Student Success and Support Program Plan
(Credit Students)

2014-15

District: <u>Coast Community College District</u>
College: <u>Golden West College</u>

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
<u>cccsssp@cccco.edu</u>

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[1]. 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[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, 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[3]. 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 <u>not</u> 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.

College Name: __Golden West College__

District Name: __Coast 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: __Claudia Lee Saddul__ Date: _____

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

Name: __Omid Pourzanjani__ Date: _____

Signature of the Chief Instructional Officer: _____

Name: __Omid Pourzanjani__ Date: _____

Signature of College Academic Senate President: _____

Name: __Martie Ramm Engle__ Date: _____

Signature of College President: _____

Name: __Wes Bryan__ Date: _____

Signature of District Chancellor: _____

Name: __Tom K. Harris__ Date: _____

Contact information for person preparing the plan:

Name: __Susana Castellanos-Gaona__ Title: __Administrative Assistant to the Vice President of Instruction and Student Learning__

Email: scastellanos-gaona@gwc.cccd.edu Phone: 714-892-7711 ext. 55005

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.).

Golden West College (GWC) serves an estimated 6,200 first-time students annually. The orientation is targeted to all student populations and is tailored to specific programs, including Disabled Student Programs and Services (DSPS), CalWORKs/Re-Entry, Extended Opportunity Program and Services (EOP/S), International Students Program, and SOAR (Student Orientation, Assessment, Registration).

The district developed and implemented an online orientation using the District-adopted course management system, Adapt Courseware. Patterned after the Chaffey College model, the district created an Online Orientation Steering Committee to develop content for the new online orientation course. Steering Committee membership included representation across the district from Admissions, Counseling, Assessment, Financial Aid, Special Programs (EOPS, CalWORKs, DSPS, and International Students Program), Deans, and Vice Presidents of Student Services, and chaired by the Vice Chancellor of Educational Services and Technology.

GWC launched phase one of the district online orientation in May 2014 with the following content:
- A welcome to the online learning environment and this specific course management system
- A welcome to the campus
- A module on assessment
- Goal exploration: How to plan for the future
- Financial Aid
- Registration Process
- Academic expectations: How to be most successful in college
- Academic support services
- Student support services
- Student rights and responsibilities

For each section of content a students are able to "Read" and/or "Watch" (video) depending on learning preferences. After students "read" or "watch", students are required to "practice" before moving on to the next section. "Practice" is skill mastery in the form of questions designed to ensure students understand and comprehend the material they are reading and/or watching.

GWC is planning to commence discussions on phase two beginning fall semester 2014. Phase two will focus on enhancing content in phase one, such as adding more videos and/or graphics, as well as expanding the content.

Effective spring 2014, orientation is only mandatory for international students, and strongly encouraged for all other students. In May 2014, a district work group comprised of campus Directors of Admissions and Records and Vice Presidents of Student Services decided (with the support of the Vice Chancellor of Educational Services and Technology) to pilot a new policy during the fall 2014 registration that mandates orientation as part of Priority Registration requirements. This district work group considered various positions from district colleges. One sister college took the position that mandated orientation serves as a barrier to enrollment growth and that prospective students are still incentivized to complete orientation as a requirement for priority registration. Other district colleges believe that the importance of orientation activities is minimized by not mandating orientation. The colleges will assess the intended and unintended consequences of this policy change in spring 2015 to determine if mandatory orientation should be reinstated.

There are some variations in the delivery and requirements of orientation for special programs as outlined below:

- DSPS orients students from local feeder high schools in-person and non-local high school students are invited to attend if they apply to the college early. If DSPS students apply to the college later in the registration cycle, they are directed to the online orientation and also given an individualized orientation/in-take appointment. Students are not admitted into the DSPS program and do not receive services and/or accommodations until they have submitted an application with disability verification and met with a DSPS Counselor during an individualized/intake appointment.

- EOPS students complete the online orientation and attend a face-to-face, small group orientation to familiarize with program requirements. EOPS students not attending a program-specific orientation are denied services.

- CalWORKs students complete a program-specific online orientation covering basic information and guidelines regarding the CalWORKs program including program eligibility and requirements as well as general GWC information, policies and procedures.

- International students must attend an all day, in-person orientation offered by the international student program specifically for international students. If a student misses this orientation, the International Student Program places a hold on their registration and the student is required to meet individually with the program director as well as attend the next available orientation.

- SOAR is an early enrollment/priority registration process for high school seniors through partnerships with local feeder high schools. Local high school students participating in SOAR, must complete an online orientation and attend a SOAR educational planning workshop to develop a student educational plan (SEP).

In addition to the online orientation, education planning workshops are offered to assist students with tracking the progress towards educational goals and to guide in the development of an abbreviated student educational plan (SEP). These education planning workshops are mandatory for local high school students participating in SOAR and strongly encouraged for all other students. To gain the maximum benefit of the education planning workshop, the expectation includes that assessment tests and the online orientation are completed prior to attending the workshop. Workshops are made available both leading up to registration cycles and during the semester.

Point at which service is provided:

- DSPS - Year-round (Transition services focused March – June & October – January).
- International - August, January and June
- All Others – Year-round

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

The current orientation requires the following staff support:

- **Campus New Media Staff (2)** – Serves as campus point of contact with Counselors. Responsible for content management and collaboration with district IT staff.
- **Counselor (1)** – Serves with Campus New Media Staff as point of contact to district. Responsible for content management and collaboration with district IT staff.
- **District IT (2)** – Responsible for system setup and maintenance, content updates, integration with the Banner ERP, and communication with the system vendor Adapt Courseware.
- **Support Staff (3)** – Adapt Courseware instructor access to provide technical assistance to students.
- MIS SSSP Reporting
- **District IT (2) and District Research, Planning and Institutional Effectiveness (1)** – Responsible for programming, integration of, transfer and mapping of data between various systems (SARS –Grid, DegreeWorks, Banner ERP, Assessment and Placement database), submission of MIS data files and correction of data errors.

The following staff are involved in the delivery of the education planning workshops:

- **Counseling Center's Counselor Aide (2)** - Schedule students for education planning workshops.
- **Counseling Center's Instructional Associate (1)** – Coordinates local high school SOAR program, including notifying students of requirement to complete online orientation and scheduling educational planning workshop appointments.
- **Counselors (Full-Time [13] and Part-Time[7])** – Conduct educational planning workshops, including presenting information on DegreeWorks, the program audit and education planning tool, and guiding students on the development of an abbreviated student education plan (SEP).
- **Counseling Interns (4) and Support Staff (7)** – Assist with the set-up of educational planning workshops including the check-in of students, trouble-shoot technology issues, and answer general student questions.
- **SSSP Coordinator (1)** - Collaborates with Counseling co-chairs on orientation format and scheduling.
- **Dean of Counseling (1)** - Coordinates counselor availability for orientations.
- **District IT (2)** – Responsible for system setup, upgrades, maintenance, updates of catalog and program of study scribing, integration with Banner ERP, technical documentation, support and training for counselors
- **District Research, Planning and Institutional Effectiveness (1)** – Responsible for reporting from DegreeWorks

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.

The online orientation platform is in a course management system called Adapt Courseware. The college currently funds the annual subscription of $11,441 for access to Adapt Courseware. District IT oversees content updates and is responsible for overall maintenance and relationship with Adapt Courseware.

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 new online orientation content aligns with Title 5 requirements for orientation (in parentheses) as follows:

- A welcome to the online learning environment and the course management system, Adapt Courseware.
- A welcome to the campus
- A module on assessment (Orientation Checklist #3)
- Goal exploration: how to plan for the future (Orientation Checklist #8)
- Financial Aid (Orientation Checklist #4 and #5)
- Registration Process (Orientation Checklist #2, #6, and #7)
- Academic expectations: how to be the most successful in college (Orientation Checklist #1 and #5)
- Academic support services (Orientation Checklist #5)
- Student support services (Orientation Checklist #5)
- Student rights and responsibilities

The online orientation is in phase one of the implementation process. Phase two will include updates throughout the 2014-15 academic year. Please refer to section **IIa.i.1 *Orientation*** for specific information on the development, implementation, and delivery of orientation services.

