Credit

Student Success and Support Program Plan

2015-16

District: _____

College: _____

Report Due by

Friday, October 30, 2015

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

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

INTRODUCTION

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

More specifically, colleges are to:

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

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

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

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

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

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

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

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

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

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

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

RESOURCES

➢ [Seymour-Campbell Student Success Act of 2012](#)

➢ [California Code of Regulations](#)

➢ [Chancellor's Office Student Equity web page](#)

➢ [Accrediting Commission for Community and Junior Colleges](#)

➢ [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: _____

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* and *California Education Code* sections 78210-78219.

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: _____

Contact information for person preparing the plan:

Name: _____ Title: _____

Email: _____ Phone: _____

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.
    a. Data collection.
    b. Committee- Jocelyn Mouton, Shemila Johnson, Gale Anderson, Claudia Tenty.
    c. Consulting with constituent groups to address 2014-15 plan and improve 2015-16 plan.
    d. Reviewed 2014-15 data and outcomes to address 2015-16 planning.

b. What factors were considered in making adjustments and/or changes for 2015-16?
College administrative structure change. Reviewing of processes and best practices across the state were considered and as we plan for 2015-16, we will implement change to better deliver services in an efficient manner.

Factor: Review of personnel resources used to deliver orientation services now moving to robust online orientation to deliver more orientations.
Factor: After careful review of 2014-15 3SP procedure/process we have concluded that our students could benefit from a comprehensive case management counseling approach.
Factor: Review of exam validation was done and it was determined that in 2015-16, we will work with faculty and appropriate staff to approve and implement a validated exam.
Factor: Resume a process for Follow-Up for At-Risk students. Review existing system and implement a process to assist faculty with the early alert referral process.
Factor: Strengthen and implement technology to provide students accurate and on-going status notification to prevent academic probation/dismissal.
Factor: Review current Institutional Research and Technology 3SP related services, establish on-going/streamlined processes for evaluation of 3SP services.
Factor: Review and update current SCC exemption, appeal and prerequisite/corequisite policies to ensure 3SP standards are met.
Factor: We recognize the significance to provide on-going 3SP training on regulations, processes, and procedures for our campus community.

c. In multi-college districts, describe how services are coordinated among the colleges.
d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional

Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

The SCC Equity Committee and the SSSP Plan Committee collaborated to ensure student equity planning is integrated into the SSSP plan.   The SCC Equity Plan, approved in September 2013, was updated in August 2014.   The Chief Student Services Officer, who serves as the Student Equity Coordinator, serves as the primary bridge to ensure that coordination of effort occurs in the primary areas of the Student Success and Support Program.   These planning efforts are integrated into the campus wide planning efforts, including accreditation, the recently updated Educational Master Plan, the Basic Skills Initiative, and departmental program reviews. Planning activities from all of these institutional plans are recorded by responsible parties for the respective Plan's specified activities in the Office of Institutional Research and Planning's Master Planning Database, thereby linking all planning efforts.

2. Describe the college's student profile.

Fall 2015 Enrollment by Ethnicity

Ethnicity Category
- Other
- Am. Indian or Alaskan Native
- Asian or Pacific Islander
- Black Non-Hispanic
- Hispanic
- White Non-Hispanic

2.44% Other

2.91% Am. Indian or Alaskan Native

30.61% White Non-Hispanic

19.70% Asian or Pacific Islander

17.02% Black Non-Hispanic

27.32% Hispanic
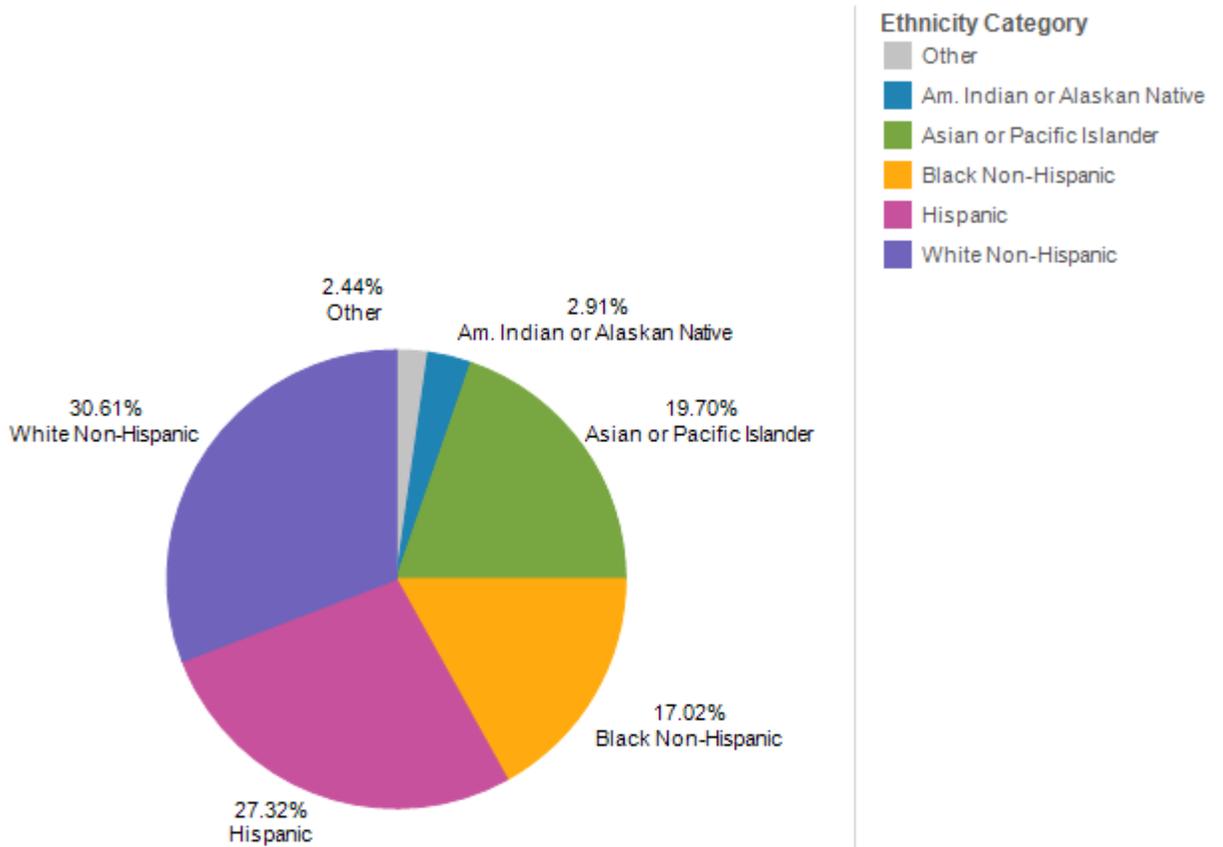
Fall 2015 Enrollment by Gender

