td>Specialist</td>
<td>DSPS</td>
<td>X</td>
<td></td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
<tr>
<td>2</td>
<td>Adjunct Counselor</td>
<td>DSPS</td>
<td>X</td>
<td></td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
<tr>
<td>1</td>
<td>Athletics Counselor</td>
<td>Counseling Services</td>
<td>X</td>
<td>X</td>
<td>Provide counseling/advising for orientation/educational planning</td>
</tr>
</tbody>
</table>

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product.
and how it is used.

- SARS Alert
- On-line tutoring pilot available via Blackboard using Net Tutor (on-line tutoring program) as the platform will be initiated in 2014-2015
- Email/Blackboard communications with faculty

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

SEE ATTACHED

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

i. Instructional Research

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

The GCCCD Office of Research, Planning and Institutional Effectiveness (RPIE) will analyze the student participation in the core Student Success and Support Services (e.g. orientation, assessment, education planning, follow-up services and other student services). RPIE will evaluate the key performance indicators for the mandates services and prepare a report to compare demographics of the student population in relation to the Student Success Scorecard (Access, Persistence, ESL/Basic Skills, Degree Completion, and Transfer). RPIE will also prepare reports on groups of students who are disproportionately impacted and compare success rates of students who participated in the services against students who did not participate.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

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

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

IIc. **Transitional Services Allowed for District Match**

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

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

**Counseling:**
- Transfer Center Director/Coordinator
- Articulation Officer
- Career Counselor

**Research, Planning and Institutional Effectiveness:**
- Institutional Research Planner
SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy
   Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

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

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

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

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

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

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

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

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

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

Prerequisite Procedures:
Prerequisites are reviewed on an annual basis through the college’s annual program review process. District Institutional Research conducts disproportionate impact studies as part of the Student Equity Plan on new prerequisites.
The challenge process is designed for students who believe they have met a course prerequisite through means other than completion of an equivalent course at another institution or high school. Students are able to challenge a prerequisite based on one or more of the following criteria:

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

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

**Challenge Procedure:**

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

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

**Grounds For Challenge Are:**

1. Student can demonstrate that the prerequisite has not been established following the District’s policy or in accordance with Title 5.
2. Student can demonstrate that the course is discriminatory or applied in a discriminatory manner.
3. Student can demonstrate knowledge or skill needed to succeed in the course without the prerequisite.
4. Student can demonstrate that attainment of his/her educational goal will be unduly delayed because the prerequisite has not been made reasonably available (impacted programs).
5. Student can demonstrate that no threat is posed to self or others in a course which has a prerequisite established to protect health and safety.
4. **Professional Development**
Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

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

**Campus Initiatives:**
- Cuyamaca College Council Annual Retreat (Presentation and Update)
- Administrative Council Annual Retreat (Presentation and Update)
- Student Services Council Annual Retreat (Workgroup, Presentation and Update)
- Student Service Program Review and Planning Committee (Workgroup, Presentation and Update)
- Fall 2014 College Convocation (Presentation and Update)
- Fall 2014 GCCCD Joint Academic Senate Meeting (Presentation and Update)
- Fall 2014 Counseling Services Retreat
- Fall 2014 and Spring 2015 Joint Counseling Services Symposium (GCCCDD)
- Spring 2015 State of the College Address (Presentation and Update)

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

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

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

- Cuyamaca College Council (Presentation and Update)
- Administrative Council (Presentation and Update)
- Student Services Council (Workgroup, Presentation and Update)
- Student Service Program Review and Planning Committee (Presentation and Update)
The SSSP committee co-chairs are also members of the districtwide GCCCD Student Success committee which coordinates districtwide initiatives.

6. Coordinate in Multi-College Districts
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

The GCCCD Student Success Committee serves as a means for districtwide collaboration regarding student success initiatives. The committee provides leadership with the planning, implementation and evaluation of a comprehensive student success plan that includes, but is not limited to components of the Student Success Task Force Recommendations, American Association of Community Colleges reports, ARCC 2.0 and College and District Strategic Areas of Focus. In addition, the committee monitors and makes policy and procedural recommendations to the District Coordinating Educational Council (DCEC) regarding legislative changes, such as the Student Success Act of 2012, Title V, and Education Code. DCEC is a participatory governance committee within the district.

