



Credit

Student Success and Support Program Plan

2015-16

District: Southwestern Community College District
College: Southwestern Community College

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the Credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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

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

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

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are consistent with the SSSP Funding Guidelines or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

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

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

RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGECollege Name: Southwestern Community CollegeDistrict Name: Southwestern 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* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: Beatrice Zamora AguilarName: Beatrice Zamora-Aguilar Date: 11/4/15Signature of the SSSP Supervising Administrator
or Chief Student Services Officer:Angelica L. Suarez
Name: Angelica L. Suarez, Ph.D. Date: 11/4/15Signature of the Chief Instructional Officer: Kathy L. TynerName: Kathy L. Tyner Date: 11/9/15Signature of College Academic Senate President: Patricia Flores-CharterName: Patricia Flores-Charter Date: 11/4/15Signature of College President: Melinda A. NishName: Melinda A. Nish, Ed.D. Date: 11-5-15

Contact information for person preparing the plan:

Name: Beatrice Zamora-Aguilar Title: Dean, Counseling and Student Support ProgramsEmail: bzamora@swccd.edu Phone: 619.482.6379

SECTION II. PLANNING & CORE SERVICES

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

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

A writing team was formed to review the reader's comments from the 2014-15 plan, the new 2015-16 template, and to develop the plan. The team included the following individuals representing various constituencies on campus: Dean Aragoza, Counselor, National City HEC; Zeidy Barrera, Counseling Supervisor/SSSP; Maya Bloch, General Counselor; Henry Flores, Data Software Specialist/Counseling/SSSP; Veronica Guaracha, Basic Skills Counselor; Caree Lesh, Counselor/Academic Senate; David Ramirez, Department Chair, Counseling; Andrew Rempt, Academic Senate/ASC Faculty Coordinator; Mark Samuels, Assessment and Placement Coordinator; Stacy Teeters, Research Analyst; and Beatrice Zamora-Aguilar, Dean, Counseling and Student Support Programs.

Input received from counselor faculty and Student Affairs staff has been considered in the draft of the new plan. Review of the status report of the 2014-2015 SSSP Plan, MIS data, the Student Equity Plan, the SWC Strategic Plan and District Priorities were also considered in the development of the 2015-2016 Plan. The completed draft was routed for consultation during the month of October in accordance with meeting submission deadlines.

Collegial Consultation permitted several constituent groups to provide feedback to the document while in draft format. Those groups included: Academic Senate, Associated Student Organization, Dean's Council, Department Chair Council, President's Cabinet, Shared Consultation Council, Student Services Council, and staff and faculty within Student Affairs.

- b. What factors were considered in making adjustments and/or changes for 2015-16?

Factors considered included:

- Was the planned activity in 2015 completed, in progress, or in need of improvement/expansion?
- What new challenges were defined throughout the process of implementation of the 2015 Plan?

- Which student needs are being addressed through Student Equity, Basic Skills Initiative, Title V – Hispanic Service Institutional Grant, and how can SSSP leverage resources and complement but not duplicate efforts?
- What Core services are being provided through Categorical Programs (EOPS/CARE, DSS, CalWORKs, Perkins, etc.) and how can SSSP best support collaborative efforts?
- Were there new positions needed to expand service offerings and improve tracking mechanisms?
- What was not accomplished and still needs to be addressed, or what is no longer relevant to the new plan?
- How many students were served in each Core Category? Is this a good representation of the total student population? Can this be improved? How?
- Did students seem to grasp the information needed from the service? How can it be improved? What evaluation methods are in place, need to be developed?
- What data is lacking? What do we want to know about student need?

c. In multi-college districts, describe how services are coordinated among the colleges.

Not applicable. Southwestern Community College District (SWCCD) is a single-college district.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

The SSSP Plan is implemented under the leadership of the Dean of Counseling and Student Support Programs. Within the scope of this Dean's responsibilities are the following Categorical Programs: Disability Support Services, EOPS/CARE, CalWORKs, Title V – First Year Experience, and Credit and Noncredit SSSP. General district funded Counseling services, Assessment services, Career Center, Transfer Center and Student Employment services are also part of the grouping. The Dean works with staff and faculty to ensure that all programs maintain program compliance and integrity while providing complimentary services, and thereby eliminate duplication when possible.

