



Student Success and Support Program Plan (Credit Students)

2014-15

District: Yosemite
College: Columbia

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

Email report to:
cccssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

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

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

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

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

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

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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

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

GENERAL INSTRUCTIONS

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

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Columbia College

District Name: Yosemite Community College District

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

Signature of College SSSP Coordinator: _____

Name: Dr. Melissa Raby _____ Date: _____

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

Name: Dr. Leslie Buckalew _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Dr. Leslie Buckalew _____ Date: _____

Signature of College Academic Senate President: _____

Name: Ted Hamilton _____ Date: _____

Signature of College President: _____

Name: Dr. Angela Fairchilds _____ Date: _____

Signature of District Chancellor: _____

Name: Dr. Joan Smith _____ Date: _____

Contact information for person preparing the plan:

Name: Melissa Raby

Email: raby@yosemite.edu

Title: Dean of Student Services

Phone: (209) 588-5108

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.).

Orientation is an opportunity for new and returning students to receive college materials and information. It is designed to familiarize students with Columbia College programs, services, policies, procedures, and requirements. This information is disseminated through a combination of online and in-person group orientation sessions and by reading information in the class schedule, catalog, and the handouts available through the Counseling Office. Orientation is extremely important and new students must complete this process prior to their registration appointment. Free catalogs are made available to students who complete orientation.

All new students to Columbia College will participate in orientation, including first-time students, first-time transfer students, and returning students: approximately 1200 students for the fall semester and 850 students in the spring.

Prior to registering for classes, students will participate in a combination of online and face-to-face orientation sessions. After application, students will be directed to complete the mandatory online orientation which covers introductory information about Columbia's policies, procedures, services, resources etc. The in-person session will cover more specific information tailored to the student's need and will include completion of the abbreviated educational plan. These are conducted in small groups and an alternative delivery method (online Google Hangout) is available for distance learning students who cannot physically attend. Orientation sessions are provided prior to the start of each semester and mostly occur in large group settings, usually on Saturdays. Weekly sessions are available by appointment and individual orientation appointments are also available as needed. Orientation is also provided during a "one-stop shop" extreme registration day (XREG), where new students can experience all of the matriculation steps to enrollment in one day.

Pre-orientation (information necessary prior to applying) and orientation (information after application) workshops will be held primarily at the main campus, in the community (high schools), and at the Calaveras and Oakdale sites. Workshops will provide information that describes the

College's mission and goals, programs and services, academic and social performance expectations, as well as procedures that address the student's rights and ability to challenge requirements and unlawful discrimination. Financial aid information will be provided during regularly scheduled orientation sessions and workshops. Alternative and modified services will be provided for students requiring individualized service through the Financial Aid Office and Special Programs Offices.

Special Programs:

EOPS/CARE staff provides "over and above" orientation services which take into consideration prospective students' academic, socioeconomic, and basic skills in relation to students' integrations with institutional academic and social structures and support systems. These orientations address Columbia's academic, student support, academic expectations, course scheduling, institutional procedures, rights and responsibilities, and extracurricular activities. EOPS has incorporated a new online orientation, available on YouTube as an alternative to the in-person orientations. Students verify completion of the online orientation by completing some Google Docs forms that require specific information provided during the online orientation.

DSPS orientations will address items summarized above for EOPS/CARE students with additional emphasis on specific services for students with learning disabilities, physical disabilities and those of psychological nature to name a few. Additional elements of DSPS new student orientation include: review of Student Educational Contract (SEC) and on-going individual meetings with staff to insure adequate, extended orientations, Letter of Accommodations (LOA) to instructors, promotion of self-avocation, demonstration of the available accommodations and alternative media available to student participants and community resources that will support our populations academically.

In addition to the regular information provided at orientation, CalWorks students will be provided with one-on-one or small group orientation sessions covering specific criteria related to the rules and regulations for the program.

TRiO Student Support Services also provides over and above orientation with new TRiO students that covers available services and peer mentor support.

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

Overall supervision is provided by the Dean of Student Services and fiscal support is provided by the Secretary to the Dean of Student Services. The Associate Dean of Student Equity and Success, with support from the Program Assistant collaborates with counselors and special program coordinators to develop, plan and deliver the orientation program, including sessions at local high schools and XREG (Extreme Registration). The Program Assistant manages SARS enrollment and rosters and maintains appropriate MIS data.

Counselors will conduct the in-person orientation sessions, including a presentation of general information that all students need to know and work with individual and small groups of students to answer more specific questions. The DSPS Coordinator, EOPS Coordinator, TRiO Director, and

CalWORKs Program Specialist provide additional orientation to the special populations.

Student Ambassadors assist with all orientations by helping to check students in and providing assistance during registration.

Existing	New		SSSP	Institution	Other
X		Dean of Student Services		1.00	
	X	Associate Dean of Student Equity and Success	0.50		0.50
X		Full-Time Counselors	0.60	1.90	0.50
	X	Full-Time Counselor	1.00		
X		Special Programs Counselors/Coordinators		1.35	0.65
X		DSPPS Coordinator/LD Specialist			1.00
X		Director of TRiO Student Support Services			1.00
X		Special Programs Technician			1.00
X		Alternative Media Access Specialist			1.00
	X	Program Assistant	0.40	0.60	
X		Secretary to the Dean of Student Services		1.00	
X		Program Specialist for CalWORKs			0.50
X		Part-Time Counselors (as needed)	X	X	X
	X	Student Ambassadors	X	X	X

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.