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

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

The following attachments are required:
Attachment A, Student Success and Support Program Plan Participants. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, Organizational Chart. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

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

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

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

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818
## 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mark Zacovic</td>
<td>President</td>
<td>College/Administration</td>
</tr>
<tr>
<td>Dr. Scott Thayer</td>
<td>Vice-President, Student Services</td>
<td>College/Student Services</td>
</tr>
<tr>
<td>Dr. Wei Zhou</td>
<td>Vice-President, Instruction</td>
<td>College/Instruction</td>
</tr>
<tr>
<td>Dr. Arleen Satele</td>
<td>Vice-President, Administrative Srvs.</td>
<td>College/Budget</td>
</tr>
<tr>
<td>Dr. Marsha Gable</td>
<td>Dean, Counseling Services</td>
<td>Counseling/Categorical Programs (EOPS/CARE, CalWORKs)</td>
</tr>
<tr>
<td>Nicole Jones</td>
<td>Department Chair, Counseling</td>
<td>Faculty/Counseling</td>
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<tr>
<td>Alicia Munoz</td>
<td>Academic Senate President/Faculty</td>
<td>Academic Senate</td>
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<tr>
<td>Jesus Miranda</td>
<td>Counselor, FYE/Counseling</td>
<td>Counseling/Academic Senate</td>
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<td>Jennifer Lewis</td>
<td>Dean, Cont. Education/Workforce</td>
<td>Non-Credit</td>
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<td>College/A&amp;R</td>
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<td>Courtney Williams</td>
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<td>Ray Reyes</td>
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<td>Donna Hajj</td>
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<td>Dr. Amaliya Blyumin</td>
<td>Transfer Center Director/Counselor</td>
<td>Transfer Center/Counseling</td>
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<td>Beth Viersen</td>
<td>Faculty Coordinator DGPS</td>
<td>Categorical/DGPS</td>
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<td>Dr. Lauren Halsted</td>
<td>English Faculty/Basic Skills Coord.</td>
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<td>Elsa Hernandez</td>
<td>Student Ambassador/AS President</td>
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<tr>
<td>Jessica Yakou</td>
<td>Student Services Specialist</td>
<td>Classified/Student Affairs</td>
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<tr>
<td>Ryan Shumaker</td>
<td>Student Success Coordinator</td>
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<th>Title</th>
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<tbody>
<tr>
<td>Stakeholder Group:</td>
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RESOURCES

➢ Senate Bill 1456

➢ California Code of Regulations, Online

➢ Student Success and Support Program Student Equity Plan

➢ Accrediting Commission for Community and Junior Colleges

➢ Chancellor's Office Basic Skills web site
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.
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.
Groups that Develop Recommendations

The GCCCD groups that provide recommendations in the decision-making process are organized into three categories based on the group’s responsibilities and its source of authority: council, committee and task force. The groups in all three categories are essential to the involvement of the GCCCD community in both being informed about issues of districtwide importance, making decisions, and serving as conduits of information to and from the stakeholders. The membership in each type of group is determined by the source of authority on which the group is based.

Council

Councils are composed of administrators and/or executive representatives of faculty, staff, or student organizations. A council often directs the work of numerous committees or task forces. A council meets regularly and serves as an executive advisory body.

Committee

Committees are composed of a variety of individuals whose scope of work is narrower than a council. A committee reports its recommendations to senior administrators or a council. Committees typically have an ongoing purpose and meet regularly.

Steering committees are charged with overseeing and directing large scale initiatives and may oversee other committees or subcommittees.

Screening and interview committees screen applications for the most appropriately qualified applicants to interview, conduct preliminary interviews, and recommend applicants for final interviews.