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.

As a campus, the following challenges have been identified:

- Creating a positive and successful end-user experience, that embodies the culture of the campus, when the campus has limited control of content and technology support services are provided at a district-wide level.

- The new online orientation is only offered in the English language. A planning goal for GWC is to create and implement a Spanish and Vietnamese version of the orientation.

- Participation as a pilot college in the Education Advisory Board (EAB) Student Success Collaborative may create further impact on our current orientation practices. The EAB platform and services will be used to improve the overall experience of applying to the College, enrolling in classes, and preparation for the first day of instruction. The EAB platform clarifies the orientation process for students, provides personalized advice on program selection and course scheduling, and helps students access existing support services.

- Messaging students in a way that creates a sense of urgency for participation in orientation to direct students to complete orientation before they assess in math and English.

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 budget plan attachment.

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.).

GWC assesses approximately 4,500 students a year through two modes of delivery (computer software and paper format). All new credit students are provided with an opportunity to participate in the assessment process in the Assessment Center. Assessment is not mandatory; however, it is strongly recommended. Students are encouraged to participate in the assessment process to increase opportunities for college success and to assist in the qualification for priority registration. Testing sessions are available on-campus at various times of the day throughout the year and also administered to high school students participating in SOAR through paper format. Placement recommendations based upon a test session are available within one working day.

Separate testing sessions are scheduled for native and non-native speakers of English. Non-native speakers of English are encouraged to take placement tests designed specifically for ESL (English as a Second Language) students. The students are not, however, precluded from taking the tests designed for native speakers of English. Information is provided in Spanish and Vietnamese as well as English.

Testing accommodations are available for students with disabilities. These include extended timed tests for students with documented disabilities, diagnosed learning disabilities, writers for the physically disabled, and interpreters for hearing-impaired students. Appropriate documentation is made of all special accommodations. Performance of these students is monitored for disproportionate impact. The DSPS verifies the necessity of accommodation and provides all assessment testing though the DSPS office. The DSPS also assists in the SOAR program by providing assessments with accommodations to students with disabilities at the high school site.

In cooperation with the Coast District colleges, placement tests are administered to high school seniors from local feeder high schools during the months of March through June as part of the SOAR Program. Each participating high school provides testing sites and student supervision by high school staff. GWC provides all staff for proctoring, testing materials, scoring, and placement.

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.

Assessment services staff:
*   **Assessment Test Specialist (1)** – Oversee the Assessment Center, work with test publishers to renew test licenses, work closely with departments such as Admissions and Records, Counseling, Math, English, ESL, division staff, and Research.
*   **Test Technicians Part-Time (3)** –Administer assessment tests on campus and at local high schools, input test information, transfer tests scores from other campuses, administer challenges, and maintain the daily routines of the Assessment Center.
*   **Work Study Student Assistants (3)** – Perform office work for the Assessment Center.
*   **Director of Research, Planning, and Institutional Effectiveness (1)** - Assessment related research.
*   **Research Analyst (1)** – Assessment related research.

- **Counseling Instructional Associate (1)** –Work with the Assessment Center and SSSP Coordinator to obtain a list of SOAR students, and maintain records of attendance for orientation.
- **SSSP Coordinator (1)** – 50% support staff currently facilitating and supporting SSSP activities. The college will be considering a proposal to hire a full-time SSSP Coordinator.

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.)

GWC continues to use only placement tests on the Chancellor's approved list for the assessment of language and computational skills:

> *For English assessment testing*: Computerized and in-person:
> - ACT Compass Writing
> - APS Writing testing booklet for SOAR testing (applying for re-approval from Chancellor's Office)
>
> *For English Second Language (ESL) testing:* Computerized and in-person
> - ACT Compass ESL Grammar Usage
> - ACT Compass ESL Listening
> - ACT Compass ESL Reading
> - ESL Booklet Test – Combined English Language Skills Assessment (CELSA)
>
> *For Math Assessment testing*: Computerized and in-person:
> - Four level test booklets from UC/CSU
> - Mathematics Diagnostic Testing Project (MDTP):
> - Elementary Algebra (Level 2)
> - Intermediate Algebra (Level 3)
> - Pre-Calculus Readiness (Level 4)

Additional multiple measures are questions that students answer on Scantron forms and are used to adjust the overall raw score to increase the likelihood of appropriate placements. The college applies the following multiple measures:

- Overall high school GPA
- Number of years the student studied English in any country
- Number of years the student studied English in the US
- Number of years separated from school
- MDTP diagnostic sub-scores for mathematics

Eligible exemptions from the placement test may include one of the following:

- Students who have taken a placement test at a California Community College (including GWC) within the last two years and submit test scores to the Assessment Center for placement in math and/or English (excludes ESL).
- Students who have received a score of "3" or above on an AP math and/or AP English exam and submit test scores to the Admissions/Records Office for placement in math and/or English.

- Students who have successfully completed the prerequisite at another college and submit official or unofficial transcripts to the Admissions/Records Office to prove successful completion (grade of C or better) of the prerequisite course(s) (excludes ESL).
- High school students who have taken an Early Assessment Program (EAP) from CSU within the last two years, received a "ready" status for CSU English and/or CSU math, and have submitted the results to the Assessment Office for appropriate placement.

- Challenge processes are in place to waive pre-requisites to a student's desired course.

- For English: Students submit samples of writing, including two past papers and a new, timed diagnostic sample written in the Assessment Center. These are evaluated within a week by two full-time English faculty.
- For ESL: Same as for an English assessment challenge except that the new writing sample is not timed.
- For Math: Any supporting documents, including a short personal note describing the reasons for the challenge, transcripts, and letters of recommendation.
- For All Other Courses: A statement describing the reasons for the prerequisite challenge along with all documentation necessary to support the challenge, including transcripts, and the course outline or syllabus of the class they feel is equivalent to the course pre-requisite.

  No further documentation is accepted once the challenge is submitted.

  All challenges must be accompanied by a challenge form available in the Assessment Center or the Enrollment Center. Challenges are processed by faculty in a timely manner, and all faculty decisions are final.

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.

Golden West College accepts placement results from any regionally accredited college or university. A student must have taken the placement tests within the last two calendar years from the time the results are submitted for review.

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?

a) Pre-Test Practice

The Assessment Center website offers a link to English, ESL and Math sample tests that students can access and practice prior to taking the English, ESL or math placement exams. Students are directed to this website upon registration for assessment tests. Answers to the sample questions are listed at the end of the practice tests.

Effective fall 2013, the math department discontinued offering Basic Mathematics and Pre-Algebra. Students who require developmental skills below Elementary Algebra are referred to our two sister colleges. These GWC students may also choose to enroll in Elementary Algebra, however, these students are at a distinct disadvantage. One way the college attempted to address this inequity is through offering a summer bridge program using Title III grant funding. During Summer 2013, GWC offered a successful Summer Bridge Program in which we linked a math or English course one-level below college level with an educational planning course, COUN G103. We measured success based on students successful completion of the courses:

- 54/62 students enrolled in English completed the course with a passing grade
- 55/74 students enrolled in Math completed the course with a passing grade
- 131/149 students enrolled in Counseling completed the course with a passing grade
- 109 students completed both a math or English and Counseling course with a passing grade

In summer 2014, GWC continued offering learning communities for English/math and Counseling, and expanded the Summer Bridge Program to include an individualized tutoring program. The college hired an English instructor to work one-on-one with students who qualified for one and two levels below college-level English. In this flexible, 3-week program students spend 21 hours working with the instructor in the Writing and Reading Center on campus. In addition they have access to a counselor specifically assigned to the Summer Bridge Program. This no-cost program will help students:

- Start building relationships with professors, tutors, staff, counselors, and in turn create a unique support system.
- Gain an edge over other students with early access to basic skills tutoring, composition instruction, English mechanics, on-campus resources, and campus life.
- Build a small community among Summer Bridge peers, developing friendships, and future study partners.
- Earn the chance to retest in English with the hope of qualifying for a higher-level course.
- Be rewarded with an opportunity for priority registration giving them access to high-demand English courses.

