Student Success and Support Program Plan
(Credit Students)

2014-15

District: Rancho Santiago Community College
College: Santa Ana 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).

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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: _____ Santa Ana College _____

District Name: _____ Rancho Santiago 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: Micki Bryant, Ph.D. _____ Date: _____

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

Name: Sara Lundquist, Ph.D. _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: James Kennedy, Ed.D. _____ Date: _____

Signature of College Academic Senate President: _____

Name: John Zarske _____ Date: _____

Signature of College President: _____

Name: Erlinda Martinez, Ed.D. _____ Date: _____

Signature of District Chancellor: _____

Name: Raul Rodriquez, Ph.D. _____ Date: _____

Contact information for person preparing the plan:

Name: _____ Micki Bryant, Ph.D. _____ Title: _____ Dean of Counseling _____
Email: _____ bryant_micki@sac.edu _____ Phone: _____ 714-564-6078 _____

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.).

All new students are referred to begin the process of receiving the core services, including orientation, by signing up to take placement testing through the Testing Center. Students are notified of this requirement in the letter they receive from Admissions and Records when they first receive their student ID number. Exceptions are made for applicants in the Registered Nursing program and Occupational Therapy Assistant program; Fire and Administration of Justice Academy programs applicants; students taking employment based courses for job improvement, and have no educational objective (PSI, Public Service Institute); and students who requested an exemption and received approval. The estimated number of first-time college students who prepare to enter SAC, based on data from 2013-2014, is approximately 10,000. Given the exclusions indicated above, it is estimated that 6,383 new students will be served.

Counselor-Led Orientation and Advisement Sessions

Orientation services are provided primarily through counselor-led in-person orientation sessions that follow placement testing, which include advisement in the development of an abbreviated education plan of 1-2 semesters in length. Once placement testing is completed, students are scheduled to attend an Orientation and Advisement Session, either in the same day/evening, or the day or evening following their placement testing, depending on students' schedule availability. This service delivery model will actually provide students with all of the initial core services required: assessment, orientation, and initial counseling, advising, and education plan development.

Regular, on-going orientation and advisement services are provided throughout the year, 1-2 times/week in small group sessions (of no more than 35 students) led by a counselor or the Testing Center Counselor/Coordinator, and assisted by Testing Center staff. Additional counselors join the lead counselor during the advisement portion of the two-hour session, when the abbreviated education plan is developed with the student. During these on-going orientation sessions, students may receive registration assistance, although most prefer to do this later on their own. The frequency of these sessions is increased to up to twice a day from 1-2 times/week during pre-registration cycles for fall and spring semesters, intersession (January), and summer session.

However, students can access these services in alternate ways. Students can schedule assessment appointments for the group orientations online through SARS, schedule individual assessments, or drop in to the Testing Center in person. Assessment scores are available to them online through WebAdvisor, and they can also complete an online orientation that takes approximately 45 to 60 minutes to complete (see a more detailed description of the online orientation in #3 below). If students prefer to complete the online orientation, either before or after assessment, they must then see a counselor to obtain their abbreviated education plan via a drop-in time or appointment with a counselor (see a more detailed description of this service under Counseling, Advising, and Other Education Planning Services).

The Santa Ana Partnership has been in effect for over 30 years, and includes SAC, the Santa Ana Unified School District (SAUSD), and two regional 4-year colleges, California State University, Fullerton (CSUF) and the University of California, Irvine (UCI). The partnership collaborates on several initiatives and policies that promote degree completion by designing a smooth pathway of transition from high school to community college, transfer opportunities, and beyond. SAC will continue to work through this partnership to encourage high school students to attend college by providing placement testing, preparation for placement testing, and orientation and advisement services to students coming to the college directly from the SAUSD district though our Early Decision program.

Early Decision High School Outreach

Early Decision efforts begin with outreach specialists from the SAC Outreach Office who work with individual high schools and Higher Education Centers in the district throughout the year to provide services needed to enter college. Outreach also works with local highs schools that are not part of the Partnership, such as high schools in Garden Grove and Anaheim. Beginning each fall, these outreach specialists assist students to apply to SAC via CCCApply, and follow this with financial aid planning and application assistance in January, in addition to preparing students for placement testing. Beginning in February each year, our assessment team from SAC's Testing Center visits each high school to administer on-site placement tests to assess English, math and reading levels, including English as a Second Language assessment where appropriate (see Assessment section for further details).

Once all assessments for each high school have been completed, students are bussed to SAC to receive (1) a counselor-led orientation and explanation of their course placement, (2) advisement in the development of an abbreviated (one semester) education plan, and (3) immediate registration assistance through computer labs on campus for their first semester courses. Approximately 2500 students register for fall with SAC through Early Decision annually, which is about 40% of the total number of entering first time freshmen.

Students who matriculate to SAC from high schools other than those high school districts that participate in Early Decision, and students entering college on their own, receive the same services initially described above for all entering students. New students are informed of and directed to these core required services when they receive their student ID numbers and initial letter from Admissions and Records, after they have completed an application to the college.

The Santa Ana Adelante! Program

The Santa Ana Partnership has also developed the **Santa Ana Adelante! Program**, which provides guaranteed admission to students meeting specified entrance requirements for CSUF and UCI for those who matriculate to SAC from SAUSD. Over the last three years, the **Santa Ana Adelante! Program** has also partnered with the **Lumina Foundation Latino Student Success nation-wide initiative on a 4-year grant**. Activities of the Santa Ana Adelante! Program are overseen by the University Transfer Center, due to the emphasis on educational goal completion. However, this program also focuses heavily on services that support matriculation into the college, recognizing that a strong start provides powerful momentum for students to complete their educational goals.

Santa Ana College is also partnering with the **Lumina Foundation for its Community Partnership for Attainment initiative (CPA),** which focuses on community partnerships that support efforts of Career Technical Education students on their pathway to completion.

Although all new-to-college students are orientated as described above, all SAUSD students who are considered part of the Santa Ana Adelante! Program are also encouraged to enroll in an Orientation to College course in the few weeks prior to the start of the fall semester, even if they participated in Early Decision. In this 8 hour (.5 unit) course, students receive a more in-depth orientation to college and support services, in addition to receiving information important for future transfer planning (costs for the course are not supported by SSSP funds). Advisement and further educational planning is part of the curriculum, and students typically receive a 2-3 semester education plan that will either update their Early Decision abbreviated education plan, revise, and extend it, or create an initial abbreviated education plan if one was not done previously. This initiative began in 2011 prior to the Lumina Foundation grant, and will continue after the grant sunsets in 2016. This year, 12 sections of the orientation course were offered, including 2 sections for Career Technical Education students. It served 641 students, and 641 abbreviated education plans were developed. Further expansion of these orientation services may continue, depending on the size of each cohort entering SAC from SAUSD annually.

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

Orientation services are provided primarily by full time counselors, assisted by adjunct counselors as needed, especially during large group services such as Early Decision, described above. Counselors are assisted by staff from the Testing Center, Outreach, and Admissions and Records offices during Early Decision, and from the Testing Center staff during regular, year-round orientation sessions. Outreach specialists also work with local high schools in year-long activities to encourage applications for college, financial aid, and on-site placement testing, culminating in the assistance provided for the college based orientation, advisement, and registration assistance.

Following is a list of the staffing involved in orientation and related services:
Counselor/Coordinators—There are 3 full time counselor/coordinators and 2 half-time counselor/coordinators for the special programs (see more detailed program descriptions in the Counseling section, item #4). The Counselor/ Coordinators also see students for anywhere from 20-40% of their time for all core services, unless restricted by regulations (i.e., if a program requires a 100% time director), and significantly increase their orientation preparation and delivery activities during the summer months during fall registration.
Full time direct student service counselors —Provide academic, career, and personal counseling services, including all core 3SP services; conduct in-person new student orientation, education planning workshops, and academic probation intervention workshops; and teach counseling courses.
Adjunct counselors-- Provide academic, career, and personal counseling services, including all core 3SP services; conduct in-person new student orientation, education planning workshops, and academic probation intervention workshops; and teach counseling courses. Several adjunct counselors are assigned to special populations, such as CTE students, veterans, basic skills, athletics, and international students.
Instructional Center Technicians (2)– Assist with placement testing preparation and administration and instructor make-up tests. Handle record keeping and clerical duties for the Testing Center, and provides support for Student Success and Support Program orientations.
Test Proctors (2)– Assist with placement testing and instructor make-up tests and provides support for Student Success and Support Program orientations.
Assessment Assistant (1 FT; 1 PT new)— Scores placement and career assessment tests and transfers placement test results to student database, maintains SARS database for appointment scheduling and 3SP reports, and provides statistical reports.
High School and Community Outreach Specialists (2)--Provide Early Decision high school outreach and support year round, including placement testing preparation and training of teachers to correctly identify the correct placement test that students should take, and preparation and logistical support during orientation and advisement in spring.
Student Services Coordinator, Outreach (1)—Provides overall coordination for year-long Early Decision process resulting in delivery of core 3SP services
Student Services Specialist (1 FT, and 1 hourly)—Provides on-going and as needed support for year-long Early Decision process.
Administrative Secretary, (2)—Provide scheduling support, and statistical and budget reports for outreach, assessment and counseling support, and for integration with Basic Skills and Equity programs and reports.
Senior Clerk-- Provides additional scheduling support, database management, and statistical and budget reports for outreach, assessment and counseling support, and for integration with Basic Skills and Equity programs and reports.
Intermediate Clerk—Provides additional scheduling support, database input and statistical and budget report support for outreach, assessment and counseling support, and for integration with Basic Skills and Equity programs and reports.
Admissions and Records Specialist II (5); Specialist I (1); Tech Specialist (1)--Admissions and Records specialists assist with the Early Decision process daily in spring, offer support during the Early Decision application period in the fall, and with any other issue regarding registration year round.
Admissions and Records Business Analyst (1 FT; 1 FT new)—Assists with data entry and registration as needed; provides research data for assessment related 3SP students.
Student Assistants (2.4 FTE)—Provide support for various core service activities.
Dean of Counseling, Student Success and Support Program (3SP) Coordinator--The dean of counseling provides oversight and management of 3SP services and special programs within the Counseling Division, including the Testing Center and the Career Development/CTE Student Success Center.

2. 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.

<u>Online Orientation</u>

Santa Ana College's Online Orientation was developed by Cynosure in conjunction with Santiago Canyon College (SCC), our sister college within our two-college district, and went live in Spring Semester, 2014. However, the orientations and how they are used in the matriculation process are distinct for each college. The orientation consists of modules that students must complete, including passing a brief quiz at the conclusion of each module before being allowed to move to the next module. When students make errors in their answers, they are re-directed back to that module to find the information necessary to provide a correct answer before moving to the next module. The program also includes an overall pre and post-test designed by the respective college to assess the effectiveness of the effectiveness of the orientation in addressing the corresponding Student Learning Outcome for the orientation. Students need to have a student ID number in order to access the orientation through WebAdvisor, and this number is used to track their successful completion of the orientation that fulfills their requirement for receiving one of the core SSSP services.

<u>SARS Online Scheduling</u>

SARS enables students to schedule their own appointments or sign up for group sessions, including the Orientation and Advisement sessions that are scheduled through the Testing Center.

3. 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

As described previously, the college's plan for providing orientation services has been developed and implemented. The counselor-led, in-person group orientations were already well established at SAC, although not all entering students were required to complete an orientation, as they are currently. Although advisement for at least the initial semester was also part of this process, a new form was developed to ensure the completion of an abbreviated education plan, and sessions have been extended in length and staffed with additional counselors to ensure effective service to students. A new abbreviated education plan form was developed to ensure that this component of the new core service requirements was met. Additional sessions were also scheduled to accommodate the increase in number of students, especially at peak registration periods. The online orientation resource was added to assist all students in accessing important information about the college, which also improves services for our distance education students.

The orientations (both in-person and online) contain updated information regarding the importance of meeting academic and progress probation standards in order to maintain their position in registration priority, as well as the importance of meeting academic standards in order to complete their educational goal and maintain financial aid, including the new regulations soon to go into effect regarding the BOG fee waiver (pursuant to Title 5 sections 55031, 58108, and 58621). The orientations also contain information regarding the prerequisite and co-requisite challenge process (pursuant to section 55003). Information is also provided on the academic calendar and important timelines; registration and college fees; available education planning services; and a description of available programs of academic and other support services, financial aid and scholarship resources, and how to access these services. **Both formats therefore meet all elements of the Orientation Checklist**.