Task Force

A task force may be composed of a variety of individuals relevant to its purpose. Task forces are created to address a specific issue and meet until its charge has been completed. Upon conclusion of the task, the group is disbanded.
GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

DISTRICT COORDINATING EDUCATIONAL COUNCIL (DCEC)

(District Standing Council)

Charge

The District Coordinating Educational Council (DCEC) anticipates and serves the educational needs of students in the District by reviewing, facilitating, and recommending educational initiatives, services, and programs, consistent with District policies, procedures and strategic priorities. DCEC provides coordination and leadership for instructional and student support services throughout the District.

Chair

Chancellor

Composition

President, Academic Senate, Cuyamaca College
President, Academic Senate, Grossmont College
Vice President, Instruction, Cuyamaca College
Vice President, Academic Affairs, Grossmont College
Vice President, Student Services, Cuyamaca College
Vice President, Student Services, Grossmont College
Sr. Dean, Research, Planning & Institutional Effectiveness
Instructional Dean, Cuyamaca College
Instructional Dean, Grossmont College
Dean, Counseling and Enrollment Services, Cuyamaca College
Dean, Counseling and Enrollment Services, Grossmont College
Curriculum Committee Faculty Co-Chair, Cuyamaca College
Curriculum Committee Faculty Co-Chair, Grossmont College
President, Associated Student Government, Cuyamaca College
President, Associated Students, Grossmont College
STUDENT SUCCESS COMMITTEE:

Charge:

The primary purpose of the Student Success Committee is to serve as a means for districtwide collaboration regarding student success initiatives. The committee will provide leadership with the planning, implementation and evaluation of a comprehensive student success plan that includes, but is not limited to components of the Student Success Task Force Recommendations, American Association of Community Colleges reports, ARCC 2.0 and College and District Strategic Areas of Focus. In addition, the committee will monitor and make policy and procedural recommendations to DCEC regarding legislative changes, such as the Student Success Act of 2012, Title V, and Education Code.

Composition:

Co-Chair, Vice President, Student Services, Cuyamaca College
Co-Chair, Vice President, Student Services, Grossmont College

Vice President, Instruction, Cuyamaca College
Vice President, Academic Affairs, Grossmont College
Sr. Dean, Research, Planning & Institutional Effectiveness
Sr. Director, Information Systems
Dean, Counseling Services, Cuyamaca College
Dean, Counseling Services, Grossmont College
Academic Dean, Cuyamaca College
Academic Dean, Grossmont College
Academic Senate President or designee, Cuyamaca College
Academic Senate President or designee, Grossmont College
Chair, Counseling, Cuyamaca College
Chair, Counseling, Grossmont College
Faculty Co-Chair, Basic Skills Committee, Cuyamaca College
Faculty Co-Chair, Student Success Committee, Grossmont College
Student representative, Cuyamaca College
Student representative, Grossmont College
STUDENT SUCCESS and SUPPORT COMMITTEE

Charge
The Student Success and Support Committee will ensure the implementation of the Student Success Act of 2012 in order to increase student access and success through the provision of core matriculation services. These mandated services include orientation, assessment and placement, counseling, advising and education planning services, with the goal of providing students with the support services necessary to assist them in achieving their educational goal and identified course of study. The committee will work closely with the District Student Success Committee in establishing a framework of student success in the Grossmont-Cuyamaca Community College District. The committee will make recommendations to the Institutional Effectiveness and Resource Council.