GWC tracking the results and will use this experience to improve next year's summer bridge.

Other Title III grant activities we intend to commence in 2014-15 include:

- Online Tutoring: Provide enhanced in-person and online tutoring services in identified courses as well as group and one-to-one sessions. Online tutoring, will integrate Smarthinking and Net Tutor software programs to provide services to students at GWC 24/7 in their first year of college. Students and faculty may request an online tutor be hired for their class. Funding will be set aside to hire and train student tutors who have taken the class and have pursued higher level educational goals.

- Supplemental Instruction (SI): An SI Program is proposed to provide students with the extra assistance to increase retention and success in "high risk" courses. The program will be based on the University of Missouri-KC model. The program will utilize peer-assisted study sessions. SI sessions are regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders", students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.

- Supplemental Instruction Aide (SIA) Large Class Support: The SIA program is to assist students in high enrolled class sections. Classes with 55 students or more are considered to be large class factor (LCF) sections. Many students in these LCF sections fall through the cracks and perform at below satisfactory levels leading them to either withdraw from the class or receive a non-passing grade. The SIA collaborates with the course instructor and can work with students in weekly group tutoring sessions, text review sessions and/or online tutoring. The SIA can help the students with the understanding of Blackboard and course requirements. The SIA may also monitor student progress, meet with instructors regarding at-risk students, provide analysis and substantive critique of student performance, and contacting at-risk students.

- Integrate Open Education Resources (OER), the FLIP classroom and the Kahn Academy models. This FLIP classroom course model will be piloted as part of a summer bridge program to better prepare incoming first-year college students for transfer level courses and to decrease the need for enrollment in basic skills. Many students testing into the lowest levels of math have skills deficiencies in specific areas and may not need to be enrolled in a 16-week semester course. The purpose of the summer bridge program is to assist students in need of remediating math skills, to test into and be successful in Elementary Algebra or Intermediate Algebra. The

program will target at- risk students who test below transfer level in English and Elementary Algebra. The summer bridge program will use an accelerated plus academic support model so the students are better prepared to enter into fall courses without the need for remediation. The program will use Open Education Resources (OER) (i.e. math online resources, Khan Academy and the FLIP classroom model) as well as additional academic tutorial support and SI to increase the students' math skills. The accelerated model involves a six-week program where students will be expected to participate up to four days per week, three hours per day (total of 12 hours per week). The students will be required to complete coursework in the lab or online with documentation. After completing at least 65% of the total 72 hours, the student can retest at the end of 6-week session. Seats will be held in the applicable math classes for the following semester for students meeting the appropriate testing level after the six-week session. To determine the effectiveness of the Open Education Resources programs, a control group of 25 students will be retested and reassessed using online instruction programs to evaluate success in the subsequent courses.

- Interventions will be pilot tested with a cohort of students enrolled in remedial math courses and then adapted for use with students enrolled in basic skills reading (English) courses. Currently, all sections of remedial math as well as the majority of transfer level math courses use Pearson Publishers MyMathLab online product, a comprehensive program giving students access to the eTextbook, multimedia resources, tutoring and remediation, flexibility and immediate feedback when students work on homework assignments. In remedial math classes that have a mandatory on-campus lab component, MyMathLab is utilized for weekly class quizzing and testing. Due to the large class sizes in many math classes, MyMathLab has also been an effective tool for instructors to be able to manage and communicate with their students. However, every semester there are several technical issues with students properly registering for MyMathLab affecting their ability to immediately begin working toward their learning objectives. As part of this Title III project, GWC will upgrade MyMathLab to Pearson's MyLabsPlus (MyLabs+) to allow for batch registration of students and provide a more robust method of course management. The choice to use MyLabs+ will allow this course to be adapted and used by other basic skills disciplines and implemented so that it interfaces with the college and District's systems providing more detailed analytics as needed. This information will be also be helpful to more effectively direct students in their education plans and to address remedial issues.

Additionally, the college is currently evaluating various options for pre-assessment preparation, including EdReady, an online diagnostic tool that assesses a student preparation for math and creates a personalized study plan for a specific student needs. The college will also discuss a proposal to use the course management system (currently serving as the platform) for online orientations to develop a pre-assessment module to assist students in preparing for placement testing.

b) Re-Take

The following re-take policies apply whether or not a student has started a course in the ESL, English, and/or mathematics sequence.

- English placement assessment can be re-taken after two years.
- ESL placement assessment can be re-taken after six months.
- Math placement assessment can be re-taken after one year; however, the student must take a higher level Math assessment.
- English, ESL, and Math assessment tests can be re-taken if previously taken without the use of accommodations when accommodations should have been provided through DSPS.

The college is currently evaluating and discussing the re-take policy. There is a concern that a waiting period between one and two years is counterproductive. Instead, students should have the opportunity to re-test more frequently. GWC also researched re-test policies at other southern California community colleges and discovered that many campuses have far less restrictive re-test policies.

c)   Recency

Assessment test scores and Early Assessment Program (EAP) scores are accepted for two years following the administration of the test.

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?

GWC accepts Advanced Placement and Early Assessment Program (EAP) results to exempt students from assessment. GWC does not accept results of conditional college readiness.

The College is currently evaluating alternative assessment and placement policies to consider models that use other student performance data besides assessment tests. Locally, at least two community college models have been piloted that use high school GPA and other information for placement.

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.

As outlined in the current Enrollment Management Plan, the college has planned to use $50,000 of the combined funds from SSSP and Title III grant to improve assessment policies and increase Bridge programs to provide incoming students the clearest, smoothest, and most accurate transition into college from the worlds of high school, military service, and work.

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.)

Counseling, Advising and Other Education Planning Services Activities:

a. Counseling Appointments
    All new non-exempt students are provided an opportunity for an individual, in-person, appointment with a General, DSPS, CalWORKs or EOPS counselor to develop a student education plan (SEP). Counselors provide academic, career and personal counseling including the development of comprehensive SEPs.

    Point at which service is provided: Throughout fall and spring semesters. Appointments available for special populations (i.e. veterans, financial aid appeals, athletes, international students, CalWORKs, EOPs) are also available outside the semester.
    Estimated number of students annually provided this service = 8,053

b. Express Counseling
    In an effort to serve more students, GWC Counseling provides Express/Drop-In Counseling during high peak registration periods, summer, and intersession to new (enrolled and prospective), continuing and returning credit students. Counselors meet with students in 20-minute individual sessions to assist with immediate needs, including the creation of an abbreviated SEP. Comprehensive SEPs are limited to counseling appointments. Express Counseling is available on a first-come, first-served basis.

    Point at which service is provided: On-going services available to students anytime on their academic pathway
    Estimated number of students annually provided this service = 3,174

c.   Walk-in Counseling
     Counselors provide walk-in counseling for new (enrolled and prospective), continuing and returning general and CalWORKs students who have brief questions, such as basic information regarding academic programs, course prerequisites, college and academic policies, course offerings, general class information, and referrals to other services. Walk-in is available on a first-come, first-served basis and provided during fall and spring semesters.

     Point at which service is provided: On-going services available to students anytime on their academic pathway. DSPS counselors provide walk-in counseling during priority registration. EOPS counselors provide walk-in counseling during summer and priority registration.
     Estimated number of students annually provided this service = 3,657

d.   Online Advising: eCounseling
     eCounseling is a web-based email advising system designed to address general questions, similar to walk-in counseling. While the program is called eCounseling, students receive advising, rather than counseling services. Students requiring counseling, including personal and career, or need a comprehensive SEP, are required to make an in-person appointment.