<u>Orientations for Special Programs (Other Orientations)</u>

In addition to general orientation to college services received by all incoming students, several special support programs offer either a combination of the general orientation coupled with specific program information, or an additional

orientation targeted specifically to their program participants. Students in the Santa Ana Adelante! Program are strongly encouraged to take an N45 Orientation to College course (.5 units, offered in one day, prior to fall semester).

Additional support programs also offer this option, including the following:

- Center for Teacher Education
- Puente Program
- University Link
- University Transfer Center (for students not in other programs)
- International Student Program

DSPS offers a combination general and program orientation to students, while **MESA**, **EOPS/CARE/CalWORKs** students and those enrolled in the **Freshmen Experience Program (FEP,** which supports entering students in linked class learning communities) receive an orientation specific to their programs. Some programs offer additional orientations for both parents and students, which address general college and critical financial aid information. These include **FEP**, **University Link**, and the **Puente Program**.

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

The most significant issue in regards to providing comprehensive orientations is primarily the increased staffing necessary to accommodate more students under the new regulations, including counselors and support staff from Outreach, Admissions and Records, and the Testing Center. SAC is continuing to rely more on an in-person model, given the need for more of a "high-touch" approach for our student population and the service delivery model already in place for combining assessment results, orientation and initial advisement in one group session for students. At this point, the online orientation is used primarily as a supplement and added convenience for those students who are already acclimated to the use of online services. SAC also emphasizes the in-person model because research evidence underscores the importance to retention and completion of making personal connections with new students early on in their matriculation experiences to college. However, we will be evaluating this model for possible revisions as we track the use of the online orientation over time.

It has always been true that one of the greatest difficulties in providing a comprehensive orientation to students is that they often cannot successfully absorb all the information presented at one time. Repetition and the need for students to develop a stronger "framework" for the information over some time is often necessary before they are able to effectively absorb and utilize the new information, no matter how vital it may be. SAC will be using the powerful capabilities of its new Degree Audit program to support the comprehensive orientation with just-in-time follow ups that will reinforce key high-stakes activities to support student success. In addition, SAC will expand additional orientations where critical information is repeated for students who participate in various support programs and attend additional orientations through a variety of courses (including orientation courses described above for Adelante! and programs such as, University-Link, Puente, EOPS, DSPS, Freshmen Experience, etc.). Repetition and the delivery of just-in-time information may prove to be a necessary corollary to providing comprehensive initial orientation services.

5. 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.

Due to the highly integrated delivery service model used at SAC with associated support, budget amounts indicated below show the total cost for all positions, with corresponding percentages, funded by 3SP. Please see the Budget Plan for a more specific breakdown of total costs according to each core service area, which includes proration for the year if a new position is in the hiring process (i.e., 9 months).

Counselor/Coordinators (5, .24 FTE) $48,311
Faculty Facilitation (2.77 FTE) $152,901
Full time direct student service counselors (4, 4 FTE,) $475,985
Adjunct counselors (6 currently assigned; others to be assigned as needed; 6.56 FTE) $526,701
Counseling Assistants (ST addition hours as needed) $9,830
3SP Student Services Coordinator, Transfer Center
Transfer Center Specialist (1, at 100%; 1, PT, 47.5%) $121,600
Student Services Specialist (2 @ 100%) $123,828

Instructional Center Technicians (25%) $13,916
Test Proctor (25%) $13,331
Assessment Assistant (1 PT, 47.5%, new) $18,895
High School and Community Outreach Specialists (3 @ 80%) $251,939
Student Services Coordinator, Outreach (80%) $81,726
Student Services Specialist (1 FT, and 1 hourly) $85,873
Administrative Secretary, (1 @ 40% each) $33,987
Admissions and Records Specialist II (5, @ 75%) $279,134
Admissions and Records Specialist I (1, new) $55,556
Admissions and Records, Specialist I, Classified Hourly (1 FTE, $40,000)
Accountant (25%) $17,210
Student Assistants (2.4 FTE) $50,000
Online Orientation (Cynosure, final payment plus estimated updates: $13,157)

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.).

Based on data from 2013-2014, approximately 7,208 students are assessed annually. All new students are referred to begin the process of receiving the core services, including assessment, by signing up to take placement testing through the Testing Center. Students are notified of this requirement via the initial letter from Admissions and Records when students first receive their ID numbers. Exceptions are made for applicants in the Registered Nursing program and Occupational Therapy Assistant program; Fire and Administration of Justice Academy programs applicants; students taking employment based courses for job improvement, and have no educational objective (PSI, Public Service Institute); and students who requested an exemption and received approval. Students coming to the college with qualifying Early Assessment Program (EAP) results, assessments results from another college, and/or official or unofficial transcripts from another regionally-accredited college to clear prerequisites for course placement are also exempted from placement testing. However, some students in these programs that are exempted from the 3SP requirements do need to take placement tests because math and or English may be part of the program requirements. Given these exemptions but factoring in all assessments, it is estimated that an additional 1800 - 2000 students will need placement testing this year.

Paper and pencil group tests in English, mathematics and ESL (English for Multilingual Students –EMLS at SAC) are offered weekly, year round. Students can schedule an appointment online through the Testing Center website, or by calling or coming into the Testing Center. Computer-based English and math tests are also offered on an individual walk-in basis whenever group tests are not scheduled. Testing booklets, answer sheets, pencils, and scratch paper are provided. Students with disabilities are able to request testing accommodations by contacting Disabled Students Programs and Services (DSPS).

Through outreach efforts to feeder high schools, the Disabled Students Program and Services faculty identify students who may be eligible for DSPS accommodations that would benefit from the provision of the above services prior to their enrollment in college.

Approximately 2,500 new students register for SAC each year directly from high school districts in the surrounding area through our Early Decision Program. SAC maintains a long-standing partnership with the Santa Ana Unified School District, viable relationships with Garden Grove and Anaheim school districts, and maintains a transition program between SAC Continuing Education and college credit sites.

In the spring of each year, SAC's Early Decision Program provides assessment for high school seniors at each of the Santa Ana Unified School District high schools, at Garden Grove Unified School District high schools and Santiago High Schools in the Garden Grove district, and Katella High School in the Anaheim Unified School District. In the winter months prior to this, Outreach Specialists prepare students for taking the placement tests and train high school teachers to more accurately identify which placement tests students should take. High school personnel assist by announcing testing

dates, releasing students from class, suggesting which placement tests students should take, and providing space to test large groups of students. Testing booklets, answer sheets, pencils, and scratch paper are provided. Students from other school districts are provided an opportunity to access exclusive testing dates available to them at the college.

Based on SAC's own research, which indicates that students who initially place in transfer level courses persist at significantly higher rates than those students who place in remedial levels, several strategies were piloted in spring 2014 to improve placement levels including:

<u>Math Boot Camps</u>

Students who scored within a few points of transfer level courses on the MDPT were offered an opportunity to participate in a 20 hour boot camp designed to target concepts necessary to succeed in college level math. Upon reassessment at the conclusion of the boot camp, the majority of participants placed into higher level math classes.

<u>English Placement by Writing Sample</u>

Writing samples were read by SAC English faculty for students who tested into remedial English (N50, which is 3 levels below transfer). The majority of students for whom writing samples were read were recommended for placement into higher level classes.

<u>English Placement by ERWC grade</u>

Students who earned an A or B in Expository Reading and Writing classes during their senior year in high school (with curriculum designed by the California State University System) received an automatic placement in transfer level English.

The success of the above strategies aimed at improving English and math level placement and avoidance of unnecessary remediation will be measured in Fall 2014 through follow up research to assess the course success of students who were assessed and placed via these pilot programs. Expansion and improvement of these efforts is expected and will be drive by emerging data.

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.

Counselor/Coordinator – Coordinates Testing Center functions, including placement testing and Instructor make-up and accommodated testing (offered whenever placement tests are not scheduled), develops staff and testing schedules (in consultation with 3SP Coordinator), acts as liaison with academic disciplines and compiles numerous reports.

Student Services Coordinator, Outreach – Coordinates with all high schools in scheduling high school testing dates and making arrangements for high school on-site testing.

High School and Community Outreach Specialists (3)--Provide Early Decision high school intervention and support year round and logistical support during orientation and advisement in spring.

Instructional Center Technicians (2)– Assist with placement testing preparation and administration and instructor make-up tests. Handle record keeping and clerical duties for the Testing Center, and provides support for Student Success and Support Program orientations.

Test Proctors (2)– Assist with placement testing and instructor make-up tests and provides support for Student Success and Support Program orientations.

Assessment Assistant (1 FT; 1 PT new)— Scores placement and career assessment tests and transfers placement test results to student database, maintains SARS database for appointment scheduling and 3SP reports, and provides statistical reports.

DSPS Specialist (50% of FT)—Assists with accommodated testing for students with disabilities.

Research Coordinator – Housed at Rancho Santiago College District Research Office, provides direct assessment related research and coordinates validation study activities.

Research Analyst (1 FT, new)—Housed at SAC to provide research for 3SP and related projects.

Admissions and Records Business Analyst (2)—Assists with data entry and registration as needed; provides research data for assessment related 3SP reports.

Student Assistants (2.4 FTE)—Provide support for various core service activities.

Dean of Counseling, Student Success and Support Program (3SP) Coordinator--The dean of counseling provides oversight and management of 3SP services and special programs within the Counseling Division, including the Testing

Center and the Career Development/CTE Student Success Center.

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.)

Santa Ana College uses the following assessment test(s) used for placement into English/Reading, mathematics, EMLS -- English for Multi Lingual Students (ESL) courses:

English/Reading Placement Test
College Tests for English Placement (CTEP); 1999 version; Pacific College Testing, Santa Barbara, CA The CTEP is offered in person, paper/pencil version, to groups of students.

EMLS – English for Multi Lingual Students (ESL) Placement Test
Test of English Language Development (TELD); Form C; Locally Developed and Locally Managed Assessment Instrument. The TELD is offered in person, paper/pencil version, to groups of students.

Mathematics Placement Test
UC/CSU Mathematics Diagnostic Testing Project (MDPT); Students select one of four levels I Algebra Readiness (Form AR50/90) II Elementary Algebra (Form EA50C86) III Intermediate Algebra (Form IA45C91) IV Pre-Calculus (Form PC40C86). The MDPT is offered in person, paper/pencil version, to groups of students.

Chemistry Placement Test
California Chemistry Diagnostic Test (Form 2006). The diagnostic test is offered in person, paper/pencil version, to groups of students.

Students are placed into English/Reading, EMLS (English for Multi Lingual Students), and mathematics courses based on multiple measures, which are part of an algorithm included in the test score process from testing raw score data and self-reported responses to questions about the student's educational background, such as GPA, highest level of math and English completed, and grades earned in math and English. Students are placed into chemistry classes based on results of the diagnostic test and prerequisite work in mathematics.

The pilot program described above that utilizes the ERWC course taken during the high school senior year for English level placement into college courses is currently the only method for placement that does not rely on a placement test combined with multiple measures. However, SAC has a Pathway Agreement with the School of Continuing Education (SCE), which allows students to transfer directly from SCE after satisfactory completion of the ESL Intermediate 3 course.

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.

Santa Ana College and Santiago Canyon College use the same placement tests and share the same cut-off scores to place students in classes at both colleges. SAC may accept assessment scores from colleges outside of the district provided that the student tested in the last two years for English, in the last year for mathematics, or any time in reading. The student must bring official copies of placement test results to the SAC Counseling Center for verification and registration clearance. Placement test information from other colleges must include the student's name, name of the test(s), the testing date(s), the raw score(s), and course placement. However, Santa Ana College does not accept ESL assessment and placement results from colleges outside of the district.

Santa Ana College also places students in courses if a prerequisite course has been completed at a college outside of the district. To obtain course prerequisite clearance from a counselor, the student must bring an official or unofficial transcript to the SAC Counseling Center. Upon counselor review of the student's academic record to verify completion of

prerequisites, the student is cleared for registration into the next sequential course.

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

Pre-test Practice: When students sign up for the placement test through the Testing Center website or by calling or coming to the Testing Center, they are provided with practice test information. Sample tests for Reading, English, and English as a Second Language are available online through the Testing Center website and hard copies are available in the Testing Center. To prepare for the math placement test, the Testing Center website provides students with the following: (1) MATH Decision Chart to help them determine which math level test to take and Math Placement Test Sample Questions to use for test preparation (hard copies also available in the Testing Center and the Math Center), and (2) MyMathTest – a free, dynamic and interactive online testing program that assesses student strengths and gaps in mathematical knowledge and algebra skills. High School seniors preparing to enter SAC through the Early Decision Program also receive the same information about ways they can prepare to do their best on placement tests.