Gender (group)
- Not Reported
- Female
- Male

2.47%
Not Reported

39.80%
Male

57.73%
Female
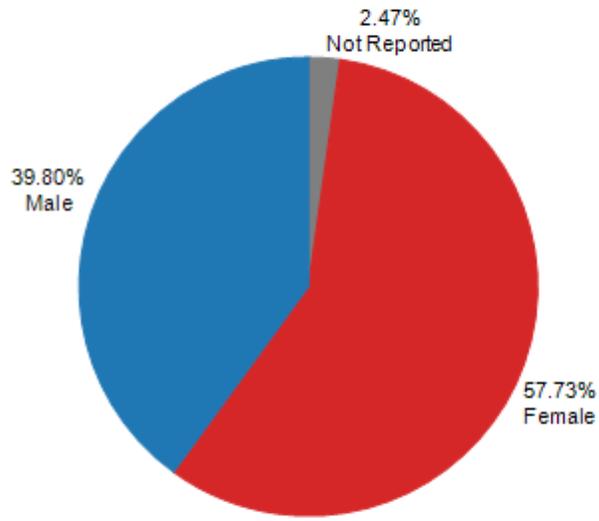
Fall 2015 Enrollment by Age Group
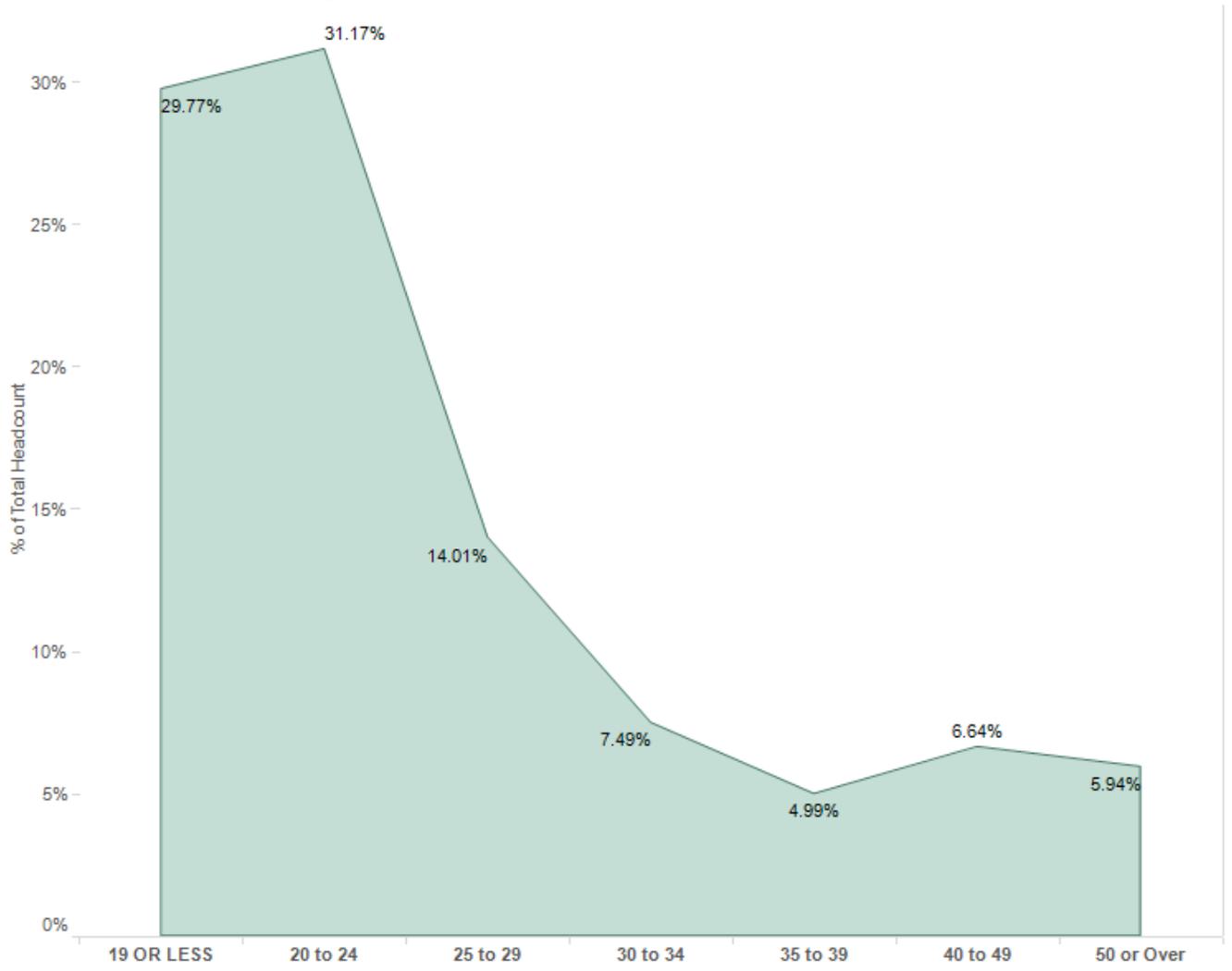
Fall 2015 Enrollment by Student Semester
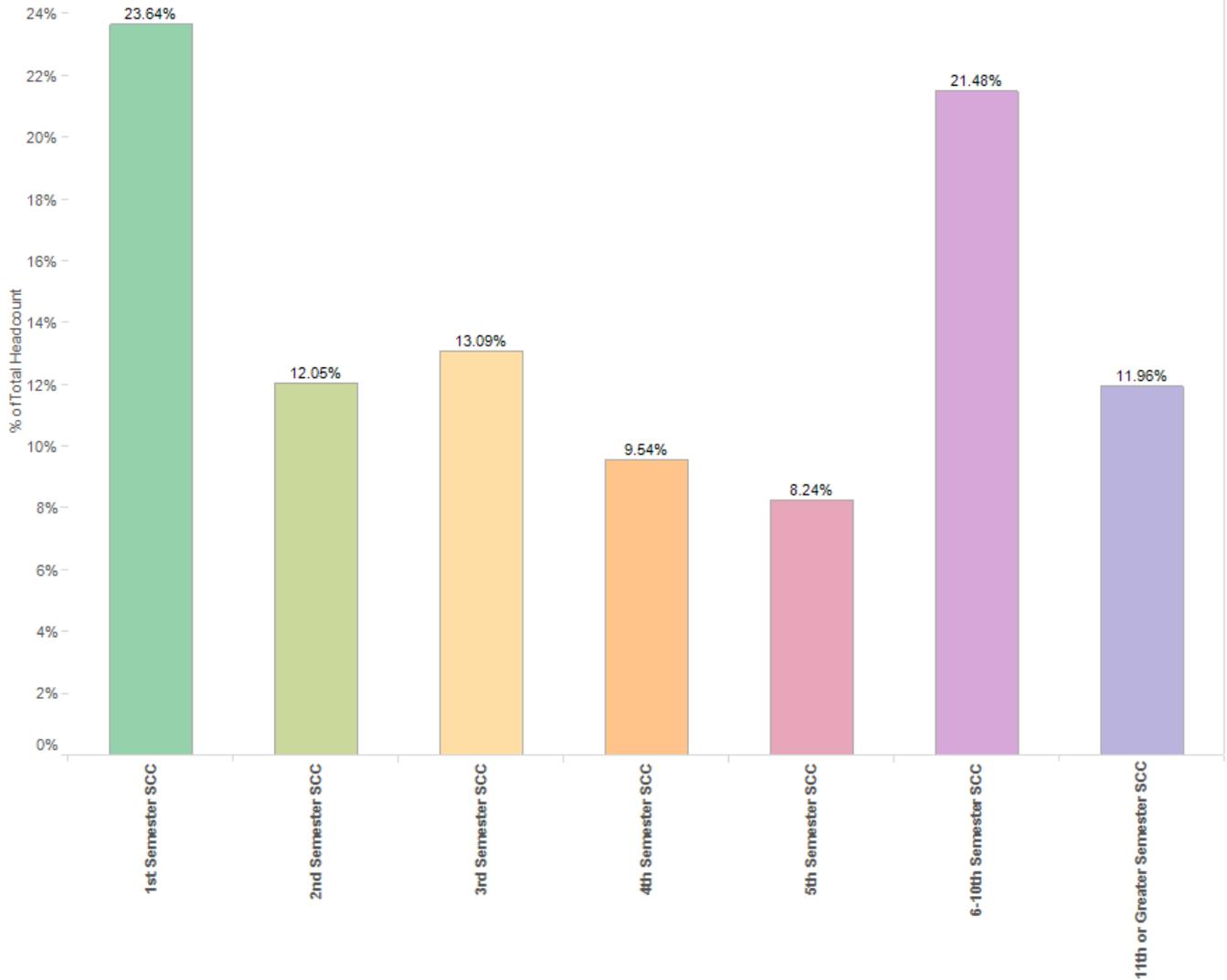
3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

B. Orientation

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

    The following narrative will address the comments from our 2014-15 plan to share what adjustments will be made in the 2015-16:

    i. Counseling 101 was used more for the education plan process. The title had "Orientation" in it, however, it was not the initial new student orientation. The class also reiterated many of the concepts covered in the initial orientation session. The course description is as follows:

Completion of Solano Assessment testing and possession of all relevant academic records and other test results and transcripts, including SAT, ACT, AP and IB and SCC minimum English and Math standards. This short-term course provides an in-depth orientation to college and the required initial student education plan. It seeks to maximize the new student's successful experience by introducing Solano College's student support services, certificate, associate degree and transfer preparation requirements, and the essential personal motivators for college success. Students will provide their academic records e.g. high school and college transcripts, assessments and tests such as SAT/ACT/AP/IB which will assist them in creation of the initial education plan. Two hours lecture (1-week course).We are continuing an evaluation and review of Coun101.

ii. We are moving forward with implementing a very robust online orientation that will encompass an interactive delivery to students. The current online orientation is a simple click-through platform that our students have found work arounds to get through the orientation without truly going through the entire orientation. The new system will include video, pop quizzes, and the inability to fast-forward through the information ensuring students are receiving the needed information.

iii. The in-person orientations are continuing to be offered multiple times per month in the evening, as well as at our feeder high school locations. Additionally, we are now offering a few Saturday options to capture those that do not have online access and cannot get to the campus during the week.

2. a. How many students were provided orientation services in 2014-15?
9,866 students

b. What percentage of the target population does this represent?
21.5% of our target population received orientation services in 2014-15.

c. What steps are you taking to reduce any unmet need or to ensure student participation?
The steps we are taking to reduce any unmet need/ensure student participation is to implement the full-service online orientation. Additionally, we are working with our feeder schools to offer orientation at their high schools to ensure all high school seniors are participating in the orientation. Discussions are taking place with our K-12 partners to mandate high school seniors to participate in a college orientation as a high school graduation requirement during their senior year. We are also hosting enrollment services events throughout the fall and spring to promote orientation, assessment and education planning in a full day on a Saturday to get students through the process early.

3. a. Are orientation services offered online?
Yes, we have a current online orientation and are also in the process of revamping it to make it more robust.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.
Currently, the technology we use to maintain our Virtual Information Program (VIP) orientation is an in-house product. Our webmaster makes edits and changes when deemed necessary. The product is fully automated with our system, so when a student completes the orientation, the product communicates with

Banner and codes the student account (indicating he/she fulfilled the orientation requirement). The maintenance/upkeep of the current product ranges from zero to 15 hours per year.

The next version that we plan to implement will be via an outside agency and will require commercial products. The product will require annual licensing and support fees after the initial set up cost.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.
   a. Academic expectations and progress and probation standards pursuant to section 55031;
   b. Maintaining registration priority pursuant to section 58108;
   c. Prerequisite or co-requisite challenge process pursuant to section 55003;
   d. Financial Aid Eligibility and Services, maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
   e. Description of available programs, support services, and campus facilities, and how they can be accessed
   f. Academic calendar and important timelines.
   g. Registration and college fees.
   h. Available education planning services
   i. Student Rights
   j. Associate Degree, Occupational Education, Transfer Programs
   k. Matriculation Services
   l. Student Activities (Government, Clubs, Learning Communities, Athletics)

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.
   a. Robert Nunez- Outreach and In-Person Orientation presenter- 40%
   b. Ruhpreet Bains- Outreach and In-Person Orientation presenter- 40%
   c. Shemila Johnson- Outreach, In-Person Orientation presenter, Online Orientation Project Coordinator- 40%
   d. Ward Stewart- Outreach and In-Person Orientation presenter- 40%

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.
   a. Online orientation software, licensing, etc. - $55,000

b. Ebrochure: used as the data collection for in-person orientations and outreach. Offers students customizable electronic brochure option and the college a report to follow up with prospective students- $5,000 annually

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

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?
   a. 4CO sent out a letter in July 2015 stating colleges could use SAT/ACT/EAP and it does not need to be pre-approved by 4CO. "Some colleges choose to use SAT or ACT scores as part of their placement process. The Chancellor's Office has determined that test results from either the SAT or the ACT can be used as a ***multiple measure***, if used along with other measures. Colleges are not required to submit these instruments for approval to the Chancellor's Office. This determination is in accordance with title 5, section 55522, which grants the Chancellor's Office authority to "identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum." Colleges may also choose to use the Early Assessment Program (EAP) to provide diagnostic advice or for student placement and are authorized to do so per Education Code, section 99300. Chancellor's Office approval is not required for the EAP."

   b. We utilize multiple measures as stated in the plan. SCC faculty have applied the California Community College Chancellor's Office (CCCCO) test validation protocols the English and ESL tests are adequate and therefore, validated.   However, it was determined that the math assessment, in and of itself, is not an adequate placement tool. Since the math assessment test is not validated by SCC faculty, students are encouraged to complete the test but also to provide transcripts reflecting their highest level of math successfully completed. Counselors use transcripts in conjunction with placement scores to ensure clearance into the level of math the student is most likely to be successful in. The test scores used to help determine placement were agreed upon by math faculty. The math department plans to consider statewide common assessment when it becomes available.

Math faculty are currently participating at the state level to work on the common assessment initiative. The consultation with the counselor, math faculty member or dean results in more evidence about a student's readiness to be placed into the course and insures compliance with Section 55522 (a) of the Title 5 Regulations. If a student wishes to challenge their initial placement as a result of the assessment test, they may take advantage of multiple measures in order to have Solano revise their placement. Multiple measures employ the use of additional factors such as standardized test scores, transcripts reflecting academic success in high school or college, personal interview or other information a student might be able to provide to substantiate a revised placement. Multiple measures are described in the Solano College Catalog and can be addressed as a result of a student's request to assessment testing staff, faculty member, counselor or other appropriate SCC employee. Neither SCC, nor any school, may bar a student from the use of multiple measures to determine placement. Even for English and ESL, if a student feels their assessment score is inaccurate, SCC is required to allow the student to be placed using another measure even though the faculty of those areas have deemed the assessment test to be valid unlike the case of math. Multiple measures are explained in the SCC Catalog and on the assessment web site.

   c. Working with Math Dean and Faculty to validate Math assessment. Updating website and materials to educate students on multiple measures.