Columbia has contracted with Comevo to produce and offer the online orientation component. Annual subscription use is estimated at \$6,120. Initial set-up cost is \$31,135. The Counseling Department and the SSSP Advisory Committee is currently working with Comevo to complete the online orientation for Spring 2015 enrollment.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

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

(8) Available education planning services

The online orientation is currently in development and includes the following:

- Introduction to the College including campus map
- Educational goals (description of transfer and degree/certificate offerings)
- Assessment, advising, academic calendar, and priority enrollment requirements (58108)
- Registration process including student email and college fees
- College policies including probation standards, prerequisite challenge etc. (55031, 55003)
- Financial aid, including BOGFW requirements, and student support services and resources (58621)
- Student Life and extracurricular activities
- Student Success Strategies

Currently, this information is provided by counselors during a face-to-face orientation session. Once the online orientation is operational, all new students will be expected to review the information once their application has been submitted. After students have completed the online orientation and are assessed, they will attend a face-to-face orientation/advising session where information can be reinforced and tailored to the specific student needs. An abbreviated educational plan will be completed at this time along with registration assistance.

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.

Local High Schools:

Each spring we will arrange assessment and orientation sessions at each of the local high school campuses. Students are expected to apply prior to these dates.

Students with a Disability:

Students who are unable to participate in the regular orientation process due to the limitations imposed by their disability, are eligible for alternative matriculation services which may include one-on-one orientation, advisement and development of the abbreviated Educational Plan with Special Programs staff and/or use of assistive technology.

Orientation Exemption:

Students meeting one or more of the following criteria are exempt from all or parts of the SSSP process:

- Students holding an Associate Degree or higher
- Students enrolled only in activity courses for which there is no basic skill prerequisite
- Students enrolled Community Education and non-credit courses only
- Students enrolled only in contract education or courses for in-service training.

Although a student may qualify for an exemption, attendance in the SSSP process is encouraged.

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.

(REFER TO BUDGET REPORT)

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.).

Assessment is mandated of all students planning to enroll in an English or math course and is intended to provide initial placement information to the student concerning the appropriate selection of math and English courses at the beginning of his or her college experience.

All new students to Columbia College will participate in assessment, including first-time students, first-time transfer students, and returning students: approximately 1200 students for the fall semester and 850 students in the spring. Assessment is provided prior to the start of each semester and mostly occurs in large group settings, usually on Saturdays. Weekly sessions are available by appointment and individual assessment appointments are also available as needed. Assessment is also provided during a "one-stop shop" extreme registration day (XREG), where new students can experience all of the matriculation steps to enrollment in one day. Each spring, assessment testing will be conducted at all area high schools.

Before taking a placement test, students need to submit an application to the College and obtain a Columbia College student ID number (w number). Currently, the College uses ACCUPLACER along with multiple measures to place students appropriately.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

Currently, Columbia College does not employ an assessment coordinator. The Associate Dean of Student Equity and Success (new position) will coordinate the assessment process with the Counseling Office and specific arrangements are made by the Program Assistant. Proctors are various classified staff within the Student Services Division. The Dean of Student Services provides overall supervision and ensures compliance with local, state, and federal regulations.

Existing	New		SSSP	Institution	Other
X		Dean of Student Services		1.00	
	X	Associate Dean of Student Equity and Success	0.50		0.50
	X	Program Assistant	0.40	0.60	
X		Test Proctors	X		

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.)

Columbia College is currently using an assessment instrument produced by the College Board that is on the State Chancellor's Office approved list of assessment instruments (ACCUPLACER). Multiple measures are factored into the placement recommendations (via algorithm) so that no single criterion is used to recommend course placement. These include:

- Parent's education
- Years studied English/Math since High School
- Years of math studied in high school
- Studied Algebra in high school
- Years since last math course
- High school graduate or GED

The Mathematics Department at Columbia College believes that recent course work in mathematics is a much better indicator of appropriate placement into math courses than the placement exam. The following criteria for multiple measures in math placement are available to students in lieu of the assessment test:

- If a student has received an A or B in an equivalent course within the last two years, he or she should be placed into the next higher course. The exception to this would be Calculus.
- If a student received a C in an equivalent course within the last two years or if he or she received an A or B more than two years ago, he or she should be placed into that same course.
- If a student received a D in an equivalent course, or passed the course several years ago, he or she should be placed into the previous course.

Further examination of the effect of multiple measures on placement will continue to be explored.

Alternative resources for delivery of the skills test services (special accommodations) are made possible through an internal professional referral process. Examples of need could include referrals for an oral exam, large print, wheel chair access stations or other needs as they might arise. The college currently has an alternative media specialist who can provide other services and equipment to facilitate the assessment process.