DSPS is piloting an effort to provide more specialized preparation to high school students with disabilities for placement testing and for their participation in the Early Decision Program, in order to (1) maximize their understanding of the testing, orientation and advising process; (2) encourage the use of accommodated testing, and (3) provide test preparation and test-taking strategies tailored to the needs of students with disabilities.

Re-take and Recency: The testing policies listed below were established by the faculty in mathematics, English, and English for Multilingual Students and are adhered to by Testing Center personnel.

Math Department Testing Policy

1. A student may take a different level math test at any time. A student may not take the same level test more than once in any semester (4 months). If a student tested within the last semester, he/she must have permission from a faculty member (counselor or discipline faculty) to retest on an alternate form (except level II). Students who retest will be given the alternate test form, and may only retest once every four months.
2. If a student has taken a math placement test at SAC or SCC and does not enroll in a math class for 1 year, he/she must retest.
3. Once a student has been placed in a course sequence, he/she must complete the course sequence and may not skip courses by testing. Exceptions may be made on a case-by-case basis by a math faculty member.

English for Multilingual Students Testing Policy

1. Students shall be allowed to test once per 1year period.
2. If a student has taken an EMLS placement test at SAC and does not enroll in an EMLS class for 2 years, he/she must retest.
3. Once a student has been placed in a course sequence, he/she must complete the course sequence and may not skip courses by testing. Exceptions may be made on a case-by-case basis by an EMLS faculty member.

English Department Testing Policy
1. Students shall be able to test once a semester (4 months).
2. If a student has taken an English placement test at SAC or SCC, and does not enroll in an English class for 2 years, he/she must retest.
3. Once a student has been placed in a course sequence, he/she must complete the course sequence and may not skip courses by testing. Exceptions may be made on a case-by-case basis by an English faculty member, which is often done via an in-class writing evaluation on the first day of the class.

Reading Department Testing Policy
1. Students shall be allowed to test once a year.
2. Test scores will be valid indefinitely. If a student has taken a reading placement test at SAC or SCC , he/she will not be required to retest.

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

Santa Ana College accepts Early Assessment Program (EAP) "college ready" results to exempt students from the college placement test in English and math.

Students who have completed external examinations such as Advanced Placement (AP), International Baccalaureate (IB), or College-Level Examination Program (CLEP) may be exempt from the college English and Math placement test depending on the score earned, external exam, and educational goal. The chart below assists counselors in determining a student's English and Math placement exemption eligibility and course placement.

External Exam	Passing Score	SAC Course or GE Area/ Semester Units Awarded	CSU GE Certification Area/Semester Units	IGETC Certification Area/Semester Units
AP-English Language and Composition	3-5	English 101 4 units	Area A2 3 units	Area 1A 3 units
AP-English Literature and Composition	3-5	English 101 4 units	Area A2 and C2 6 units	Area 1A or 3B 3 units
AP-Calculus AB	3-5	Math 180 4 units	Area B4 3 units	Area 2A 3 units
AP-Calculus BC	3-5	Math 180 and 185 8 units	Area B4 3 units	Area 2A 3 units
AP-Statistics	3-5	Math 219/SOC 219 4 units	Area B4 3 units	Area 2A 3 units
CLEP-Calculus	50	Area E2 3 units	Area B4 3 units	N/A
CLEP-College Algebra	50	Area E2 3 units	Area B4 3 units	N/A
IB-Mathematics HL	5-7	Area E2 3 units	Area B4 3 units	Area 2A 3 units

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.

Due to the highly integrated delivery service model used at SAC with associated support, budget amounts indicated below show the total cost for all positions, with corresponding percentages, funded by 3SP. Please see the Budget Plan for a more specific breakdown of total costs according to each core service area, which includes proration for the year if a new position is in the hiring process (i.e., 9 months).

Testing Center Counselor/Coordinator (.06 FTE) $13,713
Student Services Coordinator, Outreach (80%) $81,726
High School and Community Outreach Specialists (3 @ 80%) $251,939
Instructional Center Technician (25%) $13,916
Test Proctors (25%) $13,331
Assessment Assistant (1 PT, 47.5%, new) $18,895
DSPS Specialist (50% of FT) $40,746
Research Specialist (District) $18,469
Research Analyst (1 FT, new, 100% for SAC) $77,290
Assessment Software and Licensing Fees ($4,693)
Accountant (25%) $17,210

Student Assistants (2.4 FTE) $50,000
Note: If the Testing Coordinator retires this year (anticipated, but exact date is unknown), a re-organization of this position is being considered to include coordination of Assessment and the Student Support and Success Program, which would be funded 50% by the 3SP budget.

iii. Counseling, Advising, and Other Education Planning Services

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

Counseling, advising and education planning services are open to all enrolled students at SAC, which total approximately 22,280 for Fall Semester 2014. Approximately 10,000 of these students are entering college or SAC for the first time annually, and comprise the targeted student population to receive 3SP core services (excluding those exempted as described below). All new students are referred to begin the process of receiving the core services, including counseling, by signing up to take placement testing through the Testing Center. Exceptions are made for applicants in the Registered Nursing program and Occupational Therapy Assistant program; Fire and Administration of Justice Academy programs applicants; students taking employment based courses for job improvement, and have no educational objective (PSI, Public Service Institute); and students who requested an exemption and received approval. Given these exclusions, it is estimated that approximately 6,383 students will be targeted to receive 3SP services. Students who may be exempt from testing are still required to attend an in-person orientation and obtain an abbreviated education plan at that time, or take the online orientation and follow up with a Drop-in appointment with a counselor in the Counseling Center.

As described in the Orientation section, SAC utilizes an integrated model to deliver assessment, a comprehensive orientation, and **counseling and advising services culminating in an initial abbreviated education plan to new students in group sessions**. This is done in conjunction with the **Santa Ana Partnership** and the **Santa Ana Adelante!** Program for high school students through the Outreach Office (via Early Decision), which is a year-round effort of high school-based college and financial aid application assistance and placement testing, culminating in the orientation, advisement, and fall registration sessions at SAC conducted in the spring, in collaboration with Counseling. Students entering SAC through other avenues also receive initial counseling and advising services in similarly designed group sessions offered throughout the year. They may also access orientation and assessment services independently, and then seek advising services through our drop-in times and regular counseling appointments.

All new students must receive all three initial services (assessment, orientation, and counseling/advisement for an abbreviated education plan) prior to registration, unless they are eligible for an exemption or deferral in meeting these requirements (see more details in Section III. Policies and Professional Development).

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

Counseling and advising services are provided in the following formats for both new and ongoing students.

Drop-in times can accommodate the development of an abbreviated education plan, as well as alternate course placement and prerequisite clearance (due to transcripts, EAP or other test scores from another college, etc.), and the answering of questions that are quick but important and necessary to get students moving forward in their academic pursuits.

Individual Counseling Appointments are 45 minutes in length, during which a comprehensive education plan can be developed, especially for students who have some knowledge of their academic direction or have actually declared a major. Appointments are also used for a variety of other counseling services, including transcript evaluation, personal and career counseling, financial aid advice or financial aid appeals; graduation petitions, CSU and IGETC Certification petitions, Pass Along forms, petition to substitute, course waiver and course repetition forms, issues related to probation

and dismissal, appeals for the Admission and Guidance committee (including petitions for reinstatement of priority registration), and further education plan development or follow up.

Appointments are typically available for students to schedule up to two months in advance, and appointments are usually booked one month in advance. Drop-in wait times vary significantly depending on time of year and the registration period. During peak registration times, the average waiting time ranges from 45-56 minutes; during non-peak times, the average waiting period is 7-15 minutes. Unfortunately, students are sometimes waiting too long during peak registration periods to obtain a simple waiver that is necessary only due to a dysfunction in the way prerequisites were originally programmed into the information management system. This error is being corrected with the assistance of Admissions and Records in time for registration for the 2nd Great 8 Weeks period this fall semester, which is expected to significantly reduce the waiting time for students during drop-in times in high demand registration periods.

Group Formats are provided for education planning and follow-up services, as follows:

Education Plan Workshops—Two counselors work with a group of up to 30 students (but more typically 15-20) to develop initial (abbreviated) education plans, and/or comprehensive education plans. In 2013-2014, 40 workshops were provided, serving 240 students.

Probation Workshops –Counselors review student transcripts prior to the 2-hour workshops serving 35-45 students, which include a presentation about critical factors for preventing and getting off of probation, in addition to individual work with each student (see Follow-Up for At-Risk Students section for more details). In 2013-2014, 28 workshops were provided, serving 869 students.

Grad Petition Workshops—Counselors provide assistance to up to 30 students (but more typically 15-20 students) in completing graduation petitions prior to the deadlines each year. In 2013-2014, 10 workshops were provided, serving 91 students.

Online Counseling

Students can pose questions to counselors via our Online Counseling Program, accessed through a WebAdvisor based scheduling system. The goal of the online counseling service is to respond to students within 72 hours (factoring in weekends when online counseling is not available), which is being met and exceeded (average response time is 48 hours). On average, approximately 342 hours of online counseling are offered over 250 days per year. A total of 2,353 questions were asked and answered in 2013-2014. Although many general advising questions can be addressed through this vital service, educational planning is not offered via online counseling.

FTES Generating Courses

Several counseling courses offer education planning as part of the curriculum, and are described in more detail in Items #3 and #4 below, as there are distinctions regarding whether the course's education plan is abbreviated or comprehensive.

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

An Abbreviated Education Plan is 1-2 semesters in length, and is targeted to first time students who need guidance to register, or undecided students who have not yet declared a major. The plan includes the student's educational goal and major (if known); the assessment results and corresponding course placements for English/EMLS, math and reading; suggested general education or elective courses; and initial recommendations for resources that students may want to access.

Students are taught the essentials of educational planning and also receive assistance targeted to the individual student's needs through the venues indicated below. Education plans that map out at least one semester are usually done in the orientation sessions or drop-in times, whereas more developed plans with 2 (and sometimes 3) semesters are more typically produced during courses, individual appointments, and education plan workshops.

Early Decision--targeting high school seniors, as previously described

Ongoing, year round orientation and advising sessions (up to 35 students per session)--for students who enter SAC through high schools not participating in Early Decision, students who enter on their own, or who enter the system late in a semester or at a later time in the year, such as intersession, spring or summer semesters/sessions.

Class based advisement, including the following courses:
N45—Orientation to College (.5 units; used mostly for Adelante and special program students)
CNSL 100—Lifelong Understanding and Self Development (2 units)
CNSL 107—the Freshmen Experience Program, (3 units) fall semester. In these learning communities for first year students, the spring semester includes CNSL 116, which includes a comprehensive education plan (see further description below).

Education Plan Workshops-- Two counselors work with a group of up to 30 students (but typically 15-20 students) to develop initial (abbreviated) education plans, and/or comprehensive education plans if time permits, for education plans for the AA/AS degree, or for transfer to the CSU and UC systems.

Drop-in Times or Individual Appointments with Counselors—Abbreviated education plans are typically completed during Drop-in times. While most 45 minute appointments allow for time to develop a comprehensive education plan, many students may not be ready to declare a major, so the time is used in working with students towards a comprehensive plan, which may result in revised or initial brief plans.

Special Programs and Student Support Centers
In addition to education planning services provided in the central Counseling Center or in the special support services located in the Counseling Division (specified in #4 below), many counselors provide this service in other on-campus programs or service locations. These include EOPS/CARE/CalWORKs, which may utilize the abbreviated education plans generated for students through the initial orientation and advisement sessions, but primarily generate a comprehensive education plan; and DSPS, where the Student Educational Contract, or SEC, utilizes the Abbreviated Education Plan form in addition to other information required for DSPS students. Students also receive these services in The Veterans Resource Center and the Career Development/Career Technical Education (CTE) Student Success Center, and through the International Student Program.

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.

Students are taught the essentials of educational planning and also receive more comprehensive assistance targeted to the individual student's needs through the following venues.

Individual Appointments with Counselors--All individual appointments with counselors are 45 minutes in length
Class Based Advisement, Including the Following Courses:
CNSL 90—Academic Success Strategies (.5 units)
CNSL 103—Educational Planning (.5 units)
CNSL 104-- Personal and Goal Exploration for Education Planning (1.0 units)
CNSL 106—Inquiries into Higher Education (1 unit)
CNSL 110—University Transfer Research (.5 to 2 units)
CNSL 116—Career, Personal and Lifelong Exploration (3 units)
CNSL 128—Leadership in the Community (utilized most by the U-Link program) (3 units)

In order to respond to the need for students to develop more informed education plans, the first three of the courses listed above were developed, piloted, and approved through the curriculum process last year. The goal was to provide greater context and opportunity for personal and career exploration within a more concentrated time frame that will better support students in determining the "best fit" majors and careers for their individual interests and abilities, or in the context of academic strategies for success. These courses will be especially important in our work with at risk students, described further in the Follow Up section.