2. a. How many students were provided assessment services in 2014-15?
   4,049

   b. What percentage of the target population does this represent?
   Approx. 11% of non-exempt students received assessment services in 2014-15.

   c. What steps are you taking to reduce any unmet need or to ensure student participation?
   The steps we are taking to reduce any unmet need/ensure student participation is to implement pre-assessment workshops via the Academic Success Center to better prepare students for the assessment. Additionally, we are working with our feeder schools to offer core services including assessment at their high schools to ensure all high school seniors are taking assessment. Discussions are taking place with our K-12 partners to mandate high school seniors to participate in our Enrollment Process: orientation, assessment and ed plan as a high school graduation requirement during their senior year. We are also hosting enrollment services events throughout the fall and spring to promote orientation, assessment and education planning in a full day on a Saturday to get students through the process early.

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

   New students, enrolling in 6 or more units, of non-exempt courses, are encouraged to participate in Solano Community College's English Reading Comprehension, English Sentence Skills, Math and/or ESL Assessment Tests. These tests assess skills in one or more of the following areas:
   - English Reading Comprehension
   - English Sentence Skills
   - Arithmetic

- Elementary Algebra
- College-Level Math
- ESL Language Use
- ESL Reading Skills
- ESL Sentence Meaning

SCC Assessment Tests are computer and Internet-based. We utilize the Accuplacer Computer Placement Test (CPT). Initial test questions or math problems are random and subsequent test questions and math problems adapt to each student's answers. If a correct answer is provided, for a particular question or math problem, the next question or math problem increases in difficulty. However, if an incorrect answer is provided, the next question or math problem is easier.

There is no "passing or failing" of the English Reading Comprehension, English Sentence Skills, Math or ESL Assessment Tests. Scores received reflect a reference number associated to a student's specific skill level (during that particular test date) rather than reveal a student's past academic accomplishments or potential educational achievements.

To Prepare for Assessment Tests students may review example English Reading Comprehension, English Sentence Skills, ESL, and/or Math Problems and the Answer Key.

- Visit www.solano.edu to access Accuplacer Sample Test Questions, Math Problems and Answer Key. Review SCC Math Video Instruction, Math Problems, Example Final Tests and Answer Key.
- Visit www.solano.edu to access SCC's Math Guide. Then, click on the appropriate math course to review.
- Visit www.solano.edu to access Early Assessment Program (EAP) information.

Most new and returning students participate in the English Reading Comprehension, English Sentence Skills and Math Assessment Tests.

- Exceptions:
1. Students who demonstrate meeting academic pre-requisites for SCC course requirements, through official high school and/or college transcripts, may waive one or more assessment tests. Recent high school graduates, who successfully completed a math course during the last semester of high school, may waive the Math Assessment Test.

English Reading Comprehension Test

1. This test provides a Reading Score and/or Placement in a Reading Class
2. Number of Questions: 20
3. Average Test Time: 25-30 Minutes
4. May Test: Unlimited times
5. Re-Test Waiting Period: 1 Week

A score of 95 or above satisfies the General Education Reading Course Requirement—in lieu of successfully completing *English 062: Analytical Reading*—for an AA/AS Degree.

Visit Solano website to see the *Assessment Center English Placement Chart* reflecting English Reading Comprehension and English Sentence Skills test score ranges and corresponding English course placement in English reading and English writing courses at Solano Community College.

English Sentence Skills Test

1. This test is a multiple-choice sentence restructuring test that provides a Writing Score and/or Placement in a Writing Class
2. Number of Questions: 20
3. Average Test Time: 25-30 Minutes
4. May Test: Twice in 3 Years
5. Re-Test Waiting Period: 1 Week

Visit Solano website to see the *Assessment Center English Placement Chart* reflecting English Reading Comprehension and English Sentence Skills test score ranges and corresponding English course placement in English reading and English writing courses at Solano Community College.

Once a student has participated in an initial writing course, the student must continue the sequence order of writing courses, from initial writing course to successfully completing *English 001: College Composition*. A re-test of Sentence Skills cannot be used

to skip a writing course or make-up for a non-passing *Composition Mastery Exam (CME)* score received from the end-of-semester CME.

Math Test

Most students will complete only 1 math test. Initially, the math test is determined by answers, provided by the student, to general background questions. However, once a math test commences with initial random math problems, if the math test level is too easy or too hard (as reflected by the student's answers), the Accuplacer Test Product will prompt the student to continue math testing at the next math level up (or down). The 3 math levels are listed below.

Math Test Levels:

1. Arithmetic Test: 17 Math Problems
2. Elementary Algebra Test: 12 Math Problems
3. College-Level Test: 20 Math Problems
4. Average Test Time is 25-30 Minutes
5. May Test: Twice in 3 Years
6. Re-Test Waiting Period: 1 Week

Each student's math courses will vary based on several factors:

1. Educational Goals
2. Major Course of Study
3. Academic Achievement in Math based on Official High School and/or College Transcripts
4. Math Assessment Test Score
5. Discussion with a SCC Counselor

How to Prepare for Assessment Tests

Review example English Reading Comprehension, English Sentence Skills, ESL, and/or Math Problems and the Answer Key.