     Point at which service is provided: Year round
     Estimated number of students annually provided this service = 1,800-2,000

e.   Orientations

     See II(a)(i), Orientation

f.   Education Planning Workshops

     Education planning workshops are offered to assist students with tracking the progress towards educational goals and to guide in the development of an abbreviated student educational plan (SEP). These education planning workshops are mandatory for local high school students participating in SOAR and strongly encouraged for all other students. To gain the maximum benefit of the education planning workshop, the expectation is that assessment tests and the online orientation are completed prior to attending the workshop.

     DSPS counselors develop abbreviated SEPs for DSPS students as part of their in-person orientation, follow-up services, and comprehensive SEPs throughout the academic year. DSPS students who miss the opportunity to participate in the face-to-face orientation are assisted in individual appointments with a DSPS counselor.

     International students meet individually with an international student counselor to develop an abbreviated and/or comprehensive SEP prior to starting classes.

     Point at which service is provided: Year round
     Estimated number of students annually provided this service = 2,280

g.   Credit Courses

Individual credit courses include:
- COUN G100 - Career Planning
- COUN G103 - Educational Planning for Student Success
- COUN G 104 - Career and Life Planning
- COUN G199 - Employability Skills
- COUN G110 - Academic Planning: Certificate/AA
- COUN G111 - University Transfer Planning
- COLL G100 - Becoming a Successful Student
- COLL G090 - Study Skills for College
- COLL G050 - Introduction to Online Learning
- COLL G151 - How to Succeed as an Online Learner

Point at which service is provided: fall, spring, summer terms
Estimated number of students annually provided this service = 1200

h.   General Workshops
A broad assortment of workshops and events are offered through the Transfer Center, Career Center and DSPS to assist students with the achievement of their academic goals and career discoveries. These workshops are open to students, the public and the campus community. Events include but are not limited to the following:
- How to Develop Networking Skills
- Job Interviewing Skills
- Job Searching on Social Media
- Resume for Veterans
- A Career as a FBI Agent
- How to Transfer to the CSU or UC
- UC Transfer Admission Guarantee (TAG)
- University Representative Appointments
- University Campus Tours

Point at which service is provided: fall, spring, summer terms
Estimated number of students annually provided this service = 1,033

i.   Financial Aid Appeal Committee/Counseling

If a student loses eligibility for financial aid as a result of not meeting Satisfactory Academic Progress (SAP) or going over the unit cap, they are notified with a disqualification letter that includes instructions and information on the appeal process. If students are eligible, they may appeal. The Financial Aid Appeals Committee evaluates all appeals and takes into consideration factors such as personal statement, academic history, documentation provided to verify extenuating circumstances, whether the student has been following his/her educational plan, and the student's ability to achieve academic progress in the future. The Financial Aid Appeals Committee includes two counselors and a Financial Aid manager.

Point at which service is provided: fall, spring and summer terms
Estimated number of students annually provided this service = 3,900

j.   Online Disqualification Tutorial

A student on probation at Golden West College, Orange Coast College or Coastline College shall be on probation at any District college. Two consecutive semesters of probation leads to disqualification at all three colleges. All probationary and disqualified students are notified of their status and counseling services are made available. All disqualified students are required to complete the Online Disqualification Tutorial. The tutorial concludes with an 8-question quiz that students must complete, print, and submit to the Counseling Center. Students must earn 80% or higher to be cleared for registration. Students earning less than 80% are required to see a counselor to discuss strategies for improving student success before they are cleared for registration. A disqualified student is restricted to register for 7 units or less the subsequent semester. Counselors also make referrals to on and off campus programs and services during this visit. Students on Academic and/or Progress Disqualification a second time are required to sit-out the subsequent semester; however, they can return following their sit-out. Upon return, students are required to complete the Online Probation/Disqualification Orientation and will be restricted to 7 units.

Point at which service is provided: Year-round
Estimated number of students annually provided this service = 583

After completing the online orientation and assessing in math and English/ESL, all new credit students, including students from local feeder high schools (SOAR: Student Orientation, Advisement and Registration), are provided an opportunity for counseling/advising in-person, in a program planning workshop or online.

Once the college began informing students about priority registration, the counseling department implemented in-person program planning workshops as a strategy to reach more students needing SEPs. It is the department's intent to evaluate the effectiveness of this new strategy in fall 2014.

All students are notified, through the student portal and on the college's home page, that in order to receive priority registration they must declare a Course of Study with a counselor and develop, at minimum, an abbreviated SEP prior to registration. They are encouraged to attend a program planning workshop to familiarize themselves with DegreeWorks and develop an abbreviated SEP. They are then advised to follow up with a counselor during the semester to develop a comprehensive SEP.

Students in our College Success and Career Planning Courses are encouraged by faculty to complete an SEP. Our Educational Planning course and newly developed counseling courses, Academic Planning for Certificates/Degrees and University Transfer Planning, are designed specifically to assist students with the completion of an SEP.

Partnerships with local High Schools
- SOAR
- High School Counselor Breakfast
- College Preview Day
- Chicano Latino Conference

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.

For a description of services offered online, in-person, individually or in groups, please see section II(a)(iii)(1).

For a description indicating whether drop-in counseling is available or appointments are required, please see section II(a)(iii)(1).

Students may call or visit the Counseling Center to schedule a counseling appointment. Appointments are available each Thursday for students to schedule appointments for the following week. Students are encouraged to see the counselor assigned to their course of study/major; however, students may request any counselor, or if they are undeclared they will be scheduled with the first available counselor. The number of students seeking a counseling appointment has always far surpassed the number of appointments available. Historically, appointments that are available each Thursday are completely booked by Tuesday or Wednesday of the following week.

The department is currently exploring the feasibility of scheduling counseling appointments online.

Priority appointments are given to veterans and active duty military to avoid interruption of benefits. The college has seen an increase in veterans and active duty military students. To address this increase the counseling department is discussing the need for a dedicated counselor for this population.

Students who are not currently enrolled in GWC courses have the opportunity to schedule an appointment after 5 pm on Mondays. If a prospective student cannot be accommodated in an appointment they are referred to Walk-In or Express Counseling.

The estimated wait time for express and walk-in services in General Counseling is currently 30-60 minutes or more during peak registration periods and 5-30 minutes in non-peak periods.

Counselors respond to eCounseling (online advising) inquiries within 48-72 business hours of receipt of the inquiry.

The college established a deadline for completing priority registration activities six weeks prior to the first day of fall registration. As a response to this requirement, the counseling department increased its offerings of education planning workshops to accommodate more students. Many students; however, did not qualify for fall priority registration as a result of applying to the college after the deadline or completing core services after the deadline.

All DSPS, CalWORKs, and EOPS students are accommodated in an appointment and/or drop-in.

Academic advising is performed by counselors in the services provided in section II(a)(iii)(1). GWC Counseling does not currently utilize paraprofessional advising.

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

Education plans for all new, continuing and returning students, regardless of special population, are developed in the online education planning tool, DegreeWorks. Students may obtain abbreviated SEPs in Education Planning Workshops, individual appointments, and during Express Counseling once they have declared their course of study. DegreeWorks features include a program audit that allows students and counselors to monitor a students' progress towards achieving educational goals as well as the ability to create an online education plan. The abbreviated plan includes the program audit as well as the following:

- Plan description: students are encouraged to describe their plan with specificity so that it reflects their educational goals
- Title of Course of Study/Major
- The functionality to develop a semester-by-semester plan which typically is one, no more than two, semesters for an abbreviated SEP
- A list of remaining requirements for student educational goals that can be dragged and dropped into any semester
- Options for notes on the plan, the program audit, and on specific terms
- Options for adding non-course requirements
- Ability for a counselor to "lock" (approve) a plan
- Option to create multiple plans, either student or counselor generated (although only one plan at a time may be locked)
- Course identifier (number and discipline) is listed with units and the ability to set a minimum grade requirement
- Flexibility to temporarily change a students' major to see how close they are to completing a different majors' requirements
- Ability to see how planned classes fit into the program audit
- Ability to identify critical courses

Counselors frequently make course recommendations online via email. The counseling department is currently discussing how GWC can provide more formalized abbreviated education planning online.