Special Programs and Student Support Centers
Many students receive Comprehensive Education Plans through special support programs located within the Counseling Division in the University Transfer Center, which provides both apportionment funded and grant or other categorically funded counseling service support. These programs are as follows:

- **University Transfer Center**-- Provides information and assistance to students preparing for transfer to baccalaureate granting institutions, especially those not affiliated with any other special program, and entering students in the Adelante! Program.
- **MESA**-- An academic program designed to support educationally and economically disadvantaged community college students seeking transfer to a four-year institution while majoring in one of the fields of engineering, computer science, mathematics, and physical/life sciences. MESA students are provided with unique support services emphasizing academic and professional growth.
- **Center for Teacher Education**--A resource center that offers information, academic advisement, and support for students interested in pursuing a career in teaching, with an emphasis in preparing students for employment in local public elementary and secondary schools.
- **University Link**-- U-Link is a transfer admission program for academically qualified students to attend Santa Ana College with guaranteed admissions to the University of California, Irvine. Learning community cohort classes and activities to support students' development, such as cultural events, parent night, and service learning experiences are an integral part of the program.
- **The Puente Program**-- Provides students with accelerated writing instruction, sustained academic counseling, and mentoring by professionals from the community. Students are enrolled in a learning community cohort of English and counseling courses for both semesters.
- **The Freshmen Experience Program (and Learning Communities II)**— An interdisciplinary approach to traditional course offerings, created by linking courses in skill development, often with a counseling course, to provide academic support for students. The program helps develop essential academic skills and eases the transition and adjustment of new students to the college environment. Additional learning community courses (Learning Communities II) are offered for students who continue into their second year.
- **Career Development/Career Technical Education (CTE) Student Success Center**—A resource center for CTE students that was created through a merger with the former Career/Job Resource Center. The center serves as an informational hub and conducts outreach efforts to entering students and those near completion of CTE programs, inviting them to receive advisement from one of two CTE counselors located both in the center and in the academic division office overseeing CTE programs.
- **Athletic Counseling**—Full time and part time counselors from the Counseling Center provide counseling and orientation/advisement and registration assistance tailored to student athletes.

.
As indicated above for abbreviated education plans, counselors also provide comprehensive education planning services in special programs outside of the Counseling Division, including **EOPS/CARE/CalWORKs; the Veterans Resource Center; and the International Students Program.**

Consideration is being given to design expanded workshops for comprehensive education plan development modeled on our current Education Plan Workshops, depending on the number of students who will be required to have plans at the point of 15 degree applicable units who do not already have a comprehensive education plan on file. It is anticipated that approximately 1008 students who entered in Fall 2014 will be required to have such plans by spring 2015. The present workshops may be redesigned to target high demand majors, in addition to targeting students who have not yet determined their major. Comprehensive education plan workshops targeting the students previously described will be piloted in Spring 2015, and further decisions regarding full implementation for subsequent semesters will be determined based on results of the pilot.

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).

The Counseling Center has 18 full time counselors, although several are released for leadership roles with specialized support programs and/or as department co-chairs, and one is a full time Articulation Officer. The Counselor/Coordinators also see students for anywhere from 20-40% of their time, unless restricted by regulations (i.e., MESA requires a 100% time director). Adjunct (part-time) counselors help with instruction as well as offering additional hours in the Counseling Center, or they may be assigned to distinct roles with specific populations or centers, as described below.

Counselor/Coordinators—There are 3 full time counselor/coordinators and 2 half-time counselor/coordinators for the special programs described in the previous section, item #4. (The coordinator for the Center for Teacher Education also assists in coordinating the Freshmen Experience Program with co-leaders from the English and Math Departments; this

program provides core 3SP services mostly in the academic year). The Counselor/Coordinators also see students for anywhere from 20-40% of their time for all core services, unless restricted by regulations (i.e., if a program requires a 100% time director), and significantly increase their orientation preparation and delivery activities during the summer months during fall registration. In addition, rotating counselors take the lead in facilitating 3SP planning and implementation as 3SP co-chairs, year-round.

Articulation Officer-- Serves on Curriculum Council and oversees articulation of college credit coursework to the UC and CSU system and independent colleges and universities, and the development of articulation materials necessary for education plan development.

Full time direct student service counselors (18)—Provide academic, career, and personal counseling services, including all core 3SP services; conduct in-person new student orientation, education planning workshops, and academic probation intervention workshops; and teach counseling courses.

   FTE Equivalent for FT Counselors: Contractual work schedules require counselors to provide 25 hours per week of direct student contact, 10 additional hours for other support services and committee service related to counseling, and 5 hours of institutional service. A minimum of 35 hours is considered direct service combined with essential support to direct service activities per the FARSSCD contract, which would result in 18 FTES. For the direct service calculation designated here, the FTE equivalent figure is derived (using 2080 hours for full time work) after deducting those not engaged in providing direct service, including the full time articulation officer and 60-80% of the counselor/coordinators' time, which yields **14.1 FTE**.

Adjunct Counselors-- Provide academic, career, and personal counseling services; conduct in-person new student orientation, education planning workshops, and academic probation intervention workshops; and teach counseling courses. Several adjunct counselors are assigned to special populations, such as CTE students, veterans, basic skills and international students.

   FTE Equivalent for Adjunct Counselors: Since adjuncts do not receive any additional time for service that supports direct service time, this is a direct calculation of their student contact hours: **10 FTE**.

Counseling Assistants—Provide general counseling information and referrals at the Front Desk in the Counseling Center, screen students and take sign-ups for drop-in times, schedule workshops and/or appointments as appropriate to student needs.

3SP Student Services Coordinator, Counseling Center (1 FT, new) – Coordinates Counseling Center Front Desk operations for the effective delivery of core services, SARS input, and quality control of all information input into SARS and/or MIS, and reporting for MIS data collection. Coordinates with various locations sites campus wide where 3SP core services are provided regarding data collection and input, and liaisons with ITS regarding MIS data reporting to the state.

3SP Student Services Coordinator, Transfer Center (1 PT, new)-- Coordinates counseling programs and core services and oversees activities of TCS staff (see below), and provides advisement information related to entering and continuing Adelante! Program students and other entering potential transfer students, and oversees SARS input and reporting for MIS data collection, in coordination with the Student Services Coordinator for the Counseling Center.

Transfer Center Specialists (3, PT; 1 FT, new)--Provide general counseling information and referrals at the front desk in the Transfer Center and in the Counseling Center, screen students and schedule workshops and/or appointments as appropriate to student needs, and coordinate activities for Adelante! students. Although these paraprofessionals do not create either abbreviated or comprehensive education plans, they provide essential information and assistance in support of counselors who provide direct student service.

Student Services Specialist (FT, 2 new)—Provided additional scheduling, data management, student tracking, and activity support necessitated by 3SP services.

Career Faculty Facilitator –Oversees the Career Development/CTE Student Success Center and the activities of Career Technical Education counselors.

Admissions & Records Business Analyst (1 FT; 1 FT, new) – Work with ITS, articulation officer, and counseling to develop the Online Degree Audit and Student Education Plan, and provide statistical reports.

Graduation Specialists (2 FT; 1 FT new)—Work closely with Admissions and Records, Articulation Officer, and counseling staff to align and verify student course requirements.

Research Coordinator – Housed at Rancho Santiago College District Research Office, provides direct assessment related research and coordinates validation study activities.

Research Analyst (1 FT, new)—Housed at SAC to provide research for 3SP and related projects.

Student Assistants (2.4 FTE)—Provide support for various core service activities.

Dean of Counseling, Student Success and Support Program (3SP) Coordinator--The dean of counseling provides oversight and management of 3SP services and special programs within the Counseling Division, including the Testing Center and the Career Development/CTE Student Success Center.

   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.

<u>Current Electronic Version of Education Plans</u>

Although the development of a true electronic education planning system is underway, the current processes still involve paper/pencil education plan forms that are scanned into Laserfische by Admissions and Records. These scanned education plans are available to all counselors working with students in various program locations. However, significant progress is being made on the development of degree audit and an online student education planning system, described below.

<u>Degree Audit and Online Student Education Plan</u>

SAC has recently completed degree audit capabilities for both certificates and AA degrees, which is necessary in order to develop an electronic student education plan (SEP). This effort was undertaken by Admissions and Records personnel, including their business analyst, and overseen by the Associate Dean. SAC and her sister college, SCC, have contracted with consultants from the Ellucian Student Information System (formerly Datatel) to implement both their degree audit and student education planning product. SAC and SCC have engaged in joint planning led by district ITS personnel, who are providing support for customization development and Ellucian consulting services. Ellucian consultants will also assist in providing end-user training when the project is completed. This product will enable students to plan their academic semesters using an online student education planning tool that will also facilitate registration directly from the courses listed on the SEP, and will require a team composed of A&R technicians, graduation specialists, and counselors. Although implementation was originally targeted for Fall Semester 2014, pilot testing has been delayed to Spring 2015, with full implementation targeted for Fall 2015. Once fully implemented, the electronic education plan will replace the current education plan in use, although specific details of how it will be utilized are yet to be determined.

Efforts thus far have also produced a Certificate Tracking program, which has already been utilized by the Career Development/CTE Student Success Center to notify students who are near completion or unsure of their path towards completing their certificate requirements, and to target undecided majors.

Following the SEP implementation phase, the more complicated Transfer Credit evaluation phase will begin, which will require an expanded technical team in Admissions and Records, including a graduation specialist and an additional business analyst, as well as crucial input from our Articulation Officer and additional counselors. Although the timeline for completion of this phase is not yet scheduled, the final product will be an online academic planning and academic progress evaluation tool that can be utilized by students and counselors.

<u>SARS On-line Scheduling</u>

SARS enables students to schedule their own appointments or sign up for group sessions, including the Educational Plan Workshops and Probation Workshops that are scheduled through the Counseling Center.

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.

Due to the highly integrated delivery service model used at SAC with associated support, budget amounts indicated below show the total cost for all positions, with corresponding percentages, funded by 3SP. Please see the Budget Plan for a more specific breakdown of total costs according to each core service area, which includes proration for the year if a new position is in the hiring process (i.e., 9 months).

Counselor/Coordinators (5, .40 FTE) $48,311
Faculty Facilitation (2.77 FTE) $152,901
Full time direct student service counselors (4, 4 FTE) $475,985
Adjunct counselors (6 currently assigned; others to be assigned as needed; 6.56 FTE) $526,701
3SP Student Services Coordinator (new) $74,006
3SP Student Services Coordinator, Transfer Center (new, PT, $19,766)

Transfer Center Specialist (1, at 100%; 1, PT, 47.5%) $121,600
Student Services Specialist (2 @ 100%) $123,828
Counseling Assistants (ST addition hours as needed) $9,830
Career Faculty Facilitator (40%) $53,601
Senior Clerk (65%) $40,381
Admissions and Records Specialist II (5, @ 75%) $279,134
Admissions and Records Specialist I (1, new) $55,556
Admissions and Records Tech Specialist (1, new) $74,006
Admissions and Records Business Systems Analyst (1 FT @ 50%; 1 FT new, 100%) $121,324
Graduation Specialists (2 @ 25% each; 1 new @ 100%) $124,835
Research Specialist (District) $18,469
Research Analyst (SAC, 100%) $77,290
Accountant (25%) $17,210
Student Assistants (2.4 FTE) $50,000
Degree Audit/Electronic Ed Plan (Ellucian contract estimate: $40,000)
SARS ($3,000)

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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.

<ins>Students on Probation and/or Dismissal Status</ins>

Outreach to students on probation or facing dismissal is a joint effort between Admissions and Records and the Counseling Division's Probation Committee, including the Associate Dean and Dean of each area, respectively. Students who are on their first semester of academic and/or progress probation are notified of their status by a letter that is emailed to them from Counseling (via Admissions and Records). Students are notified that they are required to attend a counselor-led Probation Workshop, and that, until they complete the workshop, their registration will be held for subsequent semesters. Students are also cautioned that they could lose priority registration if they enter a second semester on probation, and that their priority registration and probation status could also result in the loss of the BOG fee waiver once this regulation goes into effect (Fall 2016). In 2013-2014, students who were offered this intervention in their first semester on academic and/or progress probation totaled 2,602. Students already in their second semester of probation who had already been offered this intervention numbered 1,191, for a total of 3,793 students on probation. Students in dismissal status totaled 1,785 for that year.