Meeting Schedule
Monthly (second Wednesday from 2:00-3:30pm)

Co-Chair
Administrative Co-Chair: Dean, Counseling Services
Faculty Co-Chair: Counseling Department Chair

Composition
Vice President, Student Services
Vice President, Instruction
Supervisor, Counseling Services
Supervisor, Admissions & Records
Director, Financial Aid
Instructional Dean (1)
Faculty representatives (3) (Math and/or English Department Chair, Basic Skills Committee Chair, Career and Technical Education Faculty)
Associated Students President (1)
 Classified Rep (1)

First Reading: February 11, 2014
Second Reading: Waived
Approved: February 11, 2014
OTHER ATTACHMENT (OPTIONAL)

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

- Grossmont-Cuyamaca Community College District Student Success Highlights—2014
<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Articulate and Emphasize the Importance of &quot;Core&quot; and &quot;Rigorous&quot;</td>
<td></td>
</tr>
<tr>
<td>Support for Students in English Language Learners (ELL)</td>
<td></td>
</tr>
<tr>
<td>Make ELL Students Feel Welcome and Accepted in the College</td>
<td></td>
</tr>
<tr>
<td>Maintain a Strong Focus on ELL Students</td>
<td></td>
</tr>
<tr>
<td>Provide Professional Development for Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td></td>
</tr>
<tr>
<td>Welcome Students and Families to the College</td>
<td></td>
</tr>
<tr>
<td>Conduct Open House and Welcome Events</td>
<td></td>
</tr>
<tr>
<td>Engage Students in the Learning Process</td>
<td></td>
</tr>
<tr>
<td>Provide Information Sessions</td>
<td></td>
</tr>
<tr>
<td>High School Partnerships</td>
<td></td>
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<tr>
<td><strong>Crosswalk</strong></td>
<td></td>
</tr>
<tr>
<td>Student Success and Support Program Highlights - September 2014</td>
<td></td>
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</table>

**ACTION ITEMS**

- Articulate and emphasize the importance of "Core" and "Rigorous" programs.
- Support ELL students by making them feel welcome and accepted in the college.
- Provide professional development for teachers.
- Welcome students and families to the college.
- Conduct open house and welcome events.
- Engage students in the learning process.
- Provide information sessions.
- High school partnerships.
<table>
<thead>
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<th>Category</th>
<th>Grossmont</th>
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<td>- PA (Placement)</td>
<td>- Comprehensive Student Ed</td>
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<td><strong>Assessment/Consulting and Registration</strong></td>
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<td>- Drop-in (Assessment and Registration)</td>
<td>- Comprehensive Consulting and Registration (C2P)</td>
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<td><strong>Action</strong></td>
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<tr>
<td><strong>Innovation</strong></td>
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<td><strong>E-Transcripts</strong></td>
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<td><strong>Projects</strong></td>
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**ATTACHMENT B42**

December 9, 2014, Item 652
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<td>Cupressus</td>
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<tr>
<td>Distinctive</td>
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</table>

**Attachment B43**

- Regular counseling department meetings
- GCCCD Counseling Symposium
- Assistant to the Advisor
- Student Success and Support Program
- Regular counseling department meetings
- GCCCD Counseling Symposium
- Training: workshops, summer professional development via GCCCD.
CREDIT
Student Success and Support Program

2014-15

Budget Plan

Grossmont Cuyamaca CCD

Cuyamaca College

Report Due Postmarked By
Friday
October 17, 2014

Email report to:
cccsssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015

District: Grossmont Cuyamaca CCD
College: Cuyamaca College
Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the Certification of Planned District Office Expenses form. The form can be found on the Chancellor’s Office website at: http://extranet.cccco.edu/Divisions/StudentServices.aspx.

Submit the Budget Plan with original signatures, via email (PDF format) and mail, postmarked no later than Friday, October 17, 2014.

Email to: cccmatric@cccco.edu
and
Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheeldon@ccccc.edu - (916) 322-2818

This workbook contains 6 protected spreadsheets in the following order:
1 Cover Page 3 Part I Funding 5 Part III Planned District Match
2 Do First 4 Part II Planned Expenditures

Basic Instructions:
You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
Blue colored cells indicate a pre-populated cell and cannot be modified.
Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.
Part I: Funding

Total 2014-15 Student Success and Support Program Allocation

Enter whole numbers only

$ 1,099,860

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?