Collaboration with ESL instruction and counseling has determined that purchasing assessment materials in another language would be far too time intensive and costly for the limited number of ESL students currently at Columbia College and in the general population in the surrounding communities. Columbia is, however, committed to serve these students on an "as-needed" basis through referrals to an ESL instructor or counselor who has been identified as a contact resource for

English as second language students. Students who express an interest in attending courses at the College will be personally contacted by the college designee. The designee will assess the student orally to determine his or her readiness to begin college coursework. Columbia will continue to monitor the needs, as well as assess all available resources, in the event alternate assessment formats become necessary for this population.

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.

Yosemite Community College District Board Policy 5050 specifies exemption criteria for assessment process. In addition, the College, in agreement with the District and Modesto Junior College, will accept assessment placements which indicate specific placement levels in, or completion of coursework from, other community colleges who use State Chancellor approved test instruments, as well as college transcript information reflecting satisfactory (grade of "C" or better) completion of math and English courses. Though any of the above will satisfy the college testing requirement, the student is not exempt from the assessment process.

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

Pre-test practice:

Importance of the assessment test along with a link to an online study guide is discussed during online orientation (taken prior to assessment). Students are encouraged to review the study guide prior to taking the assessment test. ACCUPLACER offers several learning tools that help students improve in areas where their academic performance is not the strongest, including the iPhone App, Web-based Study App, and MyFoundationsLab (a personalized online instruction program) - <http://accuplacer.collegeboard.org/students>. These apps are available to student at a nominal fee. A free PDF version of practice questions is also available through ACCUPLACER.

Re-take:

Students may retest with permission from the Dean of Student Services.

Recency:

Placement scores are good for three (3) years. If a student does not complete a math or English course within three years of testing, he or she will be required to retest.

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?

Columbia College will accept the test scores and placement results from another accredited college provided the test results are no more than three (3) years old. Additionally, students may use math or English courses completed with a grade of “C” or better from other accredited colleges if the course(s) were completed within the past five (5) years, and Advanced Placement scores of 3 or better to determine course placement. Early Assessment Program (EAP) results of “college ready” are also accepted for both English and math.

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.

(Refer to Budget Report)

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.)

The Columbia College professional counseling staff provides essential academic advising, career counseling and life planning activities to continuing, new and returning students in order to enhance each student’s educational experience at Columbia. Typical areas of assistance to students may include choosing a major or career appropriate to their values, interests and abilities, coping with personal issues and completion of the educational planning process to include appropriate course selection to meet requirements and personal goals. Counselors also teach classes designed to facilitate personal and career exploration and development as well as academic survival skills. Counseling services are available during the day and selected evenings by appointment or drop-in basis. Online counseling is also available for those who physically cannot attend a face-to-face session. Specialized counseling services are also available from specially trained and credentialed counselors for students enrolled in DSPS, EOPS, Veterans, TRiO and CalWORKS.

All student will be required to verify and/or update their declared educational goal and program of study each semester prior to registering via connectColumbia (student web portal). Additionally, all credit students, who have not declared their intention toward a major or an educational goal will be contacted by the counseling center to make an appointment to see a counselor. In addition, at the time when students complete 15 credits, they will be asked to complete an Educational Plan in order to declare their educational intention(s) if they have not already done so. The district technology department is currently working on a report that will identify these students and should be ready early fall semester.

Counseling services are available to all current, new, and prospective students of Columbia College.

All new students will participate in advising and Educational Planning, including first-time students, first-time transfer students, and returning students: approximately 1200 students for the fall semester and 850 students in the spring. Students will be encouraged to then meet one-on-one with a counselor their first semester at Columbia to complete a Comprehensive Educational Plan. Continuing students are also required to complete a Comprehensive Educational Plan by the time 15 units is earned. Estimated numbers of continuing students are 1200 in fall and 2200 in spring.

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.

Individual Appointments:

All students have access to schedule an appointment with a counselor. Counselors work with students individually to explore career options, identify related degree and certificate programs, and to set educational and career goals. Counselors also help students plan an appropriate course of study, and develop an individualized pathway that describes the requirements and takes into account the student's interests, skills and strengths. Additionally, counselors provide guidance to promote student success through referrals to appropriate support services, as well as provide assistance with paperwork such as graduation applications, petitions, and the transfer process. Support and guidance are also often provided in the area of personal counseling, such as crisis intervention, time management, decision making and stress management as needed to remove barriers to their academic success.

Counseling sessions are recorded in the SARS database along with various reason codes that the students are assisted with (ie: Educational Plan), which is then uploaded nightly and recorded as a contact in Datatel. Appointments are generally available within one week but could be up to three weeks during peak times.

Drop-in Counseling:

Drop-in counseling is designed for quick questions, five to ten minutes of counseling time provided on a first-come, first-served basis. All general counselors are only scheduled for drop-in counseling during the week prior to classes starting to help assist with course schedule changes. Various hours for drop-in are scheduled throughout the semester and a new, drop-in/chat forum Google Hangout with a counselor is scheduled in an online format.

Online Counseling:

A range of counseling services offered via individual appointments and drop-in counseling is available via online counseling services.

- E-Advising: Email advising designed to provide answers to individual student questions. No educational plans, transcript evaluations, or probation contracts are done through e-advising at this time.
- Online Individual Counseling Appointments are available for students with a high-speed

Internet connection.