Workshops include a didactic presentation to help students understand the reasons why they are on probation and how to get off of probation status, including academic success strategies, and the implications for their future educational success (including, loss of priority registration and BOG fee waiver regulations). In addition to this presentation, **the lead probation counselor** receives preparation time prior to the workshop to assess individual transcripts of those signed up for the workshop. A **second counselor** assists with the individual case-by case assessment of each student's transcript and situation, and develops a plan that will help each student to get off the current probation status, and avoid future academic difficulties.

Students in their first semester of probation are notified of their status following grade calculations after the end of fall semester, and the Probation Workshops are offered during the spring semester. Students in dismissal status are also notified at this time, although they are dismissed only at the end of spring semester. Because students have already registered and made plans to attend spring semester, they are given a "grace period" before they are dismissed for the subsequent fall term. Dismissal status students are also invited to the workshops (although most will have already attended

one). If a student in dismissal status achieves a spring semester GPA of 2.0 or higher, they may file a Petition for Reinstatement in conjunction with advisement from a counselor. If a student in dismissal status received a spring semester GPA less than 2.0, they must sit out the required semester (the subsequent fall), although they are again encouraged to attend a workshop or seek other supportive services to help them regain positive academic status. Students who wish to appeal either their dismissal or loss of priority registration, can file a petition that is reviewed and determined by the Academic and Guidance Committee (see Appeals section for greater detail).

In 2013-2014, 28 probation workshops served 869 students. Due to the time intensive nature of this effort, and in order to ensure the effectiveness of the Probation Workshops, a portion of all students who attended the workshops (393) were surveyed as one of the Counseling Division's Student Learning Outcomes. Results were overwhelmingly positive, indicating that students felt they learned a great deal about probation and what is required for academic success, and felt more confident about achieving that success. They also had the opportunity to develop a connection with two counselors, which will hopefully increase their tendency to seek counselor assistance in the future. This research has led SAC to delay the development of an Online Probation Workshop in favor of continuing the in-person intervention for this at-risk population at this time. Our sister college, SCC, is proceeding with this plan, and SAC will consider developing a similar online probation workshop through Cynosure if serving this population in this manner proves effective.

Undecided Majors

It seems particularly important to target students who have not declared an educational goal and/or a major to receive education planning services that offer an opportunity for more personal and career exploration necessary to make an informed decision regarding college major and career pathways. However, due to changes in both financial aid, requiring a declared major, and our internal processes for the Early Decision registration of high school students, the actual number of undecided majors has dropped over the last two years, and is actually quite low—approximately 403 of all new students entering in 2013-2014. Given that the "default" major selected is typically Liberal Arts, outreach efforts to students will include both undecided and Liberal Arts majors.

SAC plans to target undecided and Liberal Arts majors via email and other outreach efforts to direct them to services that prepare them for development of a comprehensive education plan that will be informed and a "good fit" for each individual. Students will be directed to attend our **Undecided Major Workshops** and **faculty presentations on "What do I do with a Career in _____?"** which are offered through our Career Development/CTE Student Success Center. These workshops and presentations are appropriate for CTE/certificate, AA/AS degree, and transfer oriented students.

In addition, all undecided students will also be encouraged to sign up for a "menu" of options for developing an informed education plan. These include (1) counseling courses that assist students to develop a comprehensive education plan in the context of further personal and career exploration to help them make informed and "best fit" choices; (2) individual appointments with counselors; (3) participation in Service Learning and other volunteer activities or internships where students can experience some aspect of the disciplines or fields they are considering; and (3) specialized programs that offer greater support and/or counselor contact (i.e., EOPS, Santa Ana Adelante!), which could help lead to an informed career/major choice.

The Career Development/CTE Student Success Center will reach out specifically to undecided students who have shown interest in CTE courses, and offer follow up counseling with their CTE counselors (two part-time counselors working 20-25 hours per week). This Center will also target potential CTE students through a pilot study that focuses on two programs where students will receive the core services, in addition to greater counseling and informational support and follow up regarding career pathways for these specific fields. If this proves successful, the pilot will gradually expand to encompass more CTE pathways each semester.

Students Enrolled in Basic Skills Courses

Based on last year's data, approximately 1,526 students are enrolled in at least one basic skills course during the year (unduplicated), while the duplicated count of enrolled basic skills students is about 2,443. However, since not all students can enroll in an English or math course initially, a more accurate description of basic skills students to be served is the number of entering students who test into a basic skills course. Based on figures for students tested last year who enrolled, approximately 2,900 students tested were placed into a basic skills course in English, math or EMLS (ESL).

Basic Skills Counselor Facilitator

The 3SP program will partner with the Basic Skills Initiative to support a counselor for 20-25 hours/week to monitor and

work directly with basic skills students, and also facilitate participation of other counselors in outreach and follow up activities directed at this at-risk population, including the following:

(1) Conduct presentations to students in basic skills courses in math, English, EMLS, and communication study courses regarding academic and personal support services that can assist students who are either struggling academically, or simply face a longer trajectory for their education due to the need to remediate foundational skills necessary for college success. Permission is obtained from faculty for this presentation, which utilizes 15-20 minutes of class time to touch on instructional support services (i.e., the Learning Center, Math Center), financial aid information and potential support, including scholarships for those students who are not eligible for financial aid; special programs that offer augmented support (i.e., EOPS, MESA, the Transfer Center, Santa Ana Adelante!); services that support health and well being (Health Center and Psychological Services); and services that support and accommodate students with known or potential disabilities that could be affecting academic success (DSPS).

(2) Provide individual follow up appointments or workshops to review academic progress, education plan development and referrals to appropriate resources.

(3) Monitor all basic skills students in terms of GPA, passing and retention rates, probation status, number of Early Alert reports received, and provide outreach and intervention with students as needed.

(4) Assess services or develop new service delivery models needed for basic skills students.

Math 80 Presentations

The Counseling Center will also continue presentations made by counselors in non-basic skills math courses (Math 80, 81, 83 and 84 series, Intermediate Algebra), which inform students that the selection of their next math course is critical, and highly dependent on their intended educational goal and major. Students who are more advanced in their choices can quickly see which course they should register for next, while those who are less advanced in this determination are referred to resources that will help them make an informed choice (see description of these services above).

Fast Track to Transfer Success

Fast Track to Success, funded through the Basic Skills Initiative, is an accelerated model program designed to offer students the opportunity to progress more quickly through their basic skills course in math and English, thus shortening the time needed to reach their educational goals. Students receive a blocked schedule for their classes and counseling support both within and outside of the counseling course. Math 60 (Elementary Algebra) and Math 80/81 (Intermediate Algebra) are offered as 8-week courses in the fall, with a counseling course, and English 60 (Basics of Effective Writing) and English 61(Introduction to Composition) in the spring, in addition to the college level math course if both foundational math courses were passed in the fall. The lead counselor also facilitates instructor meetings regarding students, although curriculum is not as aligned or integrated between all courses in the cohort as in the Freshmen Experience model. The program began in 2011 with one cohort, and has expanded to 3 cohorts, which includes those designed for evening students. Future plans include an emphasis on shortening the sequence for EMLS (ESL) students, especially given the Math Department's redesigned curriculum combining Math 60 and Math 80/81 into one course, which will provide an accelerated pathway in math basic skills that was not previously available.

Early Alert

An online Early Alert system was developed several years ago in conjunction with our sister college, SCC, to promote faculty participation in providing early warning and recommended assistance to students who are struggling academically. The Early Alert system is accessed through WebAdvisor, which all faculty use regularly for academic activities, such as adding and dropping students or submitting grades, in order to facilitate ease of use by faculty. The intention was also to encourage faculty to begin these important notifications and dialogue with students who are academically at risk, given the importance of students making connections with faculty and other college personnel as one of the hallmarks of improved student retention and success. Faculty can email students with a letter attachment that indicates the areas where satisfactory progress is an issue, including the categories of attendance, punctuality, behavior, class participation, completion of assignments/homework, study skills, and overall quality of work submitted. A comment section allows faculty to personalize their feedback and suggestions to individual students, or even invite students to discuss the feedback or their situation with the instructor. The letter also lists a full range of support services the faculty member can recommend that the student should use as appropriate for the areas of difficulty noted. The Early Alert system was developed through efforts of a subcommittee of the Student Success Committee (the former Matriculation Committee developed into this subcommittee). It was approved by the shared governance Student Success and Equity Committee, and endorsed by the Academic Senate. The faculty and counseling faculty co-chairs responsible for the development of Early Alert continue to oversee any necessary revisions. The dean of counseling sends this email out to all faculty (and

deans) at the beginning of each semester, with a follow up reminder approximately mid-term.

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

Counselor/Coordinators—There are 3 full time counselor/coordinators and 2 half-time counselor coordinators for the special programs described in the previous section (the coordinator for the Center for Teacher Education also assists in coordinating the Freshmen Experience Program with co-leaders in English and Math).

Articulation Officer (1)—Serves on Curriculum Council and oversees articulation of college credit coursework to the UC and CSU system, and independent colleges and universities and the development of articulation materials necessary for education plan development.

Full time direct student service counselors—Provide academic, career, and personal counseling services; conduct in-person new student orientation, education planning workshops, and academic probation intervention workshops; and teach counseling courses. Contractual work schedules require counselors to provide 25 hours per week of direct student contact, and 10 additional hours for other support services and committee service related to counseling.

Adjunct counselors-- Provide academic, career, and personal counseling services; conduct in-person new student orientation, education planning workshops, and academic probation intervention workshops; and teach counseling courses. Several adjunct counselors are assigned to special populations, such as CTE students, veterans, basic skills and international students.

Counseling Assistants—Provide general counseling information and referrals at the Front Desk in the Counseling Center, screen students and take sign-ups for drop-in times, schedule workshops and/or appointments as appropriate to student needs.

3SP Student Services Coordinator, Counseling Center (1 FT, new) – Coordinates Counseling Center Front Desk operations for the effective delivery of core services, SARS input, and quality control of all information input into SARS and/or MIS, and reporting for MIS data collection. Coordinates with various locations sites campus wide where 3SP core services are provided regarding data collection and input, and liaisons with ITS regarding MIS data reporting to the state.

3SP Student Services Coordinator, Transfer Center (1 PT, new)-- Coordinates counseling programs and core services and oversees activities of TCS staff (see below), and provides advisement information related to entering and continuing Adelante! Program students and other entering potential transfer students, and oversees SARS input and reporting for MIS data collection, in coordination with the Student Services Coordinator for the Counseling Center.

Transfer Center Specialists (3, PT; 1 FT, new)--Provide general counseling information and referrals at the front desk in the Transfer Center and in the Counseling Center, screen students and schedule workshops and/or appointments as appropriate to student needs, and coordinate activities for Adelante! students. Although these paraprofessionals do not create either abbreviated or comprehensive education plans, they provide essential information and assistance in support of counselors who provide direct student service.

Student Services Specialist (FT, 2 new)—Provided additional scheduling, data management, student tracking, and activity support necessitated by 3SP services.

Career Faculty Facilitator –Oversees the Career Development/CTE Student Success Center and the activities of Career Technical Education counselors.

Admissions & Records Business Analyst – Works with ITS, articulation officer, and counseling to develop the Online Degree Audit and Student Education Plan.

Student Success and Support Program (SSSP) Coordinator--the dean of counseling provides oversight and management of 3SP services and special programs (indicated previously) within the Counseling Division, including the Testing Center and the Career Development/CTE Student Success Center.

Student Assistants (2.4 FTE)—Provide support for various core service activities.

Dean of Counseling, Student Success and Support Program (3SP) Coordinator--The dean of counseling provides oversight and management of 3SP services and special programs within the Counseling Division, including the Testing Center and the Career Development/CTE Student Success Center.

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

Certificate Tracking is made possible by completion of the Certificate Audit through the efforts of Admissions and Records, is currently being utilized by SAC for student outreach. This has allowed us to target CTE and other certificate-bound students who are near completion, and advise them regarding the next educational planning steps they need to make in order to either stay on track or complete their certificates.