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.

Comprehensive SEPs are developed in DegreeWorks and provided only in individual appointments once a student has satisfied assessment requirements and declared a course of study. DegreeWorks features are the same for comprehensive SEPs as they are for abbreviated SEPs, although comprehensive SEPs are more than one semester in length and incorporate elements such as:

- Consideration of and planning for multiple layers of student goals
- Recommended course sequencing that reflects a balanced course load based on a student's strengths, scheduling patterns, and course requirements with prerequisites
- On and off campus student support referrals
- Information about auxiliary requirements to meet a student's educational goals, such as testing, advanced placement scores, minimum GPA, and deadlines
- Planning for and prioritizing multiple transfer institutions
- Recommendations of courses to increase a student's competitiveness for admission, if transfer is intended
- Professional knowledge of programs
- Evaluation of transcripts from other institutions

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).

- **General Counselors, Full-Time (13 FTE) -** Counselors teach counseling-related courses and provide comprehensive academic, career, transfer, and personal counseling services to the general student population. For 2014/15, we have 6 full-time faculty who are part-time counseling (1 counselor with 30% reassignment (Puente); 3 counselors with 50% reassignment; 1 counselor with 75% reassignment; 1 counselor on 40% retirement). We have three part-time teaching counselors and three Part-Time counselors.

- **Counselors, Part-Time (7) -** Counselors provide comprehensive academic, career, transfer, and personal counseling services to the general student population. They also assist with orientation and express counseling. Two of these counselors have yet to be hired, but they will be added during the 2014/15 academic year. These counselors will run the DegreeWorks and Probation workshops. Part-time hours for 2013/14 were 1,952 or 0.94 FTE.
- **Dean of Counseling and Social Sciences (1)** - Arranges for counselor availability for SEP and counseling. Also oversees EOP/S and CalWORKs programs.
- **Counseling Staff, Full-Time (2)** - Schedule SEP appointments and prepare counseling materials.
- **Instructional Associate of Counseling and Guidance (1)** - Inputs counselor schedules after development by department chairs, reserves rooms, clears students with electronic SEPs format for priority registration, assists with the MIS reporting of counseling activities, and other administrative support for the counseling department.
- **Counseling and Social Sciences Division Coordinator (1)** - Assists the Counseling and Social Science Dean in SEP-related activities, and also will assist with the coordination of counseling services.
- **Counseling Division Co-Chairs (2)** - Oversee overload hours and approve the schedule for counselors.
- **SSSP Coordinator (1)** - 50% support staff currently facilitating and supporting SSSP activities. The College will be considering a proposal to hire a full-time SSSP Coordinator.
- **Transcript Evaluators (4)** - Evaluates transcripts for prerequisite, co-requisites, and course equivalencies.

EOP/S
- **EOP/S Faculty Coordinator (1) (Full Release Time)** - The coordinator works as the primary supervisor for EOP/S reporting to the Dean of Counseling and Social Sciences.
- **Fulltime EOP/S Counselors (3)** - Counselors teach counseling-related courses and provide comprehensive academic, career, transfer, and personal counseling services to the EOP/S population.
- **Part Time Counselor (1)** - 2 days a week during normal operational hours.
- **Full-Time EOPS/EFY (1)** - Schedules intakes and coordinates MIS.
- **Full-Time CARE (1)** - Schedules intakes and coordinates MIS

Cal/WORKs
- **Project Director, Part-Time (1)** - Oversees the CalWORKs program operations. Reports to the Dean of Counseling and Social Sciences.
- **Counseling Faculty, Part-Time (4)** - Counselors teach counseling-related courses and provide comprehensive academic, career, transfer, and personal counseling services to the CalWORKs population.
- **Program Specialist (2) (90%)** - Coordinates the operations of the center, schedules appointments for SEPs.

DSPS
- **Director of DSPS, Full-Time (1)** - Provides program oversight, direction, supervision and assistance to counselors, staff, and students being served through DSPS. Arranges and approves Counselor availability for SEP, Counseling, and Disability related needs and accommodations.
- **Counselor, Full-Time (1)** - Provides disability related accommodations, verification based on state mandates, comprehensive academic, career, transfer, personal and disability related counseling services to the students served in DSPS.
- **Counselor, Part-Time (1)** - Provides disability related accommodations, verification based on state mandates, comprehensive academic, career, transfer, personal and disability related counseling services to the students served in DSPS. (Part Time hours 16 hours a week during Fall & Spring – overload varies in Summer)
- **Classified staff, Full-Time (5)** - Assist in the scheduling and maintenance of appointments for counseling, SEP, and student appointments as well as ongoing registration assistance to students throughout the academic year)

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.

- Online probation and disqualification tutorial and assessment – web-based platform with a quiz for students to complete (see Follow-up For At-Risk Students, II(a)(iv)(1))
- Numerous websites
- Online Appointment Scheduler (Counseling Department Use) – SARS is a tool used by the counseling division to schedule student appointments and activities, track counseling services data, and store counselor notes. The vendor is SARS Software Products Inc.
- Online Appointment Scheduler (Student Use) – The counseling department is exploring the online appointment scheduler in SARS. Students will be able to schedule counseling appointments via the online scheduling system. The vendor is SARS Software Products Inc.
- Online orientation – see Orientation, section II(a)(i). The vendor is Adapt Courseware
- eCounseling – a web-based email advising system designed to address general questions, similar to walk-in counseling. See section II(a)(iii)(1) above.
- Online Program Audit and Education Planning with DegreeWorks - features include a program audit that allows students and counselors to monitor student progress towards achieving educational goals, as well as the ability to create an online education plan. The vendor is Ellucian. See section II(a)(iii)(3)
- Online Courses – Academic support, career and transfer planning, and college success courses are offered online via the course management system, Blackboard. See section II(a)(iii)(1).
- eTranscript – the ability to accept electronic transcripts from other eTranscript institutions. The college needs to prioritize the implementation of the ability to transmit electronic transcripts.
- EUREKA – career planning tool. This tool not only helps students identify potential careers, but it also gives them knowledge of what academic majors are necessary for these jobs, and which schools in California offer these majors.
- SARS-TRAK – a student self-serve check-in/check-out system for measuring students' use of college services, such as advising, counseling, library, labs, tutoring, career centers, and other services. A PC at each site prompts to record their arrivals, reasons for their visits, and departures. GWC will be installing this for the spring 2015 semester to assist with student SEP appointments.

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 budget plan attachment.

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.

Basic Skills Students- Estimated annual number of students to be served is 5,753. This number is based on the unduplicated number of students enrolled in basic skills courses for 2012-13. This data will be generated annually by the GWC Research Office.

Undecided Students - Estimated annual number of students to be served is 4,401. This number is based on the unduplicated number of students enrolled in 2012-13 who were undecided about their major. This data will be generated annually by the GWC Research Office.

Probation/Dismissal Students - Estimated annual number of students to be served is 4,579. This number is based on the number of students who were on academic or progress probation or subject to dismissal for 2012-13. This data will be generated annually by the GWC Research Office.

Describe the strategies for addressing the needs of these students, including:
   a.   **Types of services available to these students; how they are notified and when.**

Basic Skills Students: Provide counseling to nonexempt students enrolled in pre-collegiate-level basic skills courses. Distribute information to students regarding counseling services, as well as support courses such as Educational Planning for Student Success, Career and Life Planning, Academic Planning: GWC AA/CERT, University Transfer Planning, Becoming a Successful Student, and our shorter Students Success Seminars.