- Google+ Hangout with a Counselor: All current students and those who are interested in pursuing classes at Columbia College are invited to ask quick general counseling related questions in a live chat/drop-in style forum.

Guidance Classes:

A range of classes are available for students taught by counselors each semester.

- Guide 1: Career/Life Planning
- Guide 10A: Introduction to Helping Skills
- Guide 10B: Intermediate Helping and Basic Conflict Management Skills
- Guide 11: Occupational Exploration
- Guide 18: Life Skills for Higher Education
- Guide 25: Job Search and Interviewing Strategies
- Guide 30: Personal Growth and Development
- Guide 100: College Success
- Guide 107: Orientation to College
- Guide 108: Guidance for Career Technical Education
- Guide 115: Principles of Leadership
- Guide 150: Guidance for Nursing Majors

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

Abbreviated Student Educational Plans (ASEP) are primarily completed during the orientation/advising sessions in small groups (up to 15 students) by counselors. ASEPs will include coursework for one to two semesters. Currently, ASEPs are completed on paper and then recorded in SARS and scanned for electronic storage by the Program Assistant.

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.

By the time a student has earned 15 units, he or she is required to complete a Comprehensive Student Educational Plan (CSEP). The CSEP lists all the courses, prerequisites included, to attain their academic or vocational goal. In creating the CSEP, the counselor reviews all courses completed at all institutions attended and the remainder of courses required to complete his or her specific goal.

A student who is undecided is encouraged to take GUIDE 1: Career and Life Planning or GUIDE 11: Occupational Exploration. Career Counseling is also available with a counselor by appointment where he or she will receive guided instruction on how to explore various career options and related majors.

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).

We currently have 5 full-time tenure track, 1 temporary one-year full-time, and 5 adjunct counselors. These include general counseling, special programs counseling, guidance classes, and other coordination assignments.

Counselor	General Counseling	Special Programs Counseling	Guidance Course	Other Assignments
1 Full-Time	.93	0	.067	0
2 Full-Time	.80	0	.20	0
3 Full-Time	.47	0	.033	.50 (articulation)
4 Full-Time	0	.50	0	.50 (EOPS Coord)
5 Full-Time	0	1.00	0	0
1 Temp FT	.80	0	.20	0
1 Adjunct	.13	.40	.20	0
2 Adjunct	.25	.25	.067	0
3 Adjunct	.47	0	.20	0
4 Adjunct	0	.53	0	0
5 Adjunct	.33	0	0	0
Total	4.18	2.68	.97	1.00

Full-time counselors have approximately 25 student contact hours per week. Special Programs include EOPS/CARE (175 students), DSPS (286 Students), CalWORKs (45 students), Veterans (120), and TRiO (140 students). Many students are in more than one special program (i.e.: EOPS and Veterans and DSPS); unduplicated headcount of special programs populations is therefore estimated at 500.

Total Counseling FTEF available for counseling, advising and education planning for general students (not including special programs): 4.18. Student headcount (minus special populations) estimated at 2700 for a counselor/student ratio of 1:645

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.

The counselors have been using Degree Audit with the students for a couple of years now. The District has purchased Student Planner, the Ellucian education planning module and will complete installation and training this fall. It is anticipated that all 2015/2016 Comprehensive Educational Plans will be developed and recorded using the Ellucian Student Planning module. In addition to having access to their educational plans electronically through the student web portal, students will

have access to degree audit and can run their program of study showing what is completed and what is still required. Additionally, students will be able to run “what-if” scenarios in order to identify any potential programs they may be interested in.

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.

(Refer to Budget Report)

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services are available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Columbia College identifies students “at-risk” as students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students who are on academic or progress probation or facing dismissal.

Basic Skills Students:

At Columbia, our degree applicable courses for English (one level below transfer) and math (two levels below transfer) are not coded as basic skills. However, one could argue that students in these courses are considered “at-risk” and warrant additional attention. Approximately, 79.1% of students place into basic skills math (math 601, 602, 101), and 58% of students place into basic skills English (Engl 650, 151). Looking at course enrollment numbers in the basic skills classes, it is evident that students are not enrolling in the basic skills math and English classes during the first semester of attendance. Further discussion and policy implementation are warranted in this area.

	CB04	CB08	CB21
Math 601	Credit	Basic Skills	4 levels below transfer
Math 602	Credit	Basic Skills	3 levels below transfer
Math 101	Credit	Degree Applicable	2 levels below transfer
Math 104	Credit	Degree Applicable	1 level below transfer
English 606 (ESL)	Credit	Basic Skills	4 levels below transfer
English 601	Credit	Basic Skills	3 levels below transfer
English 602	Credit	Basic Skills	2 levels below transfer
English 151	Credit	Degree Applicable	1 level below transfer

Students on Probation or Dismissal Status:

Approximately 12 to 13% of students each semester are placed on academic and/or progress probation or dismissal. The number of students has ranged from 360 to 427. Students on probation are blocked from registration until they meet with a counselor. Not all students on probation or dismissal status choose to re-enroll in the College. Counselors typically see about 125 students each semester to complete probation contracts. These numbers indicate that only 30% to 35% of the students on probation or dismissal status are continuing with their education. Additional efforts will need to be developed in order to reduce the number of students who place into probation and dismissal status each semester and increase the number of students in this category who will persist and improve their status.

