# Student Success and Support Program Plan
# (Credit Students)

---

## 2014-15

District: _____

College: _____

**Report Due Postmarked by**

**Friday, October 17, 2014**

**Email report to:**
**cccsssp@cccco.edu**

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

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

## INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students[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).

---

[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.

## SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: _____

District Name: _____

**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: _____ Date: _____

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

Name: _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: _____ Date: _____

Signature of College Academic Senate President: _____

Name: _____ Date: _____

Signature of College President: _____

Name: _____ Date: _____

Signature of District Chancellor: _____

Name: _____ Date: _____

Contact information for person preparing the plan:

Name: _____ Title: _____
Email: _____ Phone: _____

## 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.). |
| 2.  Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role. |
| 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. |
| 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.<br>       **Orientation Checklist (**Required Policy or Procedure)<br>       (1) Academic expectations and progress and probation standards pursuant to section 55031;<br>       (2) Maintaining registration priority pursuant to section 58108;<br>       (3) Prerequisite or co-requisite challenge process pursuant to section 55003;<br>       (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621<br>       (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;<br>       (6) Academic calendar and important timelines.<br>       (7) Registration and college fees.<br>       (8) Available education planning 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.

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.

## 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.).

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.

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.)

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.

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?

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?

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.

## 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.)

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.

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

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.

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).

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.

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.

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

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

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

---

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

---

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.

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

### i. Instructional Research

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

### 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.

## 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.

## 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.

|  |
| --- |
| 2. <u>Appeal Policies</u><br>Describe the college's student appeal policies and procedures. |
| 3. <u>Prerequisite Procedures</u><br>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. |
| 4. <u>Professional Development</u><br>Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program. |
| 5. <u>Coordination with Student Equity Plan and Other Planning Efforts</u><br>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<br>Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review. |
| 6. <u>Coordination in Multi-College Districts</u><br>In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges. |

## 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: _____     Title: _____

Stakeholder Group: _____

Name: _____     Title: _____

Stakeholder Group: _____

Name: _____     Title: _____

Stakeholder Group: _____

Name: _____     Title: _____

Stakeholder Group: _____

Name: _____     Title: _____

Stakeholder Group: _____

Name: _____     Title: _____

Stakeholder Group: _____

Name: _____     Title: _____

Stakeholder Group: _____

Name: _____     Title: _____

Stakeholder Group: _____

### RESOURCES

- ➢ <u>Senate Bill 1456</u>

- ➢ <u>California Code of Regulations, Online</u>

- ➢ Student Success and Support Program Student Equity Plan

- ➢ <u>Accrediting Commission for Community and Junior Colleges</u>

- ➢ <u>Chancellor's Office Basic Skills web site</u>