- Provide an "early alert" process for all students including special needs populations (students participating in EOPS (including CARE & EFY, DSPS, and student-athletes) to identify those individuals with academic difficulties. Identified students are referred to counselors, tutors, and other student services that will assist these students to address their challenges.

Continue to offer Study Skills for College, targeting basic skills students

Undecided Students: Provide individual and/or group counseling sessions to non-exempt students who are undecided about an educational goal. Students are referred to the Career Center, vocational exploration courses, counseling seminars, and other appropriate services. Undecided students are notified by email and in the online campus calendar.

- Track and send communications to undecided students - At keys points in the process, (i.e. achieve 15 unit threshold) reinforce the need to declare a major and create a comprehensive educational plan with a counselor describing how educational goals can be reached.

- Develop and offer "What is a Major and How to Choose One" Workshops – Workshops include topics that teach students "tools" to help understand the meaning of a major and the importance to succeed in college.

- Offer expanded number of Career Specific Workshops - Encourage the Career Center to increase the number of workshops introducing students to a variety of career opportunities.

Probation/Dismissal Students: Identify students with academic difficulties early in the probation/disqualification process at GWC, which is more restrictive than the California Administrative Code, Title 5. After 12 units attempted, students are placed on academic probation if they earn less than a 2.00 GPA in their current semester or have a cumulative GPA of less than 2.00. Students will be disqualified after two semesters on probation instead of three as specified in the code. Students who complete 50% or less of units attempted are placed on progress probation and will be disqualified if units completed are 50% or less for two consecutive semesters. These stricter policies allow for earlier detection of students with academic difficulties. All students are notified of their status via college email accounts. Each probation student is informed and strongly encouraged to meet with a counselor to develop a remediation plan.

- Generate lists of students eligible for probation or disqualification following the posting of grades at the end of each semester. Lists are used to inform students of their status.
- Require students on Academic and/or Progress Disqualification to complete the Online Probation/Disqualification Tutorial. The tutorial concludes with an 8-question quiz students must complete, print out, and submit to the Counseling Center. Students must earn 80% or higher to be cleared for registration, but are asked to review and re-answer the questions they missed. Students earning less than 80% are required to see a counselor to discuss strategies for improving student success before they are cleared for registration. A disqualified students' registration is restricted to 7 units or less the subsequent semester. Counselors also make referrals to programs and services that are available on the campus during this visit. Students on Academic and/or Progress Disqualification a second time are required to sit out the subsequent semester, but can return following their sit out. Upon return students are required to complete the Online Probation/Disqualification Orientation and will be restricted to 7 units.
- Provide proactive counselor support to disqualified students who have been readmitted. Students schedule in-person counseling appointments.
- Beginning spring 2015, the College will pilot workshops for students on probation/disqualification. These workshops will be facilitated by two part-time counselors.

See section II(a)(iii)(j) for more information on the online disqualification tutorial.

   b. **Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.**

- Provide counseling each semester to new and continuing students who wish to modify their educational goal and/or update their educational plan. All students are notified electronically via MyGWC prior to each registration period and encouraged to receive counseling services. For counseling appointments, student academic records are made available to the counselor including SEPs using DegreeWorks educational planning tool. See II(a)(iii).

- Provide individual and/or group counseling sessions to nonexempt students who are undecided about an educational goal. Students are referred to the Career Center, vocational exploration courses, counseling seminars, and other appropriate services. Undecided students are notified by email and in the on-line campus calendar. See II(a)(iii).

- Provide bilingual counselors for students who have language difficulties. Provide disabled student programs and services (DSPS) counselors to assist students with verified disabilities.

- Provide counseling to nonexempt students enrolled in pre-collegiate-level basic skills courses. Distribute information to students regarding counseling services available, as well as support courses such as Educational Planning for Student Success, Career and Life Planning, Academic Planning: GWC AA/CERT, University Transfer Planning, Becoming a Successful Student, and our shorter Students Success Seminars. See II(a)(iii)

   c. **How the services identified in "a" and "b" above are provided (online, in groups, etc.).**

Require students on Academic and/or Progress Disqualification to complete the Online Probation/Disqualification Tutorial and Quiz.

> **d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.**

Teaching faculty are asked to identify students who are having academic difficulty and to refer them to appropriate support services. Each semester, the Counseling Center reminds faculty members of this responsibility. Additionally, staff development and in-service training workshops are held for faculty and staff to address the needs of high-risk students. Currently, this approach is active with EOPS progress reports. GWC will be working to implement SARS ALRT in Fall 2014 and involving more campus faculty through Title III grant efforts. GWC will start targeting the involvement of basic skills English/ESL & math section instructors.

Civitas, Inc. - Improving student success is one of our six master planning goals. In addition, student success and completion are significant benchmarks for our College. While we have made progress in improving student success, we still need better tools to help continue to improve student success. Civitas services, application, and support will provide the College with an innovative tool that uses data analytics to help us identify students who are at risk of failing in courses and programs. The platform will allow the College to deliver personalized recommendations directly to students, faculty, advisors and administrators through intuitive, easy-to-use, Web-based applications to enable better-informed decisions that lead to improved student success. We are confident that Golden West will benefit from the services and retain many more students than we lose between the first day of class and the census date.

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

- **SSSP Coordinator (1)** – Collaborates with Counseling Dean on Probation format and scheduling.
- **Dean, Enrollment Management (1) -** Oversees Assessment, Enrollment Services, Financial Aid, and Outreach.
- **Director, Admissions and Records (1)** - Oversees Enrollment Services.
- **Dean of Counseling & Social Sciences (1)** - Oversees the Counseling Division, EOPS/CARE, CalWORKS, and the academic Social Science disciplines.
- **Counselors/Full-Time (13), Part-Time (8)** - Provides comprehensive academic, career, transfer, and personal counseling services to the general student population.
- **Coordinators/Directors (Special Programs) (3)** - Oversee the operations and follow-up services for EOPS, CalWORKs, & DSPS student population.
- **Counselors (Special Programs)/Full-Time (1), Part-Time (7)** - Provides comprehensive academic, career, transfer, and personal counseling services to the EOPS, CalWORKs, & DSPS student population. Student population.
- **Instructional Associate, Counseling (1)** - Assists faculty and staff in Assessment, Counseling, & Follow-up SSSP component areas.

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

- **Electronic Student Educational Plan** – To qualify for priority registration, students are required to meet with a counselor to develop and update their electronic student educational plans using the DegreeWorks educational planning software. Basic skills, undecided, and probation/dismissed students are encouraged as part of the follow-up process, to work with a counselor to learn how to access tools available in DegreeWorks to help them identify and reach educational goals.

- **Early Alert System** - The SARS-ALRT early alert system is an online referral system created by SARS Software Products Inc. Teaching faculty are asked to retrieve class rosters and identify students individually or as a group, informing the counseling department of difficulties that may be affecting success. Letters are sent to the student's College email address providing suggestions to the student to increase success. This program has been purchased, and once approved, the College will invite SARS to the campus to begin training. GWC anticipates piloting this in the fall and going live in the spring 2014 semester.

- **Online Probation/Disqualification Tutorial and Quiz**- Requires students who earn Academic and/or Progress Disqualification for the first time to complete the Online Probation/Disqualification Tutorial. Counseling faculty created the in-house tutorial using a PowerPoint presentation that was converted for use on the counseling webpage. Topics covered include probation/dismissal, support services, success skills, and how to improve academic standing. Completion of this tutorial and quiz is required of students who are placed on academic and/or progress disqualification. The Coast District has purchased a new Adapt Courseware platform that is being used to for our district-wide online orientation. It is the intention of GWC to use this platform to update and improve current Online Probation/Disqualification Tutorial and Quiz. This will be implemented during the 2014/15 academic year. See II(a)(iv)(1)(a)

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 budget plan attachment.