Degree Audit is also now complete, and SAC is beginning to utilize this technology tool in the same manner as the Certificate Tracking tool, by targeting students who are (1) near or at the 15 degree applicable units point that signals the

requirement of an educational plan; (2) undecided majors who need intervention and targeted service delivery prior to reaching 15 degree applicable units in order for them to make informed major and educational goal selections; and (3) nearing 30 units and in need of more specific educational planning assistance to complete transfer requirements and plan appropriately depending on their transfer institution(s) of choice.

Student Electronic Education Plan, once the system is fully developed and implemented, is a technology tool that will also assist in better preparing students who need to see a counselor, and offering counselors a more sophisticated tool for creating education plans, and identifying areas that require follow up services. As described previously, ITS and Ellucian consultants are currently developing this tool.

SARS On-line Scheduling

SARS enables students to schedule their own appointments or sign up for group sessions, including the Probation Workshops that are scheduled through the Counseling Center.

Software licensing to support additional technology tools for career and major selection in order to complete comprehensive educational planning include College Source and Eureka.

> 2. 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.

Due to the highly integrated delivery service model used at SAC with associated support, budget amounts indicated below show the total cost for all positions, with corresponding percentages, funded by 3SP. Please see the Budget Plan for a more specific breakdown of total costs according to each core service area, which includes proration for the year if a new position is in the hiring process (i.e., 9 months).

Counselor/Coordinators (5, .24 FTE) $48,311
Faculty Facilitation (2.77 FTE) $152,901
Full time direct student service counselors (4, 4 FTE) $475,985
Adjunct counselors (6 currently assigned; others to be assigned as needed 6.56 FTE) $526,701
3SP Student Services Coordinator (new) $74,006
3SP Student Services Coordinator, Transfer Center (new, PT) $19,766
Transfer Center Specialist (1, at 100%; 1, PT, 47.5%) $121,600
Student Services Specialist (2 @ 100%) $123,828
Counseling Assistants (ST additional hours as needed) $9,830
Career Faculty Facilitator (40%) $53,601
High School and Community Outreach Specialists (3 @ 80%) $251,939
Student Services Coordinator, Outreach (80%) $81,726
Student Services Specialist (1 FT, and 1 hourly) $85,873
Administrative Secretary, (1@ 40% each) $33,897
Senior Clerk (65%) $40,381
Admissions and Records Specialist II (5, @ 75%) $279,134
Admissions and Records Specialist I (1, new) $55,556
Research Specialist (District) $18,469
Research Analyst (SAC, 100%) $77,290
Accountant (25%) $17,210
Student Assistants (2.4 FTE) $50,000
College Source ($5,793)
Eureka ($3,327)

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

i. Institutional Research

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

Santa Ana College will be dedicating substantial match and leveraged resources to the overall 3SP evaluation work. The Vice Presidents of Student Services, Academic Affairs, and the School of Continuing (Adult) Education will collaborate

to oversee related evaluation work and will bring related findings to Cabinet as well as to the multiple 3SP work groups and committees that will use that data to inform the design and improvement of academic program and core support services. Collaborative partners will also contribute to the research, which will traverse the traditional boundaries within SAC and between SAC and its feeder schools and university partners. As a result of undertaking the work profiled below (and complemented by SSSP-funded research) we anticipate having the data and analytical capacity to achieve our student success goals.

The following types of research will be undertaken to specifically support SSSP.

Focus Groups
1. Adelante--Santa Ana College established a pilot SSSP initiative called Adelante! in 2011 to jump start the kind of wrap-around pre-college and freshman year services that previous research suggested would boost success. That model, which today serves 2,000 students, will be supported by multiple focus groups to study different groups of students in relation to specific program services and provide feedback to support program improvement. Focus groups have been expanded and will now include university transfers from this program to provide an even richer retrospective.
2. CTE Student Success--Santa Ana College reorganized a cluster of previously separate support services and expanded them while co-locating them into a single hub where career exploration, experiential learning, and CTE student success services could function side-by-side. One of the core elements of this CTE student success program hub is to create customized pathways to completion for students beginning at SAC in a variety of CTE fields. Focus groups will be conducted (in conjunction with CTE professors) to obtain qualitative data on student support needs, to identify unanswered questions about CTE pathways, and to learn how to better integrate instructional and student support services.
3. Learning Communities--A variety of learning communities are active at SAC and all of them provide extended opportunities for orientation to the college that travel with the student through their first semester of enrollment. These programs include the Freshman Experience Program, MESA, the Honors Program, U-Link, SSTI, EOPS, CARE, CalWorks, Foster Youth, and Puente. As part of our expanded SSSP research support, SAC will use a modified form of classroom research, Pair-Share Focus Groups, in conjunction with each of these programs to identify and immediately address gaps in critical knowledge about how the system functions, key high-stakes college processes, and available support services.

Program Effectiveness
 The college will be embedding student success research into its foundational program effectiveness reviews, which take place across all college departments and programs. These faculty-designed analyses review data about student course success and progression to the next level of study that informs curriculum design and the overall organization and delivery of the program of study. Although attention has been given to this data in the past, we will be transitioning it to a distinct section that is easy to identify and can be exported on its own to SAC's Teaching and Learning Committee where the Student Success and Equity portion of the program effectiveness reviews will be analyzed for consideration of policy and practice at the college.

First Semester Course Completion
Knowing how critical a strong academic start is to a freshman student's chances of staying in college to obtain a credential, the RSCCD Research Office will support SAC by conducting a study of all freshmen from feeder high schools relative to their academic performance. This information is shared with high school principals and informs SAC goals and measures of progress.

Analysis of Pre-transfer Academic Core
The RSCCD Research Office will undertake an analysis of the student database to individually identify all students who have completed or are currently enrolled in IGETC core classes and students who are "close" to completing them. This data will be analyzed for case-based follow-up with students who are academically at-risk because of course progress or lack of academic success and enable counselors to undertake individual follow-up with students to minimize negative consequences for the students and to help them achieve their goals.

Student Core Access Study
 Although recent funding for growth has helped, SAC has historically suffered a shortage of seats in critical high-demand core courses, especially English and math. As part of SSSP, the college is undertaking a study to triangulate the needs of entering students with available course seats in these subject areas, informed by course placement recommendations. A pilot version of this study was conducted this fall and the ensuing report resulted in the late addition of almost ten

additional sections in each of these high demand areas.

English Placement Study
The SAC Testing Center is collaborating with the English department faculty to conduct research into a new course placement model in which students who earn an A or B as their final grade in Senior Year ERWC (the CSU supported Expository Reading and Writing Class) will be automatically placed into English 101 (Freshman Composition) at SAC. This study is currently in progress. A similar model is being considered by an inter-segmental K-12/Higher Education faculty team.

Degree Audit Study
SAC has developed a powerful new research engine in the form of a certificate and degree audit program. In its first full academic year of use, this tool will be used to drive a number of action research studies that include, but are not limited to the following areas:
   -We will identify entering and continuing students whose matriculation and assessment process recommended a required course that they did not successfully enroll in. We will use this data to schedule needed "mini-semester" classes and will follow-up with students to facilitate their enrollment into those needed courses.
   -We will identify students who are 1-2 courses away from completion as well as students who may have completed a certificate and/or a degree and not know it. The data will be studied by occupational and academic area and will result in personalized contact with the student (and related faculty) to help them fill gaps between needed and achieved courses, minimize academic liabilities, and complete their programs of study.

Basic Skills/College Ready Study
 SAC has a long-standing intersegmental partnership and this year is forming a Partnership Research Team. The team has agreed to full data sharing across segments, focusing on the transmission of all individual student record data from K-12 into the higher education database. This will enable us to collaborate on research relating to our common student success indicators. Initial priorities have already been identified as (1) Conducting a longitudinal study of student placement from Santa Ana USD to SAC, (2) Analyzing (with the goal of increasing) the number of SAUSD students who graduate without the need for remediation in English or math in college, (3) Expanding the study of transfer student success at CSUF and UCI.

ii. Technology

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

The primary technology tools described previously that will support implementation of 3SP at SAC have been supported directly by 3SP funds, including the following: (1) the online orientation for new students, developed by Cynosure; (2) the Ellucian consulting required for certificate and degree audit implementation, and for creation of the electronic Student Education Plan tool, (3) assessment related software and licensing fees, (4) SARS scheduling and related software licensing, and (5) software and licensing fees for career exploration for undecided majors. However, personnel support necessary for the effective development and continued functioning of these tools is part of the budget and the match, including support from Admissions and Records.

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.

Recent changes in the regulations have allowed these services to be part of district match on a permanent basis. The services provided as part of the district match include additional counseling services, provided in various locations on campus, including the Transfer Center; grant funded services to students (i.e., Lumina Foundation, Basic Skills); support services in Financial Aid and Admissions and Records, and tutoring and supplemental instruction provided in campus academic support centers. (Please see Match Budget for specific details).

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

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

Exemption from 3SP Requirements

Entering students may be exempt from the requirement of receiving the core services under 3SP under certain circumstances. As previously described, students enrolled in the academies for Fire Technology or Criminal Justice are exempt due to their uniquely distinct policies and procedures and separate locations, as well as students entering the Registered Nursing and Occupational Therapy programs. Other students who wish to be exempt from any or all of these requirements must fill out a 3SP Exemption Form and meet with a counselor, who reviews the student's justification and approves or denies the exemption. In evaluating an exemption request, counselors may consider the following circumstances:

- Student has completed an associate degree or higher from a regionally accredited U.S. college or university
- Student is at the college solely to take a course that is legally mandated for employment or is necessary in response to a significant change in industry or licensure standards.
- Student is enrolling at SAC for personal development, not related to career training or advancement.
- Student has a disability that severely impacts his/her ability to complete an academic program.

The 3SP Exemption Form informs the student that if they are granted an exemption, they will not be eligible for priority registration but, if they wish to have priority registration in the future, they must complete the core requirements (please see the 3SP Exemption Form in the Attachments). Regardless of their exemption status, all students are encouraged to receive an orientation to college, either online or in-person.

In an effort to minimize exemptions while allowing for the possibility that some students will not enroll in college until it is too late to access all of the core services, SAC utilizes a Deferral Form. This enables a student to enroll if all requirements are not met, but informs them that they must complete these core requirements within the first half of the following semester. Students who were approved by counselors to defer the 3SP requirements will be tracked and notified if they do not meet these requirements within the allotted timeframe, and their registration may be held for subsequent semesters (please see Deferral of 3SP Services in the Attachments).

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

Student Right to Appeal

Students have the right to appeal an exception to a current Santa Ana College academic policy, including academic probation and progress probation and loss of priority enrollment when the loss is due to extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student, or when a student with a disability applied for, but did not receive a reasonable accommodation in a timely manner. Students must complete and submit a petition to the Academic and Guidance Committee (A&G Committee), which reviews and makes all decisions regarding exceptions to academic regulations. Students must provide valid justification and documentation to support their request. Students will be informed of the outcome in a timely manner.

Students who have demonstrated significant academic improvement can appeal the loss of priority enrollment status at their home campus. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard.

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3. Prerequisite Procedures
    Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in

accordance with title 5 section 55003 and procedures for considering student challenges.

PREREQUISITES AND COREQUISITES FOR COURSES

The colleges of the Rancho Santiago Community College District have adopted a policy on course prerequisites, corequisites, and advisories in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The policy, which is specified for implementation as an administrative regulation, is established pursuant to regulations contained in Article 2.5 (commencing with Section 55200) of Sub Chapter 1 of Chapter 6 of Title 5 of the *California Code of Regulations.* The RSCCD Board of Trustees recognizes that if these prerequisites, corequisites, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards and in assuring the health and safety of students as it is to avoid establishing prerequisites where they are not needed. For these reasons, the board has sought to establish a policy that fosters the appropriate balance between these two concerns. Please see the Administrative Regulations that govern this policy below.

AR 6132 and 6133

The Rancho Santiago Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if these prerequisites corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are not needed. For these reasons, the board has sought to establish a policy that fosters the appropriate balance between two concerns.

I. **COLLEGE POLICIES AND PROCEDURES**

A. **Information in the Catalog and Schedule of Classes**
   The following explanations will appear both in the college catalog and in the schedule of classes:

   1. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.

   2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student may make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines and the various types of challenge that are established in law.

   3. Define advisories on recommended preparation and the right of a student to choose to take a course without meeting the advisory.

B. **Challenge Process**

   Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

   1. The student can obtain Prerequisite/Corequisite Challenge Form from a division office. The student completes the form, providing a reason and evidence for the challenge, and submits it to the appropriate Division Dean.

   2. The challenge will be reviewed by a committee consisting of the Division Dean, or designee, department chair, or designee, and one department or division representative or designee.

3. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the district shall reserve a seat for the student and resolve the challenge in a timely manner. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.