Undecided Students:

Students are now required to verify the educational goal and program of study via their web portal (connectColumbia) each semester. A report will be generated each semester for students who are undecided about their goal. The student will be contacted, via email and then by phone, and encouraged to meet with a counselor who will help the student research and explore career options and related majors.

Early Alert:

Because matriculation is designed as a partnership between students and the College, instructors and counselors work together in identifying students who may be having difficulties in courses. Faculty have the option to send an early alert message to the student and counselor as a way to identify potential problems early in the semester so that solutions to these barriers may be addressed. Follow-up may include referrals to tutoring or other college services as needed. Follow-up is intended to assist students at a time when intervention and redirection may still be possible. Notices do not appear on the student's record.

Each week, a report is generated for the students who received an early alert. If the student has not already made an appointment to see a counselor, he or she will be contacted by either the SSSP department or one of the special programs. In order to close the loop, counselors email the Faculty who originally sent the early alert that their students has met with the counselor.

Academic Achievement Center:

The Academic Achievement Center (AAC) provides free academic assistance to all students. Some of the services offered are:

- Drop-in tutoring/writing Lab
- Half-hour, one-on-one tutoring by appointment
- Supplemental Instruction (SI)
- PCs and MACs with Internet access
- Free limited printing

The Academic Achievement Center will assist in improving critical thinking skills by helping students make connections in their own mind and deepening their understanding of course material. There is no charge for this tutoring service.

Tutors work individually with students on coursework for most classes offered each semester, including reading and writing assignments. All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. Tutors study learning styles, multiple intelligence theory, learning disabilities, as well as effective communications skills, planning and structuring a tutor session, question techniques and multicultural perspectives. All tutors are approved by a faculty member of the discipline or disciplines in which he or she will tutor.

The AAC also has a computer lab, loaded with updated software and Internet access, which can be used without an appointment.

Special Programs:

EOPS/CARE, TRiO and CalWORKs students are required to maintain satisfactory progress. Counselors review mid-semester academic performance reports with students and counselors mandate certain improvement activities to students who did not meet minimal academic performance standards the preceding semester. Appropriate improvement activities include 1) scheduled, mandatory contacts with counselor for the coming semester, 2) student performance reports from instructors, 3) attendance at Academic Improvement Workshops. Peer Mentoring is available for the TRiO students.

Probation:

Students on probation and dismissal status will sign a probation contract with a counselor that includes the following conditions: 1.) obtain written approval from a counselor prior to registering, 2.) comply with recommended limitations, 3.) enroll in Guidance 100 or another recommended class, 4.) obtain progress information and instructors' signatures on the Student Academic Performance Report on a monthly basis, 5.) attend counseling appointments only with their assigned counselor.

Success Workshops:

Each semester, a series of workshops is offered free of charge to all students. Students on probation are required to attend at least one workshop a semester. Examples of topics include financial literacy, memory techniques, scholarships, transfer information, test taking strategies etc. The workshops are a collaborative effort coordinated by the directors of the special programs with college-wide participation. Workshops are led by Faculty, staff, and students from many disciplines. Even though the workshops are targeted for specific populations depending on the topic, all students are welcome to attend.

First Semester Experience (FSE):

FSE program is designed to boost student success by offering linked courses in a learning cohort style that combines reading, writing and computational skills as a foundation for success.

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

Counselors play an integral role in the follow-up and success of students who are at-risk. Additionally, the Associate Dean of Student Equity and Success along with support staff assists with coordination of services.

Existing	New		SSSP	Institution	Other
X		Dean of Student Services		1.00	
	X	Associate Dean of Student Equity and Success	0.50		0.50
X		Full-Time Counselors	0.60	1.90	0.50
	X	Full-Time Counselor	1.00		
X		Special Programs Counselors/Coordinators		1.35	0.65
X		DSPP Coordinator/LD Specialist			1.00
X		Director of TRiO Student Support Services			1.00
X		Special Programs Technician			1.00
X		Alternative Media Access Specialist			1.00
	X	Program Assistant	0.40	0.60	
X		Secretary to the Dean of Student Services		1.00	
X		Program Specialist for CalWORKs			0.50
X		Part-Time Counselors (as needed)	X	X	X
	X	Student Ambassadors	X	X	X
X		AAC Coordinator		1.00	

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

We use Early Alert, a SARS product allowing faculty to submit a notification for students needing assistance early on in the semester. Follow-up is then conducted from the Counseling and Special Programs office.

Students who are in second semester probation or on dismissal status are blocked from registration. He or she must meet present a counselor signed registration card to admissions and records prior to registering for any classes. This is to ensure the student complies with meeting with he or her counselor and completing the probation contract.

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.

(Refer to Budget Report)

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 College shall maintain an institutional research and evaluation mechanism for matriculation services and remedial programs and services. The College shall provide research services (with assistance from the District research services) to create and analyze various evaluative measurements.

The College will be responsible to monitor the resources used for students’ educational needs and the degree to which matriculation matches district resources. The College matriculation unit shall produce an annual matriculation report, including a comprehensive plan, program review, as well as adhere to College and District budgeting procedures.