- Visit Solano website to access Accuplacer Sample Test Questions, Math Problems and Answer Key

Review SCC Math Video Instruction, Math Problems, Example Final Tests and Answer Key.

- Visit Solano website to access SCC's Math Guide. Then, click on the appropriate math course to review.
- Visit Solano website to access Early Assessment Program (EAP) information.

Additionally, SCC is in the process of discussing pre-assessment workshop opportunities (online and face to face) to assist in assessment prep for students.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

We use the following California Community Colleges Approved Assessment Instruments: Online ACCUPLACER assessment tests:

5.	MIS CODE	SECOND PARTY ASSESSMENT INSTRUMENT NAME	Approval Category	Begin Date	Expiration Date
	1046	ACCUPLACER COLLEGE LEVEL MATH	Probationary	3/1/2014	3/1/2016
	1053	ACCUPLACER READING COMPREHENSION	Probationary	3/1/2014	3/1/2016
	1054	ACCUPLACER SENTENCE SKILLS	Probationary	3/1/2014	3/1/2016
	1055	ACCUPLACER ARITHMETIC	Probationary	3/1/2014	3/1/2016
	1056	ACCUPLACER ELEMENTARY ALGEBRA	Probationary	3/1/2014	3/1/2016
	1057	ACCUPLACER - ESL SENTENCE MEANING	Probationary	3/1/2014	3/1/2016
	1058	ACCUPLACER - ESL READING SKILLS	Probationary	3/1/2014	3/1/2016
	1059	ACCUPLACER - ESL LANGUAGE USE	Probationary	3/1/2014	3/1/2016

COMPANION paper/pencil assessments:

1078	COMPANION READING COMPREHENSION (PAPER/PENCIL)	Probationary	3/1/2014	3/1/2016
1079	COMPANION SENTENCE SKILLS (PAPER/PENCIL)	Probationary	3/1/2014	3/1/2016
1082	COMPANION COLLEGE LEVEL MATH (PAPER/PENCIL)	Probationary	3/1/2014	3/1/2016
1083	COMPANION ARITHMETIC (PAPER/PENCIL)	Probationary	3/1/2014	3/1/2016
1084	COMPANION ELEMENTARY ALGEBRA (PAPER/PENCIL)	Probationary	3/1/2014	3/1/2016
1093	COMPANION ESL SENTENCE MEANING (PAPER/PENCIL)	Probationary	3/1/2014	3/1/2016
1094	COMPANION ESL READING SKILLS (PAPER/PENCIL)	Probationary	3/1/2014	3/1/2016
1095	COMPANION ESL LANGUAGE USE (PAPER/PENCIL)	Probationary	3/1/2014	3/1/2016

b. When were tests approved by the CCCCO and what type of approval was granted? See dates and approval category in above charts.

c. When were disproportionate impact and consequential validity studies last completed?

When were disproportionate impact and consequential validity studies last completed? The Math tests were validated through the review of the test contents in relation to the prerequisite knowledge and skills for a course and the cutting scores were set using a combination of judgment and empirical approaches based on student performing data. The last Math assessment exam validation on record was done in 2005.

4.
5. a. What multiple measures are used?

If a student wishes to challenge their initial placement as a result of the assessment test, they may take advantage of multiple measures in order to have Solano revise their placement. Multiple measures employ the use of additional factors such as standardized test scores (SAT, EAP), transcripts reflecting academic success in high school or college, personal interview or other information a student might be able to provide to substantiate a revised placement. Multiple measures are described in the Solano College Catalog and can be addressed as a result of a student's request to assessment testing staff, faculty member, counselor or other appropriate SCC employee. Neither SCC, nor any school, may bar a student from the use of multiple measures to determine placement. Even for English and ESL, if a student feels their assessment score is inaccurate, SCC is required to allow the student use of another measure even though the faculty of those areas have deemed the assessment test to be valid. Multiple measures are explained in the SCC Catalog and on the assessment web site.

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

Multiple measures can be addressed as a result of a student's request to assessment testing staff, faculty member, counselor or other appropriate SCC employee.

    c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?
       Yes

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.
    We post the form on our website that students fill out if they have scores from another college district. Research is in progress on how neighboring colleges accept other college's scores and the policy in place.

7. How are the policies and practices on re-takes and recency made available to students?
    Re-Take information is found on our website. In addition, when students arrive to take the exam, staff verbally notifies them prior to the start of the exam, as well as at the completion of the exam. The policy is also provided in written form on the assessment results chart that the student receives upon exam completion. Furthermore, when students' schedule their assessment exam, an automatic email is generated that also outlines the re-take policy. Lastly, it is in print in the schedules (printed twice per year) and catalog (printed annually), both are readily available online and in student services offices.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Student Services Generalist	Assessment Center staff	
2-.5	Student Services Generalist (temp)	Assessment Center staff	

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

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

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?
    Yes, adjustments have been made to our counseling services process and procedures.
    After careful review of our 2014-15 process and procedures, SCC has concluded that our students could benefit from a comprehensive case management counseling approach. Students will meet with an assigned counselor to ensure ongoing student access and success while completing SSSP guidelines.
    Counselors will have an opportunity to develop an ongoing working relationship with students while assisting them in developing an educational plan and assistance to pursue their academic goals during their journey at SCC.