4. Grounds for challenge shall include the following: a. Those grounds for challenge specified in Section 55201(e) of Title 5. b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more to the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan. c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

C. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) upon the recommendation of the Curriculum and Instruction Council. Certain limitations on enrollment must be established in the same manner. See II.C. below.

2. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:
    a. The faculty in the discipline or, if there is no faculty member in the discipline, the faculty in the department do all of the following:
       (1) Approve the course, and,
       (2) As a separate action, approve any prerequisites, or corequisites, only if:
           (a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program; and as demonstrated by a content review including, at a minimum, all of the following:
               i.   involvement of faculty with appropriate expertise;
               ii. consideration of course objectives set by relevant departments(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
               iii. be based on a detailed course syllabus and outline of record, tests, related instruction materials, course format, type and number of examinations, and grading criteria.
               iv. specification of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment.
               v.   identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under iv.
               vi. Matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under v.); and
               vii. maintain documentation that the above steps were taken.
           (b) The prerequisite or corequisite meets the scrutiny specified in one of the following: II.A.l.a. through II.A.1.g. and specify which.
       (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
       (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
           (a) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met

                  excepting only approval by the Curriculum and Instruction Council.

      (b) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics respectively.

      (c) A course which should have a prerequisite or corequisite as proved in (a) or (b) but for which one or more of the requirements for establishing a prerequisite have not been met may only:

          (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit or community service; (Section 55002) or

          (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.

   b. The Curriculum and Instruction Council also reviews the course and prerequisite in a manner that meet each of the requirements specified in Title 5, Section 55002(a)(1).

D. Program Review

As a regular part of the curriculum review process or at least every six years, the faculty shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum and Instruction Council and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2), or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

E. Implementing Prerequisites, Corequisites, and Limitations on Enrollment

Implementation of prerequisites, corequisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

F. Instructor's Formal Agreement to Teach the Course as Described

By accepting employment with the district, faculty agree to teach in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the established of the prerequisite or corequisite.

II. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but rather, an advisory on recommended reparation and must be identified as such in the class schedule and catalog. Establishing advisories does not require all the following steps. (See II.B. below)

. **Prerequisites and Corequisites**

1. **Levels of Scrutiny**

Prerequisites and corequisites must meet the requirements of at least one of the following subsections**:**

   a. **The Standard Prerequisites or Corequisites**

The College may establish satisfactory completion of a course as prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the faculty in the discipline or department and the Curriculum and Instruction Council as provided above, the College specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflects in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

b.   Sequential Courses Within and Across Disciplines

A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum and Instruction Council as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline or record.

c.   Courses in Communication or Computation Skills

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done.

(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and

(2) Research is conducted as provided in II.A.1.g.

(3) The prerequisite or corequisite may be established for a period of not more than one year while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in I.C.2.a. and by the Curriculum and Instruction Council as provided in I.C.2.b. and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

d.   Cut Scores and Prerequisites

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and class schedules or reinforced in subsequent semesters until the problems are resolved, and subsequent data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g. of this policy in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.

e.   Programs

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

f.   Health and Safety

A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum and Instruction Council as provided above:

(1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and

(2) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

g. Recency and Other Measures of Readiness

Recency and other measures of readiness may be established as a prerequisite or corequisite only if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done:

(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.

(2) Data are gathered according to sound research practices in at least one of the following areas:

    (a) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or corequisite is necessary.

    (b) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the College determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.

    (c) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.

    (d) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described in II.A.1.d.

(3) The standard or any comparison done pursuant to II.A.1.g. shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty and representatives of the Academic Senate. If the evidence fails to meet the standard established, the College may establish the proposed prerequisite or corequisite as a recommended preparation and may seek to establish it as a prerequisite or corequisite only by the following the process described in this policy and any applicable college policies.

(4) If the Curriculum and Instruction Council has determined that a new course needs to have a prerequisite or corequisite, then the prerequisite or corequisite may be established for a single period of not more than one year while research is being conducted and a determination is being made, provided that

    (a) All other requirements for establishing the prerequisite or corequisite have already been met; and

    (b) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any one course.

(c) Prerequisites and corequisites which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must reviewed. (See I.D. above)

2. Additional Rules

Title 5, Section 55202 specified additional rules which are to be considered part of this document as though reproduced here.

Advisories on Recommended Preparation

The College may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided in I.C. above. Such recommended standards of readiness are called advisory prerequisites.

Limitations on Enrollment

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the Curriculum and Instruction Council specified above including the requirement to review them again at least every six years. The following requirements must also be met in order to establish these particular limitations on enrollment**.**

1. Performance Courses

The College may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as, but not limited to, band orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and

b. The College includes in the course outline or record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

c. Limitations on enrollment established as provided for performance courses shall be reviewed at least every six years to determine whether the audition or try-out process is having an disproportionate impact on any historically underrepresented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect. (See also Sections 55502(e) and 55512**)**

2. Honors Courses

A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above there is another section or another course or courses at the College which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the College must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement**.**

3. Blocks of Courses or Sections

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of student. Such a limitation on enrollment may be established if, in addition to review by

the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the course, then the College must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

4. <u>Professional Development</u>
   Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

College wide professional development activities for faculty and classified staff have recently undergone a reorganization to provide more integrated, ongoing opportunities for quality professional growth at SAC. The Assistant Dean of Student Services will work closely with a faculty Professional Development Coordinator (released for 9 LHE) to develop these activities, and will oversee classified professional development as well. These efforts will be coordinated with the professional development activities of the Basic Skills Task Force, a subcommittee of the Student Success and Equity Committee, which is a shared governance committee dedicated to supporting and enhancing student equity and success at all levels of the institution. Discussions and presentations regarding the implementation of the Student Success and Support Program are a regular part of the agenda for these meetings. In addition, the professional development activities promoted by the Basic Skills Task Force routinely incorporate student success strategies into topics such as Reading Apprenticeship, Habits of Mind, and StrengthsQuest. The Freshmen Experience Program (FEP) will provide professional development for its interdisciplinary faculty working in learning communities, integrating techniques and strategies for incorporating core 3SP tenants and activities into the classroom environment.

Presentations during convocation and flex week have also included opportunities for faculty to gain more specific knowledge of the requirements of the Student Success and Support Program and the important implications for students. This topic was also highlighted at the President's college wide convocation this fall in a presentation by the VP of Student Services.

The internal work group for implementation of the 3SP program has also afforded related ongoing professional development opportunities to participants. This group is based in the Counseling Division, but has also included representatives from other departments who have participated in the ongoing discussions and formulation of the 3SP policies and procedures. The group is co-led by the dean of counseling, and rotating counselor faculty co-chairs, in addition to the regular department co-chairs. Representatives from other departments include those from the Testing Center, Admissions and Records, ITS, EOPS/CARE/CalWORKs, and DSPS.

Three trainings were conducted for all classified staff in the Counseling Center, and counselors from all areas on campus, both FT and PT, in order to ensure that all personnel were trained on the new policies and procedures. Trainings that review and update this information will be offered throughout the year, both in the monthly Counseling Division meetings, and during the evening adjunct meetings that occur three times per semester. Counselors are also encouraged to attend annual conferences critical to the development of comprehensive education plans, such as the CSU and UC, and ETS annual trainings.

Professional development opportunities related to the Student Success and Support Program were available last year to Academic Senate representatives and other faculty members who attended the Academic Senate of California Community Colleges Plenary Sessions and Institutes. A team of faculty and administrators, including the dean of counseling and VPs of Student Services and Academic Affairs, attended the Student Success and Support Program Implementation Summit in September 2013. This year, the dean of counseling and one of the 3SP faculty counselor co-chairs attended the SSSP Coordinators Training in Sacramento in September.

5. <u>Coordination with Student Equity Plan and Other Planning Efforts</u>
   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.

SAC's 3SP Plan had a strong foundation from which to launch since the SAC President has held a college-wide Student Success Convocation for all faculty and staff prior to the start of the spring semester for the last four years, supported by the college's Student Success Committee and the Academic Senate. This thematic meeting was a data-driven analysis for the entire college that specified goals relative to baseline data in the areas of course success and persistence, with

departments making the most significant progress celebrated publicly. The convocation includes both faculty and student panels as a complement to the presidential address and is followed by mandatory workshops on critical student success themes such as reading and writing across the curriculum.

As we continue to study our progress and reorganize our institution to further elevate student success, a deep level of integration and complementarity is being established in relation to other critical college processes, which are briefly described below.

Coordination in relation to the Development of the SAC Student Equity Plan
Subsequent to the March 2014 Chancellor's Office briefing related to Student Equity, SAC reorganized its shared governance system to expand the scope of the existing Student Success Committee and to re-label it as the SAC Student Success and Equity Committee. A preliminary plan was established to increase the frequency of meetings and to establish an affiliated Student Equity Task Force, reporting to the committee of the whole, that would undertake the heavy lifting of data gathering, preliminary analysis, and framing major domain-specific activities, with leads, timeframe, and expected results articulated.

This group will be officially launched in September 2014 as part of the first meeting of SAC's Student Success and Equity Committee. As part of the committee's launch, Student Equity Task Force appointments will be finalized in conjunction with an update on the latest near-final version of the 3SP plan. The general way in which the complementary work of these linked groups is expected to work is that the 3SP plan and implementation team will frame big opportunities for reorganizing the college around major access, assessment, matriculation, and follow-up processes, creating the policies, and structures to catalyze the necessary restructuring, implementation, and analysis of results.

The Student Equity Task Force will further build out those basic new structures through the penetrating lens of equity, using disproportionate analysis and trend data to pinpoint high stakes opportunities for the college to improve outcomes for all students, while reducing gaps in outcomes that data suggests are different and lower than the highest achieving group when disaggregated by ethnicity, disability, veteran, foster youth, low income status, and more. Metrics are being refined presently for the Student Equity Plan but careful consideration will be given to prioritizing strategies based on the amount of student academic progress that can be achieved, as well as the anticipated reduction in documented equity gaps in outcomes.

Linking 3SP with the Santa Ana Partnership
SAC is further benefitting from a history of not only linking student success work with equity measures, but of having several current collaborative models underway in which student success outcomes, disaggregated by ethnicity, are linked to strategic planning and change initiatives, with success defined in equity-centered terms. This effort will expand in the present year and be sustained at an institutional level, with broad agreement across college and 3SP leaders that increasing student success overall while maintaining equity gaps is an unacceptable result of our transformational efforts. The 3SP and Equity reforms have been previewed with our K-12, higher education, and parent/community partners and have already informed the analysis of partnership data and led to the creation of an intersegmental research and evaluation team.

Coordination with the Basic Skills Initiative
Other significant areas of coordination at the initiative and task force level have been established with the SAC Basic Skills Task Force, which has not only centered its work on basic skills-related student success, but includes mandatory reports from all basic skill fund users that document progress and lessons learned for transmission back to the oversight committee for all this work in our governance structure, the SAC Student Success and Equity Committee.

College-Wide/Overall Coordination
To ensure further integration and momentum, the college's Office of Institutional Effectiveness, which serves as the hub for accreditation, SLO development, program review, and the SAC Educational Master Plan, is being connected to both the student success and the equity work, as plans are developed and linked to overall college strategic planning. The college's Teaching and Learning Committee, a diverse group of faculty who help to support departmental program review and improvement, will deploy key representatives to the 3SP and Equity teams to ensure a coordinated and iterative process is created for student equity and success, and that it is fully incorporated into the existing fabric of program improvement efforts college-wide.

It is critical to also document that SAC's Strategic Plan was updated in the spring and summer of 2014 to completely

reorganize the presentation of strategic priorities, the student success metrics, and the related equity measures. As a marquis-level plan, the importance of broadcasting our institutional intentions relative to the ambitious college wide goals for student success and equity via the SAC Strategic Plan cannot be overstated. In fact, this newly updated version has been included in the college's Addendum/Update message to the WASC Accreditation team that will be conducting a site visit for the reaffirmation of accreditation in October 2014, at the time this plan is submitted.

Finally, linked to the SAC Strategic Plan are the strategic priorities of the SAC Foundation. Nearly 6 years ago the SACF began awarding competitive student success grants to college faculty and staff leaders who submitted proposals that demonstrated innovative approaches to improving student success at SAC. Since that time, the Student Success & Innovation grants have been linked to the Student Success (now Student Success and Equity) Committee and, in association with the committee and the Foundation, special initiatives targeting low-income students have been established. One is a unique collaboration with a not-for-profit community credit union that offers students loans for a flat $10 fee to cover fees for a college semester, and automatically re-awards the loan for the coming semester when re-paid in full. A second is the SAC Centennial Scholarship Campaign, which is striving (with terrific results thus far) to establish 100 new scholarships (preferably endowed) in honor of SAC's 100th anniversary in 2015-2016.