Total SSSP Funds Available for Planned Expenditures

$ 1,099,860

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

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<tr>
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<td>$ 2,201,432</td>
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<tr>
<td>2:1 Calculated required match for credit</td>
<td>$ 2,199,720</td>
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<tr>
<td>Total Planned Expenditures in the SSSP</td>
<td>$ 3,301,292</td>
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</tbody>
</table>

Balance 2014-15 Student Success and Support Program Allocation:

$ -
Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college’s funding level.

cell:
F10 Enter your college’s 2014-15 Student Success and Support Program Allocation
F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.
F13 This cell will populate with the funds available for expenditure in the Credit SSSP.
F18 This cell will populate once the Part II Planned Expenditures section has been completed.
F22 This cell is the sum of: “Student Success and Support Program Allocation (Part II: Planned Expenditures)” and “District Match (Part III: Planned District Match ).”
F26 This cell is the sum of: “Total 2014-15 Student Success and Support Program Allocation” minus “Student Success and Support Program Allocation (Part II: Planned Expenditures)”.

0 If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.

If the balance is positive, then the planned expenditures do not fully expend the allocation.

+ The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor’s Office.

- If the balance is negative, then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.
Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

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<th>Assessment</th>
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<th>Follow-up</th>
<th>Coordination *</th>
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Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation $1,099,860
Student Success and Support Program 2014-15 Budget Plan
"Part II: Planned Expenditures"
Other Instructions

* Coordination - This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college’s SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core services.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation
(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college’s approved Student Success and Support Program Plan per Title 5, section 55510.
(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.
(c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college’s approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor’s Office for approval.

Expenditures not allowed (See handbook for more detail)
Student Success and Support Program allocation funds shall not be expended for:
1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college’s approved SSSP plan
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
13. Courses
14. Admissions and Records
15. Institutional Research
16. Institutional Research

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.
### Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

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<th>Assessment</th>
<th>Counseling/Advising/Other Ed Planning</th>
<th>Follow-up</th>
<th>Coordination</th>
<th>Research</th>
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Total Planned Expenditures must be at least equal to or exceed the Required District Match $2,201,432
**Coordination** - This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college’s SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing care should be reported under the appropriate core services.

**Number of FTE Positions** - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

**Expenditures Allowed and Disallowed for Credit and Noncredit District Match**
District Match must directly benefit the SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:
1. Orientation
2. Assessment for placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:
[a] Staff, certificated or administrative positions, that do not support the core services described in the college’s approved SSSP plan.
[b] Indirect costs (i.e., heat, lights, power or janitorial services).
[c] Political or Professional Dues, Memberships or Contributions
[d] Construction, or Vehicles
[e] Travel unrelated to SSSP activities or functions

**Beverages and Food**
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.
Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation: $1,099,860

Did your college move Credit SSAP funds to Non-Credit? If yes, how much?:

Total SSAP funds Available for Planned Expenditures: $1,099,860

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures): $1,099,860

District Match (Part III: Planned District Match): $2,201,432

21 Calculated required district match for credit: $2,199,720

Total Planned Expenditures in the SSAP:

Balance 2014-15 Student Success and Support Program Allocation:

The required District Match was met: Yes

Certification

The undersigned certify that the the SSAP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Program Plan per title 5, section 55310.

Martha Gabriel
College Credit SSAP Coordinator (typed name and signature)
Email address: Martha.Gabriel@gcccd.edu
Phone Number: (619) 444-4300
Date: 10/14/14

Scott Heyer
SSAP Student Services Administrator or Staff (typed name and signature)
Email address: Scott.Heyer@gcccd.edu
Phone Number: (619) 444-4300
Date: 10/14/14

Sue Teatic
District Business Manager (typed name and signature)
Email address: sue.teatic@gcccd.edu
Phone Number: (619) 444-7565
Date: 10/14/14

Mark Zacovic
College Registrar (typed name and signature)
Email address: Mark.Zacovic@gcccd.edu
Phone Number: (619) 444-4285
Date: 10/14/14

Cindy Miles
Director Chancellor (typed name and signature)
Email address: Cindy.Miles@gcccd.edu
Phone Number: (619) 444-7569
Date: 10/17/14