2. a. How many students were provided counseling, advising and education planning services in 2014-15? 10,598
    b. What percentage of the target population does this represent?
    c. What steps are you taking to reduce any unmet need or to ensure student participation?
    The college will implement a comprehensive case management counseling process to reduce unmet need and ensure student participation. The case management approach will identify students not participating in the SSSP process and provide direct interventions and services.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).
    Counseling and educational planning services will be provided following completion of orientation and assessment. New students will be provided a 30 minute in person counseling appointment to develop an abbreviated student educational plan (SEP) prior to registration. Continuing students can drop-in or schedule an appointment for a SEP. Students are encouraged to seek ongoing counseling and guidance with their assigned counselor to assist with further development and/or revision of an SEP.
    Implementation of our counselor case management process will mandate assigned counselors to use telephone banking, Email blasts, and other appropriate methods to contact students for follow up counseling services.

    Counselors will provide SEP planning and development via workshops, on-campus counseling specific small group sessions, and targeted case management team activities throughout the academic year.

    Students are supported in the development of their goals and their educational planning through
    Individual counseling appointments
    Drop-in counseling
    Transfer/Career visits
    Counseling courses: Career Planning, Transfer planning, Study skills (in person and online)
    Online counseling services to answer general questions using both e-counseling services and departmental Email communications.

    b. Is drop-in counseling available or are appointments required?

The SCC Counseling Department provides a comprehensive service including counseling drop-in and appointments. Students needing extensive transcript evaluations will require an appointment. Students may drop-in for brief questions regarding classes, prerequisite clearances and personal crisis. Follow up appointments are provided, if needed.

c. What is the average wait time for an appointment and drop-in counseling?
The average wait time for an appointment is 10 minutes   .
   The average wait time for drop-in is 35 minutes

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

Following orientation and assessment, students are referred to counseling for educational planning services. Students can access counseling services in-person, by telephone during regular business hours or online.
Generally, a student's first SEP will be an abbreviated plan for at least 2 semesters. Counselors utilize a case management approach to ensure students return to complete a comprehensive plan.

The scope and content of the abbreviated plan is designed to meet the immediate needs of the student. During peak periods, students seeking counseling services are primarily first time students or continuing students in need of immediate course selection to allow them an opportunity to register. The content of an abbreviated plan will usually include courses selected from our GE pattern to satisfy AA, transfer, or career education requirements. It is a widely accepted practice to encourage students to begin their educational journey with an English and Math sequence.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

The scope and content of the comprehensive plan will identify a student's major and the pathway leading to completion of that major. Abbreviated plans will be used to further assist in developing a plan to assist students in achieving their course of study. The comprehensive plan is tailored to meet individual needs and interests of the students.
Student education plans will be the result of interactive processes with assigned counselors that reflect exploration of student interests, skills, career, and educational goals.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.
 Budget information will be included in budget plan

Banner: Student information system used to document student prerequisites and to document student's interaction with counselor on drop-in and appointments.

Degree Works: A web-based degree audit tool that will monitor student progress towards degree, certificate, and transfer completion.

Collegesource.org: Online database for digital college catalogs, instruction profiles, transcripts keys, and other resources for counselor use.

Assist.org: Online student-transfer information system used by counselors to check how course credits earned at a public California college or university can be applied when transferring to another. Access to public California college or university major offerings. IT support is required to implement the new Assist.org in 2016.

uctap.universityofcalifornia.edu/counselors/: Used to assist counselors and staff with general and specific questions about Transfer Admission Agreements (TAG) and Transfer Admission Planner (TAP).

SARS- GRID: Scheduling and Reporting System (SARS) grid is used to schedule appointments, drop- in sessions, record counselor's attendance, send counseling appointments reminders to students, provide queries on the number of daily, weekly, monthly, and semester appointments. SARS tracks the reason codes and length of student appointments. SARS is a shared system throughout student services and instruction.

SARS-ALRT: SARS software product used to place alerts or comments needed on student's record. IT support is required for ongoing functionality of the system. Staff support to test when upgrades occur.

Solano.edu: Access to online version Solano Community College Catalogs and other college forms and documents. Access to college procedures or requirements.

MySolano: An online student portal accessible through the college website that allows students to access pertinent SCC information, review class schedules, register/add/drop classes, order transcripts, and pay fees. An upgrade to this portal is imminent.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology

tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

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

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

At the end of each semester, Solano College's Records and Registration department will identify and generate a list of students who fall into academic or probationary status based on either their cumulative GPA or unsatisfactory progress. Students will receive an email notification generated and sent out by Records and Registration of academic or progress probation shortly after grades are posted. The email notification will be revised to include information explaining how students can receive assistance to help them recover from probationary status and prevent possible dismissal, instructions are how to schedule an appointment with a counselor, and students are apprised of the consequences of being on probation. Appropriate student success interventions are addressed which may include referrals to the Tutoring Center, Academic Success Center, Reading/Writing Lab, Math Activities Lab, DSP, Counseling and mental health services.

In an effort to solidify a more efficient and collaborative effort to identify At-risk student: Faculty will be provided training to ensure that students experiencing academic or renewal difficulties are appropriately referred.

1. Contact student and schedule a follow-up appointment with appropriate counselor as instructed by counseling dean.
2. Collects data for annual SSSP report on follow-up and at-risk students.
3. Perform mandated steps to reduce any unmet student participation.
4. Verify student standing, compiles list of students on probation and dismissal after grades are posted.
5. Send an email to students on probation or dismissal.
6. Asist with end of term processes for accurate assignment of "at-risk" status: (verify prerequisite completion, standings, drop for prerequisite, etc.)
7. Report follow-up information in Banner for SSSP report and MIS.
8. Report findings to college's SSSP coordinator and SSSP supervising administrator for section E of annual SSSP report.