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

i. Instructional Research

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

The Office of Research, Planning, and Institutional Effectiveness at GWC is spearheading efforts to evaluate the effectiveness of SSSP services in areas of assessment, orientation, counseling, advising and other education planning services as well as follow-up services for at-risk students. Research study will assess the impact these services have on student learning and outcomes including: academic standing, course success rates, basic skills progress, persistence, degree completion, time to completion, and transfer-readiness. Research results will be used to continuously improve support programs and services to students.

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.

- Online probation and disqualification tutorial and assessment – web-based platform with a quiz for students to complete at the end (see Follow-up For At-Risk Students, II(a)(iv)(1))
- Numerous websites
- Online Appointment Scheduler (Counseling Department Use) – SARS is a tool used by the counseling division to schedule student appointments and activities, track counseling services data, and store counselor notes. The vendor is SARS Software Products Inc.
- Online Appointment Scheduler (Student Use) – The counseling department is exploring the possibility of implementing the online appointment scheduler in SARS. Students will be able to schedule an appointment with a counselor via the online scheduling system. The vendor is SARS Software Products Inc.
- Online orientation – see Orientation, II(a)(i). The vendor is Adapt Courseware
- eCounseling - a web-based email advising system designed to address general questions, similar to walk-in counseling. See II(a)(iii)(1) above
- Online Program Audit and Education Planning with DegreeWorks - features include a program audit that allows students and counselors to monitor a students' progress towards achieving their educational goals, as well as the ability to create an online education plan. The vendor is Ellucian. See II(a)(iii)(3)
- Online Courses – Academic support, career and transfer planning, and college success courses are offered online via the course management system, Blackboard. See II(a)(iii)(1)
- Computerized Assessment Testing – used for ESL and English assessment testing. See II(a)(ii)(3).
- Education Advisory Board – The EAB platform clarifies the orientation process for students, provides

> personalized advice on program selection and course scheduling, and helps students access existing support services.
> - eTranscript – the ability to accept electronic transcripts from other eTranscript institutions. The college needs to prioritize the implementation of the ability to transmit electronic transcripts.
> - Technology Licenses for:
>   - EUREKA – career planning tool that helps students identify potential careers, and gives them knowledge of what academic majors are necessary for these jobs as well as schools in California offering these majors.
>   - Transfer Evaluation System – database of course data from institutions of higher education. Staff can locate course descriptions, route and track the evaluation process, store, manage, group, and publicize the resulting equivalencies.

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.

The college intends to apply 2014-15 funding for Admissions and Records, Transfer and Articulation Services, Career Services and Institutional Research towards the district match requirement.

Activities for each area that support SSSP include:

Admissions and Records:
All Admissions and Records staff who assist with applications, transcript evaluation and registration.

Transfer and Articulation Services:
Senior staff assistant in transfer services provides assistance to students to find majors at four-year universities. This information is used by counselors to assist in creating SEPs.

Career Services:
Instructional Associate in the Career Center assists students in identifying degrees that match their interests and abilities. Students frequently attempt to determine majors based on understanding of potential careers. Career assessments are often the first-level contact. After completing the career assessment, students are directed to academic counseling. Determining career interests is often a necessary first step in determining majors.

Institutional Research (IR):
IR Staff assist with research related to SSSP.

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.

Some students may be exempted from orientation, assessment, and/or counseling/advisement if they meet one of the following criteria:

1. Completed an associate degree or higher from a regionally accredited college.
2. Has enrolled at the college solely to take a course that is legally mandated for employment as defined in sections 55000 or necessary in response to a significant change in industry or licensure standards.
3. Has enrolled at the college as a special admit student pursuant to Education Code section 76001.
4. Students who have taken a placement test at a California Community College (including GWC) within the last two years and submit test scores to the Assessment Center for placement in math and /or English (excludes ESL).
5. Students who have received a score of "3" or above on an AP math and/or AP English exam and submit test scores to the Enrollment Center for placement in math and/or English.
6. Students who have successfully completed the prerequisite at another college and submit official or unofficial transcripts to the Enrollment Center to prove successful completion (grade of C or better) of the prerequisite course(s).
7. Students who have taken an Early Assessment Program (EAP) within the last year and have received a "ready" status for CSU English and/or CSU math and have submitted the results to the Assessment Center for appropriate placement.

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1. Appeal Policies
   Describe the college's student appeal policies and procedures.

Appeal to Reinstate Priority Registration

Note: Orientation and assessment are currently not mandatory and, therefore, do not require an appeal process.

Students are assigned registration appointments in accordance with district board policy BP 5055and administrative procedure AP 5055. Pursuant to Title 5, Section 58108 a student may submit an appeal for consideration if they lose their registration priority due to not meeting necessary academic requirements. Exceptions may include one of the following:

- Students have an extenuating circumstance - Approval is based on evidence of unavoidable extenuating circumstances beyond their control, such as a death in the family, serious accident, hospitalization, etc. To be considered, the student MUST provide documentation, which may include such items as medical documents, death certificates, funeral programs, etc.
- Students provide all the necessary documentation to DSPS to verify his/her disability and educational/functional limitations but did not receive timely, reason able accommodations.
- A returning student and has made significant academic and/or progress improvement since their last academic or progress probation (must attached transcripts from other colleges showing academic progress)
- Student is enrolled in a high unit Course of Study.

Students may submit one petition per semester within the Coast Community College District, and the petition decision will apply at all three colleges in the district for that semester. Approved petitions are valid for only one semester, and denied petitions cannot be appealed; however, a denied student can re-appeal the following semester. Students are notified of the results of their appeal via their student email account within ten business days.
For other appeals, the college has an Academic Petitions Review Committee. This committee reviews petitions

submitted by students requesting waiver of academic requirements, policies, or procedures. The committee also reviews academic policies and regulations and proposes changes to appropriate campus governance groups for approval.. The committee is chaired by the Director of Admissions and Records. Committee members include administrators, faculty, counselors, and classified staff.

- 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.

The Development and Approval of New or Revised Courses, Including Prerequisites:

Stage 1.   The Origination

The faculty member originating the course:
   a. prepares a Course Outline using established guidelines, indicated by the screens on CurricUNET.
      http://www.curricunet.com/coast/
   b. must act with a clear understanding of timelines and scheduled meeting dates.

Stage 2.   The Faculty Review of the Proposed Course

After submission in the approval process in CurricUNET, the faculty originator will:
   a. monitor CurricUNET approvals of the discipline faculty, the Department Chair, the Division Dean, the Council on Curriculum and Instruction (CCI) Representative and the articulation officer to ensure that appropriate review occurs.
   b. work with any of these colleagues to develop and refine the course.
   c. consult with other instructors within the discipline (or in related disciplines) on or off campus to further develop and refine the course.

All of the area faculty should have an opportunity to examine and review the proposed course keeping the following criteria in mind:
   • Course desirability - Is there an audience or need for the class?
   • Course usefulness - Does it meet a campus or discipline need?
   • Academic appropriateness - Is the content appropriate to the intended students?
   • Sufficient layout of detail - Is the Course Outline sufficiently detailed so that another faculty member could present the course consistently with its intent?
   • Lack of overlap with other courses - Does the course avoid overlapping or duplicating other courses on campus? If there is some overlap, is the proposed course still unique and appropriate?

Ideally, all of this is handled in an open discussion, using the comments on CurricUNET, where all items can be analyzed and reviewed. Everyone in the process should be aware that all comments on CurricUNET are public. It may be necessary, in certain situations, to go outside the CurricNET process and schedule an open meeting in order to discuss and resolve conflicts. This Faculty Review is a required step in the development of new courses and in the revision of existing courses.