It is clear that the strategic coordination required to maintain vibrant and dynamic connections among and between the constellation of student success-centered initiatives described above, and so many more within and beyond the college will require continuous leadership at the executive, management, faculty, staff, and student levels. SAC has a long-standing commitment to linking equity and success and is prepared to commit the time and effort required to maintain and expand what works, to dismantle what does not, and to use data courageously to increase the momentum across our organization in support of an integrated and powerful student success effort that touches all aspects of college organization, planning, decision-making and assessment.

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

Santa Ana College and Santiago Canyon College, the two colleges in the multi-college Rancho Santiago College District, have consistently collaborated to coordinate services and policies for the Student Success and Support Program on both a formal and an informal basis. Formal efforts have included joint meetings presided over by student services vice-presidents of both colleges to discuss and align mutual efforts to successfully implement these program requirements. Beginning with priority enrollment changes implemented in 2013-2014, the *Joint College Enrollment Priorities/Student Success Act Implementation Group* has been meeting twice per academic year, with supplemental workgroups that meet as needed on selected topic areas. These areas include the following:

- Enrollment Priority and Admissions/Registration Procedures
- Probation and Dismissal policies
- Online orientation development
- MIS data collection
- Degree Audit and electronic Student Education Plan development
- Board Policies and Administrative Regulations

Informal communications occur frequently with ITS, counseling deans, and Admissions and Records personnel counterparts at both colleges as needed.

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.

Attachment A
Student Success and Support Program (3SP) Plan Participants

Academic Senate Representatives
John Zarske, President

Admissions and Records
Mark Liang, Associate Dean
Chris Truong, Registrar
Hung Nguyen, Business Analyst

Assessment
Beverly Birnbaum, Testing Center Counselor/Coordinator

Classified Support
Ana Campos
Margie Castellanos

Counseling
Dennis Gilmour, 3SP Co-chair
Rey Robledo, 3SP Co-chair
Sherri Blake, 3SP Co-chair
Cathie Shaffer
Reina Sanabria
Martha Vargas, Department Co-chair and Transfer Center Counselor/Coordinator
Irene Vu, SARS/MIS Lead
Thu Nguyen
Leo Pastrana
Steve Bautista
Rochelle Zook
Robert Gallego
Micki Bryant, Dean of Counseling

Disabled Students Services and Programs
Maria Aguilar-Beltran

EOPS/CARE/CalWORKs
Christine Leon, Associate Dean
Jane Mathis, EOPS Counselor

Outreach
Lilia Tanakeyowma

Student Representatives
Brianna Brennan
Danyelle Fernandez

Information Technology Services
Stuart Davis
Jennie Adams

Vice President of Student Affairs
Sara Lundquist

Attachment: B

SANTA ANA COLLEGE
STUDENT SERVICES
Counseling Division

Administrative Secretary ANA CAMPOS	**Dean of Counseling,** **Student Success & Support Coordinator** **Dr. Micki Bryant**	**Administrative Secretary** DIANE CAUGHERN

Transfer Center

Coordinator/Counselor
MARTHA VARGAS (Co-Chair)

Student Services Coordinator
VANESSA OROZCO

Transfer Center Specialist
VACANT .475 FTE
VACANT .475 FTE

Transfer Center Specialist for USDA Grant
VACANT .475 FTE
MARIBEL PINEDA .475 FTE

Transfer Center Specialist for Adelante/Lumina Grant
JUDY BENAVIDEZ .475 FTE

Counseling Center Counselors

SHERRI BLAKE
ANGELA BROWN (Co-Chair)
JOANNA CAMPOS-ROBLEDO
MARY CASTELLANOS (Co-Chair)
JODI COFFMAN
ROBERT GALLEGO
DENNIS GILMOUR
THU NGUYEN
(THU) VAN NGUYEN
LEO PASTRANA
REY ROBLEDO
DENNIS SADLER

U-Link Coordinator
ROCHELLE POLANCO-ZOOK
MARY CASTELLANOS (SUB)

Puente Coordinador
REINA SANABRIA

Articulation Officer (Certificated)
PAULA CANZONA

Center for Teacher Education

Coordinator/Counselor
STEVE BAUTISTA

Student Services Coordinator
KALONJI SATERFIELD
TUAN NGUYEN
DELMIS ALVARADO .475 FTE

Transfer Center Specialist
NANCY NGUYEN .475 FTE
HAYDEE GONZALEZ .475 FTE

Counseling Counter Staff

Intermediate Clerk
JACQUELYN SHIRLEY

Counseling Assistant
KIMBERLY VELAZQUEZ
.475 FTE
MARGIE CASTELLANOS
.475FTE

Student Services Coordinator
VACANT

Testing Center

Coordinator/Counselor
BEVERLY BIRNBAUM

Test Proctor
CANG NGUYEN
LUPE SAAVEDRA .75 FTE

Assessment Assistant
GIANG VU

Instructional Center Technician
LUPE FUENTES
EVANGELINE CONTRERAS .75FTE

MESA

Coordinator/Counselor
CATHERINE SHAFFER

Student Services Coordinator
SUZANNE LOHMANN

Career/CTE Student Success Center

Career Guidance Coordinator
MARISELA GODINEZ

Professor/Career Specialist
SANDY MORRIS .65 FTE

Career Technician
VACANT .375 FTE
(MALORIE GONZALEZ ST)

Intermediate Clerk
LISA GOMEZ .475 FTE
MALORIE GONZALEZ .475 FTE

Experimental/Service Learning Center

Professor/Career Specialist
SANDY MORRIS .35 FTE
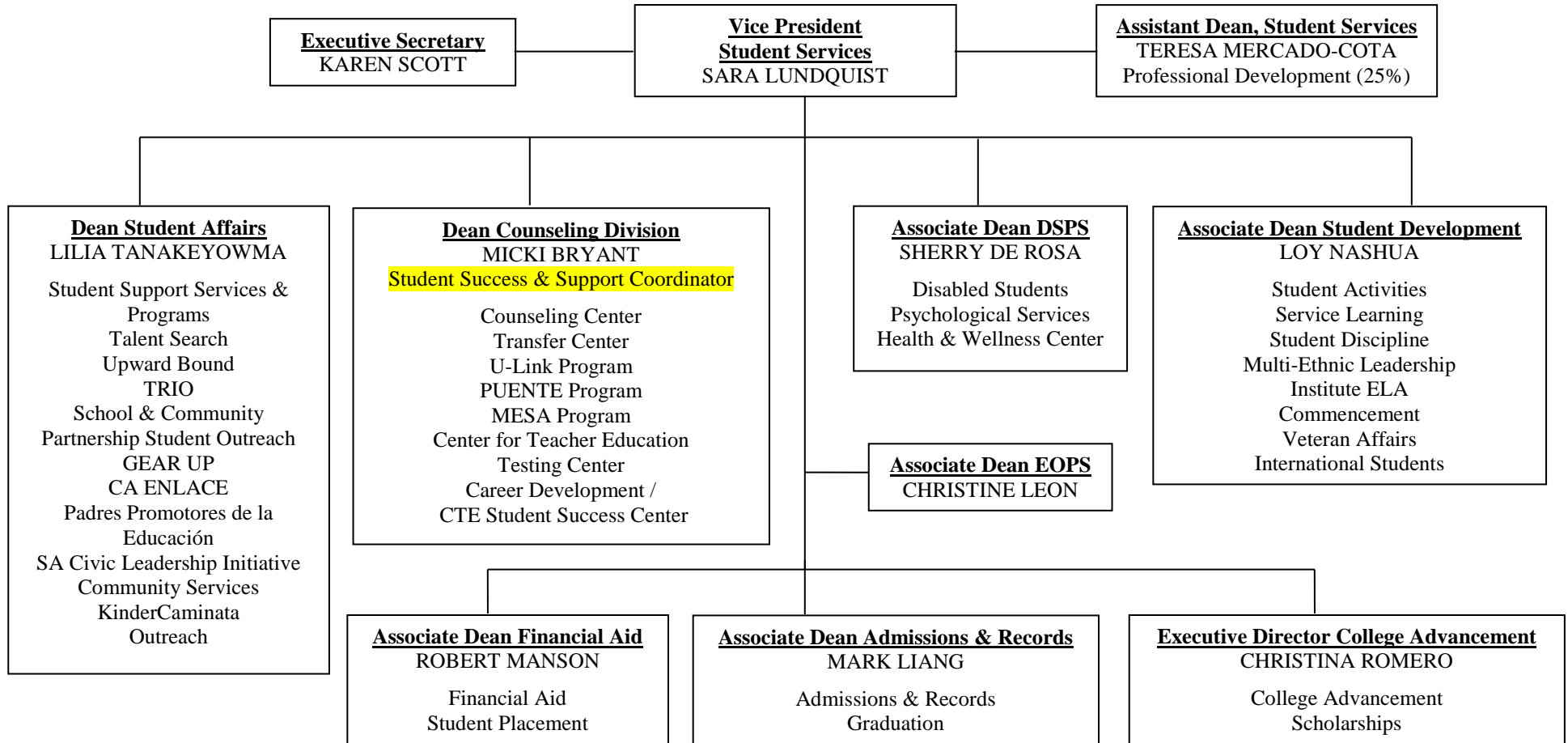
Intermediate Clerk
ISADORA ROMERO (50%)

Attachment: B

Rancho Santiago Community College District
SANTA ANA COLLEGE
STUDENT SERVICES

Executive Secretary KAREN SCOTT	**Vice President Student Services** SARA LUNDQUIST	**Assistant Dean, Student Services** TERESA MERCADO-COTA Professional Development (25%)

Dean Student Affairs
LILIA TANAKEYOWMA

Student Support Services &
Programs
Talent Search
Upward Bound
TRIO
School & Community
Partnership Student Outreach
GEAR UP
CA ENLACE
Padres Promotores de la
Educación
SA Civic Leadership Initiative
Community Services
KinderCaminata
Outreach

Dean Counseling Division
MICKI BRYANT
Student Success & Support Coordinator

Counseling Center
Transfer Center
U-Link Program
PUENTE Program
MESA Program
Center for Teacher Education
Testing Center
Career Development /
CTE Student Success Center

Associate Dean DSPS
SHERRY DE ROSA

Disabled Students
Psychological Services
Health & Wellness Center

Associate Dean Student Development
LOY NASHUA

Student Activities
Service Learning
Student Discipline
Multi-Ethnic Leadership
Institute ELA
Commencement
Veteran Affairs
International Students

Associate Dean EOPS
CHRISTINE LEON

Associate Dean Financial Aid
ROBERT MANSON

Financial Aid
Student Placement

Associate Dean Admissions & Records
MARK LIANG

Admissions & Records
Graduation

Executive Director College Advancement
CHRISTINA ROMERO

College Advancement
Scholarships

Attachment C
Student Success & Equity Committee
Student Success and Support (3SP) Advisory Committee
Academic Year 2014-2015

Sara Lundquist	VP, Student Services, Committee Co-Chair
Mary Huebsch	BSI, Communication Studies, Committee Co-Chair
Beverly Birnbaum	Coordinator, Testing
Briana Brennan	Student Representative, ASG Treasurer
Micki Bryant	Dean, Counseling
Peggy Card-Govela	Scholarships
Karen Dennis	ESL Coordinator
Danyelle Fernandez	Student Representative, ASG Activities Commissioner
Shelly Jaffray	Dean, Humanities & Social Sciences
Bonnie Jaros	Institutional Effectiveness & Assessment Coordinator
Annie Knight	Librarian
Mark Liang	Associate Dean, Admissions & Records
Nilo Lipiz	Dean of Instruction & Student Services, Non-credit
Raquel Manriquez	Student Representative, ASG President (or designee)
Lynn Marecek	Math Professor, Freshman Experience Coordinator
Nga Pham	Research Department
Christina Romero	SAC Foundation/Scholarships
Cathie Shaffer	MESA Coordinator, Counseling
Lilia Tanakeyowma	Dean, Student Affairs
Omar Torres	Vice President of Academic Affairs
Martha Vargas	Coordinator, Transfer Center
Julie Vercelli	Continuing Education Center
John Zarske	Academic Senate President (and designee, if desired)

Administrative Support:

Karen Scott	Assistant to VP, Student Services

10/14/14

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
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(916) 322-2818