Assessment instruments are evaluated to ensure minimization of cultural or linguistic bias and to ensure they will be used in a manner for which they were designed per Chancellor’s Office recommendations and approval lists. Disproportionate impact shall be monitored for particular groups of students in terms of ethnicity, gender, age or disability and a plan developed to correct any unjustified disproportionate impact if found.

We will track students by educational goal and notify students with inconsistent, undecided, or nonexistent educational goals and objectives.

The College Researcher shall continue to monitor student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment in cooperation with other programs. Working with the College Researcher, District Research services and Information Technology staff will create and refine programs to monitor and report these trends.

Demographic and proportional studies for students of ethnic, gender, age and disability groups will be generated to determine placement in pre-collegiate, associate degree-applicable and transfer-level courses in reading, writing and computation. Students will be tracked through completion of basic skills courses and goal attainment.

Existing	New		SSSP	Institution	Other
X		Director of Institutional Research and Planning		1.00	
	X	College Research Analyst			1.00

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.

The District Information Technology Division will work with individual departments to ensure accurate MIS reporting to the State Chancellor’s Office for each of the matriculation components.

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:

Because the first step to enrolling in the college is the application process, the Admissions and Records Office often is the first point of contact and as a result it is critical that the staff be extremely knowledgeable and service-oriented. The responsibilities in this office consist of processing new student applications, determining student residency status, informing students of registration appointments and matriculation requirements, assisting students with registration issues, protecting and maintaining student confidentiality, maintaining and managing student academic records, including incoming and outgoing transcripts, evaluating courses from incoming college transcripts to determine prerequisite completions so that students can register, evaluating student academic records for completion of degree and certificates of achievement and counselor requested evaluations, and finally distributing Columbia College transcripts to other colleges and institutions along with IGETC and CSU certifications.

Through the use of an integrated Datatel Colleague computerized MIS system, registration activities can be performed by a variety of methods: in person at the Admissions Office and over the Internet through the connectColumbia online system. Each year, approximately 7,500 students register for classes, 3,000 student applications are processed, 10,200 student registration appointments are scheduled, and 2,200 transcripts are sent out to other educational institutions.

Other growth areas for the college are the development of two off-campus sites in Calaveras County and Oakdale. The College is negotiating a campus site with Calaveras school district, and in the meantime, classes are being offered at Brett Hart High school. Classes in Oakdale are offered at the high school and the Culinary Arts Institute. Most services are available online, but we are exploring setting up virtual stations for registration etc. As enrollment grows at these off-site centers, staffing will need to be considered.

Existing	New		SSSP	Institution	Other
X		Admissions and Records Technicians		1.47	
X		Admissions and Records Specialists		2.00	

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 Categories:

Students meeting one or more of the following criteria are exempt from all or parts of the SSSP process:

- students holding an Associate Degree or higher
- students enrolled only in activity courses for which there is no basic skill prerequisite
- students enrolled in Community Education and non-credit courses only
- students enrolled only in contract education or courses for in-service training.

Though a student may qualify for an exemption, attendance in the SSSP process is encouraged.

Alternative Matriculation Process:

Applicants to the college with a verified disability and who are unable to participate in the Student Success & Support Process due to the limitations imposed by their disability are eligible for alternative matriculation services which may include:

1. Special assessment by the Special Programs staff;
2. One-on-one orientation, advisement and development of an Educational Plan with Special Programs staff;
3. Priority registration.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

A student may challenge the required participation in SSSP if he or she does not meet the exemption categories. The challenge must be submitted, along with any supporting data, to the Dean of Student Services. Forms are available from the Counseling Office or online. The Dean of Student Services may request supporting documentation and/or a conversation with the student prior to making a decision.

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.

Yosemite Community College District Board Policy 4260: Prerequisites and Co-requisites:

The Yosemite Community College District requires that the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment be done in a manner consistent with law and good practice. The District recognizes that these prerequisites, co-requisites, advisories, and limitations must be established carefully to ensure they do not become obstacles to student access. The District also recognizes that it is important to have prerequisites where they are a vital factor in maintaining academic standards and student success. Procedures are to be established which reflect these principles and which conform to standards set out in Title 5.

Columbia College has a prerequisite policy that may be found in the Office of Student Learning, located in the Redbud Building or online.

- Prerequisite is a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.
- Co-requisite is a condition of enrollment consisting of a course that a student is required to take simultaneously in order to enroll in another course.
- "Recommended for success" indicates preparation that a student is advised, but not required, to take before enrolling in a course or program.

The course description identifies the only means by which prerequisite and co-requisite requirements can be met. "Or equivalent" in the course description refers to the prerequisite and co-requisite challenge process. Students should carefully consider classes that have "prerequisites" or "co-requisites." Students can enroll in these classes ONLY if they have satisfied the prerequisite with a final grade of C or higher or "P" (Pass).

Course Prerequisite and Co-requisite Challenge Information:

A student may challenge a prerequisite or co-requisite under one or more of the criteria listed below.

The prerequisite or co-requisite is:

- Not established in accordance with district processes
- In violation of Title 5 regulations
- Either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.