2. a. How many students were provided follow-up services in 2014-15?
    b. What percentage of the target population does this represent?
    c. What steps are you taking to reduce any unmet need or to ensure student participation?

3. a. What types of follow-up services are available to at-risk students?
    b. How and when are students notified of these services?
    c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.
    d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)

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

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

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.
    SCC has taken steps to ensure that institutional research is an integral part of the SSSP planning and development process. Research and data are compiled for the purpose of developing and implementing best practices for SSSP. Institutional research is used to gather pertinent information for SSSP MIS data reports

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

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

Plans to collaborate with the Information Technology depart are underway to place a hold on a student's registration record to ensure that students complete the SSSP core services: orientation, assessment and development of education plan.

SCC provides the opportunity for some students to be exempted from participation in orientation, assessment, counseling and education plan development, as required by subdivisions (a), (b), (c), or (d) of section 55520 of Title 5. In order to request an exemption, student should complete an Appeal Petition form which can be found on the SCC website.

The SCC Academic Council is the vehicle used by students to request an exemption. SCC's board policies that address exemption are 5055, 5100 and 5210.

SCC reports the number of exempted students, by category, to the Chancellor's Office pursuant to section 55511 of Title 5. The criteria by which an SCC student may be allowed to be exempted from orientation, assessment and education planning is:

1. Student has completed an associate degree or higher;
2. Student has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence as evidenced by their self- reported educational goal;
3. Student has completed these services at another community college within the last 24

months.

4. Student has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 of Title 5 or necessary in response to a significant change in industry or licensure standards.

5. Student has enrolled at the college as a special admit student pursuant to Education Code section 76001.

Additional exemptions for assessment exist as mandated by the assessment center.

1. If student achieved SAT Verbal score of at least 500 or ACT score of at least 23, student is exempted from taking Sentence Skills (English Writing) Section of Assessment Test. SAT and ACT scores have to be submitted to the Office of Admissions and Records.

2. If student took the English Literature or Language Advanced Placement (AP) exam and scored a three or higher student may submit your scores to the Admissions Office in lieu of taking the English assessment test.

3. If student took the Early Assessment Program (EAP) portion on the STAR test in high school and received "CSU Ready" on your Math and/or English portion, then student does not need to take the Math and/or English assessment test. Student must submit test results to the Assessment Center for evaluation. An EAP score of "Conditionally Ready" is not accepted.

4. If student believes they have taken a class at another institution that would satisfy a prerequisite please forward your transcripts and a completed Prerequisite Form to the Admissions and Records Office:

5. If student has taken a placement test at another California Community College within the last three years, the student can apply those scores for placement into SCC classes. Student will need to complete and submit the Request Form in order for your scores to be evaluated:

6. If student completed Algebra II or higher in high school and received a grade of "C" or higher for the year student may submit transcripts and a completed Prerequisite Form to the Admissions and Records Office.

2. What percentage of your student population is exempt (list by category)?

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

Student seeking exemption from any of the SSSP core services will need to submit an appeal. SCC seeks to simplify the process of appeals for students ensuring easy access and minimal confusion. Regardless of policy, all appeals are handled via one, uniform Appeal Petition. Appeal Petitions are submitted to Admissions & Records and filtered depending on what is being appealed. Any appeals that do not meet standard criteria for processing are forwarded to the Academic Council for review. The Academic Council meets monthly and broadly represents a variety of campus constituency

groups. All Appeal Petitions are returned to students in a timely manner with the outcome of their Appeal in writing.

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

SCC Board Policy and Administrative Procedure 6023 define how prerequisites are established and reviewed. College staff working directly with students: counselors, department administrative assists, faculty, generalist, and deans are knowledgeable about district's prerequisite and co-requisites as outlined by the college catalog. It is the institution's goal to assure that prerequisites and co-requisites have been met. The college's computer system notifies students of their missing, prerequisites and co-requisites at the time of registration. Students are blocked from registering in a course with a prerequisites until said prerequisite(s) are cleared. It is then the student's responsibility to provide evidence or proof, such as an official transcript or test score, to challenge the prerequisite or co-requisite. If the challenge is upheld, the student will be permitted to enroll in the course.

Students may challenge prerequisites by contacting an appropriate faculty member or dean and requesting to have a prerequisite waived due to work experience or coursework. Students should provide any supporting documentation. If approved, the dean's office clears the student to take the course subsequent to its prerequisite in the (Banner) student database
Alternatively, generalist and counselors clear prerequisites. It is the student's responsibility to submit transcripts in order to have prerequisites cleared in a timely manner prior to registration. Records and Registration's goal is to process the requests in 10 business days.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include

all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

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

G. Anderson
J. Mouton
J. Scott
R. LaCount
C. Simon
C. Roe
N. Mostafa
Student
Student
R. Nunez
G. Brown
C. Tenty
P. Cammish
P. Van'T Hul
J. Robinson
J. Yu
M. Morinec
T. Pearson-Bloom
R. Darcangelo
G. Rhoads
M. Gumlia
N. Cittadino

ADDITIONAL INFORMATION

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

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

Attachment A
Student Success and Support Program Plan Participants

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

Name: _____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: _____

J. Mouton

G. Anderson

S. Johnson

M. Wyly

J. Scott

R. LaCount

C. Simon

C. Roe

Student

Student

N. Mostafa

C. Tenty

P. Cammish

P. Van'T Hul