      The Role of the Division Dean in Review
   ▪ Ensures that appropriate faculty review within the discipline has occurred.
   ▪ Ensures that other disciplines are aware of the proposed course especially when there may be interdisciplinary conflicts.
   ▪ Ensures that appropriate resources exist to fund the new courses/programs that are being requested.
   ▪ Assists in resolving any concerns or conflicts making sure that potentially problematic issues are discussed and resolved before discussion in CCI. Any unresolved issues should be documented in CurricUNET for CCI review and decisions.

Stage 3.   The Signing Off

1. The Department Chair will "sign-off" the Course Outline, by indicating approval of the course or course revisions in CurricUNET. The Department chair approval is verification that the relevant Department has completed the review process. The degree of support within the department needs to be mentioned.
2. The Division Dean will "sign-off" the Course Outline, by indicating approval of the course or course revisions in CurricUNET. The Dean's approval is verification that any Division concerns have been noted in CurricUNET. The degree of support from the Dean should be indicated in comments.

Stage 4.   The Council on Curriculum and Instruction (CCI) Review of the Course

1. The proposed course is placed on the Discussion Agenda (even without department unanimity) for an upcoming CCI meeting once the Department chair and Dean have indicated that the course has been reviewed.
2. The proposed course is discussed among the whole body of CCI representatives. It is required that the originator of the course or his/her designee, the Department Chair or Faculty Advocate, and the CCI representative for that department attend this meeting in order to give necessary information and sufficient justification
3. After a full discussion, the CCI will do any of the following:
   a.   Recommend revisions in the course
   b.   Raise questions that need further clarification before any action can be taken
   c.   Recommend that the course be placed on the Agenda for a second reading.
4. After a second reading, the members will either:
   a.   Vote to extend the discussion of the course outline.
   b.   Vote for approval of the course and forward the Course Outline to the Office of Instruction for submission to the Vice Chancellor of Educational Services.
   c.   Vote for disapproval of the course. The initiating faculty member may then revise the proposal, have an additional review, and then return it to CCI at a later date OR the faculty member may appeal the decision.

Stage 5.   The Appealing of a Negative Decision

1 . Upon a disapproval vote from the CCI the initiating faculty member or some member of the department may appeal the decision to the Academic Senate.
2. Once upon the Senate's Discussion Agenda, the Senate has two weeks to discuss and make its decision on the fate of the proposed course
3. The Academic Senate has two choices:
   a.   To approve the course. The Senate then forwards the course to the Office of Instruction for submission to the Vice Chancellor of Educational Services.
   b.   To disapprove the course. The appeal process is now concluded. However, the Originator may opt to revise the course and initiate a new CCI review process.

Prerequisite/Corequisite Challenges Procedures:

A prerequisite/corequisite challenge requires written documentation, explanation of alternative course work, background or abilities that adequately prepare the student for the course. A Prerequisite/Corequisite Challenge Form can be obtained from the Assessment Center for all courses that have a prerequisite.

Reasons for seeking a Prerequisite/Corequisite Challenge Form may include one or more of the following:

1. A prerequisite/corequisite is not reasonably available;
2. The student believes the prerequisite/corequisite was established in violation of regulation or in violation of the District-approved processes;
3. The student believes the prerequisite/corequisite is discriminatory or being applied in a discriminatory manner; or
4. The student has the documented knowledge or ability to succeed in the course without meeting the prerequisite/corequisite.

The college will respond to students filing of the Prerequisite/Corequisite Challenge Form in a timely fashion. If the challenge is upheld the student will be cleared to register for the class. If it is not upheld, the student will need to meet the prerequisite before enrolling in the class.

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

GWC will work with *On Course* to provide faculty, counselors and staff development opportunities both on and off site to improve student success and retention. Facilitated since 1996 by Skip Downing, an international consultant in the field of faculty development and student success strategies and the author of *On Course: Strategies for Creating Success in College and in Life* workshops present and model the best of learner-centered educational practices. The desired outcome of these events is greater student engagement, improved academic success, and increased retention*.* Selected staff from Counseling, Advisement, Admissions and Registration will participate in the *On Course Workshop for Front Line Staff*, a 1-day workshop to help front line staff realize their essential role in creating a culture of student success and increasing retention. Supplemental Instruction (SI) faculty and student tutors, and staff from the Student Learning Centers will also participate in the workshops. SI instructors and faculty who have completed the *Introductory Workshops* will participate in the *Signature and Specialty Workshops*. Strategies learned will strengthen faculty knowledge of **basic skills instruction**, and delivery of **academic and student support services** that facilitate and support learning and success of at-risk students. The college will also train faculty through the **Community College Forum** workshops and webinars, including: "*Reengineering Developmental Math", "Maximizing Return from Flipped Classrooms" and "Accelerating Student Success through Personalized Pathways"*. Each year, at least 30 instructional and student services faculty, counselors and student services faculty and staff will be required to complete at a minimum of three (3) one-day *On Course* workshops or *Community College Forum* webinars offered during the summer and winter-intersession. Within five years, at least 150 Faculty and staff will complete the required training and will then assist in the development and pilot testing of a sustainable faculty/staff development curriculum that will continue to be offered to ensure complete institutionalization of the practices and strategies.

The SSSP Coordinator, Dean of Enrollment Management, and Dean of Counseling and Social Sciences will attend the monthly Region 8 SSSP meetings.
The SSSP Coordinator and Dean of Enrollment Management will attend the SSSP Director's Training on September 15-16, 2014.

The SSSP Coordinator, Dean of Enrollment Management, and Dean of Counseling and Social Sciences will plan to attend the Strengthening Student Success conference on October 8-10, 2014.
Admissions and Records staff will attend the annual CACCRAO conference on October 31, 2014.

- 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.

Historically, the college maintained separate taskforces and steering committees to lead the efforts on Student Equity Plan, Matriculation, Basic Skills Initiatives, etc. In 2013-14, the College combined all of these taskforces and committees into one Recruitment-to-Completion Committee (RCC) to break–down the silos and eliminate operational and support gaps that existed between the different groups. RCC came into existence in the spring of 2014 with a major portion of its time learning about the plans, requirements and activities of the various grants and initiatives, and identifying the gaps in the student's lifecycle, specifically from recruitment to first-semester enrollment. RCC has been focused on preparing the SSSP Plan and the Student Equity Plans to ensure alignment. RCC has also been focused on improving the assessment process to increase student success.

- 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.

The Coast Community College District has implemented district wide Administrative Processes and Policies for:

- SSSP Exemptions
- Assessment and Placement
- Orientations
- Repeats and Appeals
- Prerequisites and Corequisites
- MIS and SARS Coding

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.

Name: Stephanie Dumont   Title: Counselor

Stakeholder Group: Recruitment to Completion Committee Co-Chair

Name: Martie Ramm Engle   Title: Academic Senate President / Professor

Stakeholder Group: Academic Senate

Name: Gregg Carr   Title: Faculty

Stakeholder Group: Recruitment to Completion / Planning and Budget / Academic Senate

Name: Robyn Brammer   Title: Dean of Counseling and Social Sciences

Stakeholder Group: Recruitment to Completion / Council for Chairs and Deans / Administrator

Name: Claudia Lee Saddul   Title: Dean of Enrollment Services

Stakeholder Group: Recruitment to Completion / Council for Chairs and Deans / Administrator

Name: Susana Castellanos-Gaona   Title: Administrative Assistant to the Vice President

Stakeholder Group: Office of the Vice President of Instruction and Student Learning

Name: Omid Pourzanjani   Title: Vice President

Stakeholder Group: Office of the Vice President of Instruction and Student Learning / Recruitment to Completion Co-Chair, Council for Chairs and Deans, Planning and Budget

Name: Chad Bowman   Title: Director, DSPS

Stakeholder Group: DSPS

Name: Jennifer Ortberg   Title: Director, Admissions and Records

Stakeholder Group: Recruitment to Completion / Management

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](#)