Or

- The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite
- The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or co-requisite has not been made reasonably available.

Prerequisite Challenge Procedure

A Petition for Prerequisite/Co-requisite Challenge can be found on the Admissions website under Student Online Forms. Students submit the completed petition with documentation materials to the appropriate

instructional Dean's office. The College shall resolve any challenge within 10 working days from the time it is filed provided that the student initiates the challenge not less than two weeks prior to the beginning of the semester.

4. Professional Development

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

SSSP information will be disseminated campus-wide in the following ways:

- Deans/Advisory committee member attendance at Division meetings, and other shared governance committees such as College Council, Academic Senate, Classified Senate, etc.
- Regular email notifications
- Flex-Day presentations
- SSSP website: http://www.gocolumbia.edu/student_services/studentsuccesssupportprogram.php

The Dean of Student Services and/or other SSSP Advisory committee members will attend all state-wide and regional meetings regarding SSSP activities.

Counselors will attend related workshop and conferences such as "Ensuring Transfer Success" and CSU Conferences.

Counselors who are not current with their Myers Briggs (MBTI) and Strong Interest Inventory will go through the online course for certification.

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 SSSP Advisory Committee has also been tasked with the development of the Student Equity Plan. All constituent groups are represented including administration, faculty, classified staff, and students. The plans are both disseminated campus-wide for broad feedback and approved at College Council.

The College is currently developing the next five-year cycle of the strategic plan. Cross-constituent activities as part of the integrated planning is woven in the fabric of Columbia College with a closely coordinated effort among the various planning documents.

Columbia College utilizes a diverse cross-constituent group named the Academic Wellness Educators (AWE) to focus on the Basic Skills Initiative. The Dean of Student Services and several members of the SSSP Advisory Committee serve on the AWE core committee.

6. Coordination in Multi-College Districts

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

Columbia College meets regularly with Modesto Junior College and the District Technology department to discuss implementation of the SSSP program. Every effort is made to streamline processes at both colleges to the benefit of students. Information is then shared through the District Council.

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:

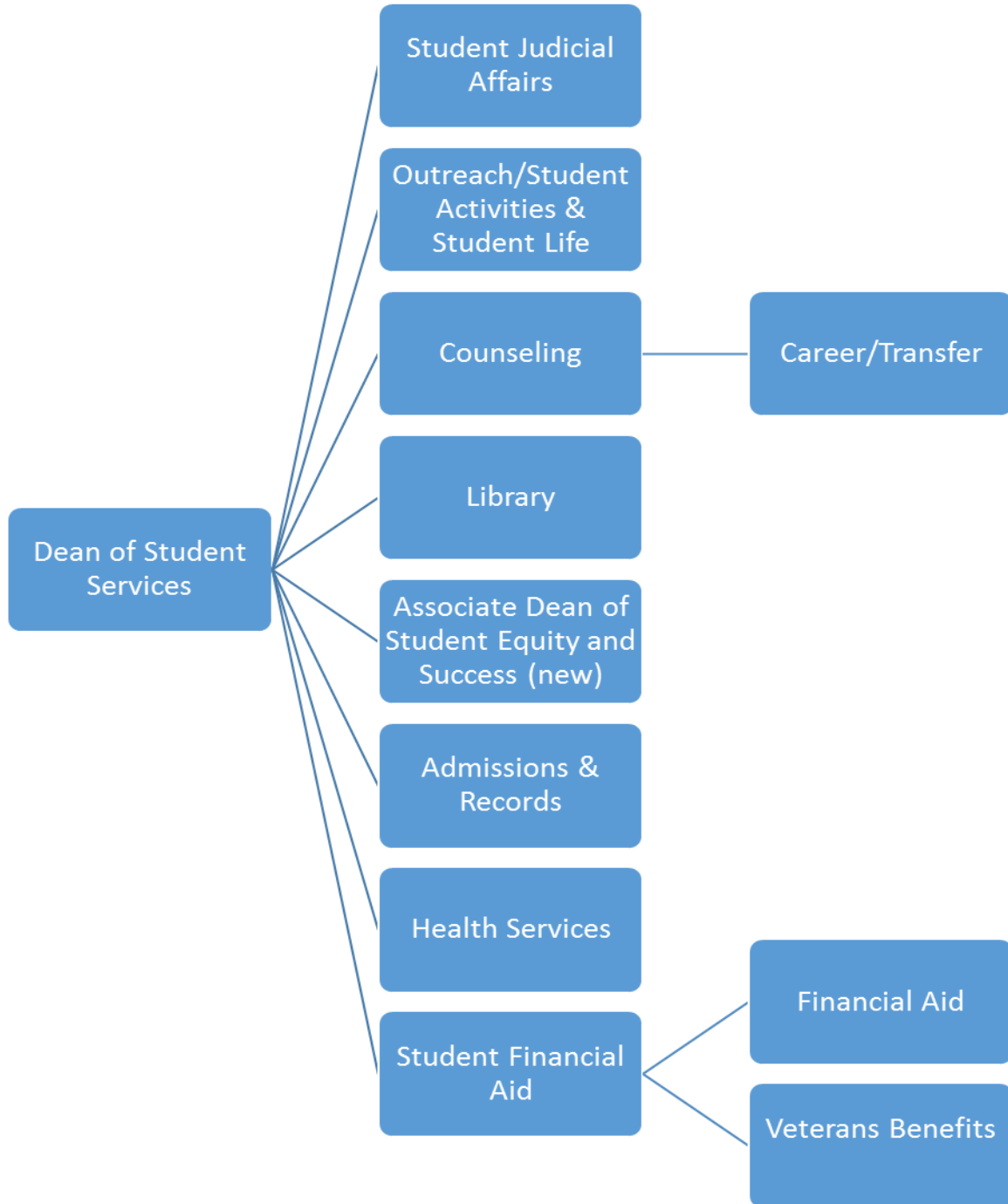
Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

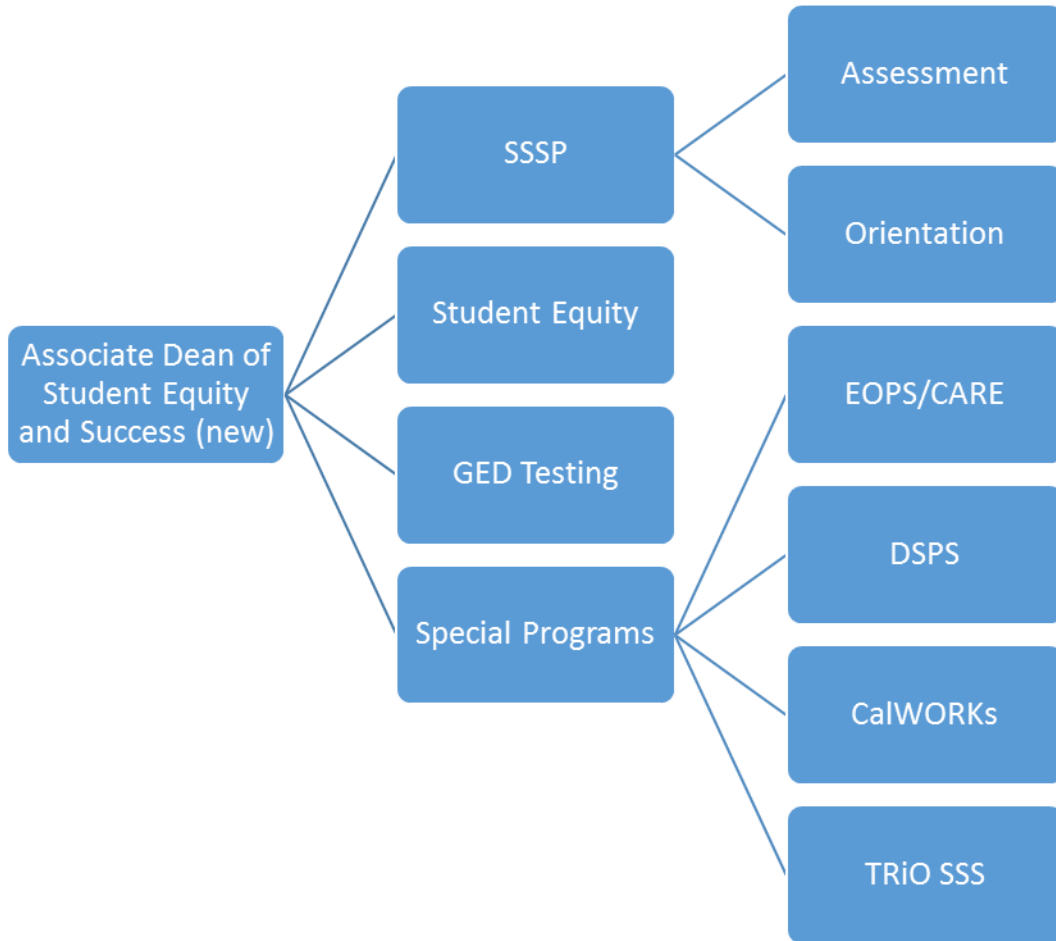
Attachment A & C
Student Success and Support Program Plan Participants
and Advisory Committee Members

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

Name	Title	Stakeholder Group
Melissa Raby	Dean of Student Services	Administration/SSSP Coordinator
Kathy Sullivan	Interim Dean of Career Technical Education	Administration
Diana Sunday	Researcher	Management
Anneka Rogers-Whitmer	TRiO Director	Management
Ted Hamilton	Instructor-History	Faculty/Academic Senate President
Randy Barton	Instructor-Business and Economics	Faculty
Elizabeth Pflieger	Counselor	Faculty
Rick Rivera	Instructor-English	Faculty
Adrienne Seegers	Instructor-Child Development	Faculty
Tina Troler	Instructor-Psychology	Faculty
Kirsten Miller	Counselor	Faculty
Karin Rodts	DSPS Coordinator	Faculty
Colleen Henry	Administrative Secretary	Classified Staff
Shawn Jordison	Alternative Media Specialist	Classified Staff
Tracy Hickey	Program Assistant	Classified Staff
Matthew Christman	Student	Student Senate

APPENDIX B: ORGANIZATIONAL CHARTS





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](#)