Due to the increase in SSSP Credit and Noncredit funding, this plan recommends the creation and hiring of one SSSP Academic Director to provide lead direction to the full implementation of this plan. As the current Dean has several other departments within their scope of responsibility, the SSSP Credit and Noncredit programs would benefit from direct, focused leadership. The current Dean of Counseling and Student Support Programs would continue to provide overall leadership and budget approval in collaboration with the new SSSP Academic Director. *One SSSP Academic Director position will be created and hired to ensure categorical compliance and full execution of the 2015-16 SSSP Plans.*

The Dean, as well as several counselors and other Student Services administrators serve as members of the Student Equity Committee, Basic Skills Initiative Committee, Institutional Program Review, Shared Consultation Council, Strategic Planning Subcommittees, and AB 86/CTE Planning Committees. This allows SSSP to fulfill plan requirements with careful attention to providing complimentary services and leveraging resources to enhance student success.

Developing synergy among the college institutional plans and processes has been at the forefront of our planning efforts. In spring 2014, the Student Success Committee, a representative committee, that is co-chaired by the Vice President for Student Affairs and the President-Elect of the Academic Senate established two subcommittees – the SSSP Subcommittee and the Student Equity Planning Subcommittee. The primary purpose of the Committees was to support and lead initiatives that strengthen student access, success, and equity, as well as provide a platform for collaboration and communication that will result in the integration of student success and equity efforts campus-wide. To that end, the cross-pollination of membership on the Student Equity Planning Subcommittee (SEPS) bring expertise from the Basic Skills Committee, as well efforts being made for SSSP. The Dean of Counseling and Student Support Programs is a member of SEPS, along with counseling faculty members who are an integral part of the plan development for SSSP. Additionally, the leveraging of resources is being utilized, such that achievement gaps in the various student success factors are being tackled using a multi-pronged approach.

More recently, the college became a recipient of the Title V grant that is entitled, ***“Doorways to the Future/Puertas al Futuro.”*** The main focus of this grant is to “improve the success of Latino and other low-income students” through one activity that consists of two important components that seek to improve the college’s student success and completion rates. Component One is focused on engaging Latino students and the creation of a First Year Experience; Component Two is focused on creating accelerated basic skills pathways and the provision of supplemental instruction through embedded tutoring. These themes are also reflected in the high impact practices being identified through the SEPS, that include a focus on access, professional development focused on teaching methodologies for basic skills and students of color; creation of accelerated basic skills pathways; and instructional support through supplemental instruction.

This SSSP Plan further supports these efforts with the provision of support core services for students with a focus on basic skills, foster youth, and veterans. As it relates to the program review process, the District engages in an annual program review process that is used to evaluate the effectiveness of existing student support services (such as student satisfaction surveys, campus climate surveys, and SLOs) and make recommendations on program improvements/enhancements focused on improved service to students. The needs identified through the institutional program review process are aligned with the District’s strategic priorities, which are in turn reflective of the District’s Strategic Plan, designed to carry out the District’s mission of promoting student success. The intentional alignment of interventions (and recommendations) will allow the college to focus on high impact interventions that will ultimately result in furthering student completion for all students.

2. Describe the college's student profile.

Student Profile

The District serves approximately 19,000 students per fall and spring semesters, and 27,000 students per academic year. Nearly 75% of the students qualify for financial assistance. Approximately 80% of the students entering the college from the local feeder high school district place into one or more pre-collegiate, basic skills course. In addition, the college is located about 7 miles from the U.S./Mexican International border and has a large English Language Learner population. Many of the students are considered first-generation college students.

Additional 2014/15 Demographics:

- Gender: Female: 54%, Male: 45%; Unknown: 1%
- Ethnicity: Hispanic: 49%; White: 22%; Filipino: 10%; African-American: 6%; various other groups below 5%
- Age: 20-24: 36%; 19 or younger: 27%; 25-29: 13%; 30-39: 11%; 40-49: 6%; 50 or older: 6%
- Disabled Students: 1,674
- Veteran Students: 1,011
- Foster Youth/Former Foster Youth: 101
- Financial Aid: Students receiving aid: 17,733; BOGW:1,519
- Basic Skills Students: 5,179 (averaged between fall and spring semesters)
- Probationary Status: 2,925 level I & II, Academic, Progress, and Dismissal
- Retention: Overall: 85%; Success: Overall: 68%
- First-Time Students: 6,941

Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

The District enjoys a large variety of collaboration with community partners that enhance the college's ability to provide Core services to students on campus, at local centers, and in the community. As the only public institution of higher education in the South Bay communities of San Diego, the District collaborates with partners primarily focused upon this local region, they include:

- Chula Vista Promise Neighborhood (CVPN), South Bay Community Services. SWC participates on several advisory boards and completes the partnership by providing college access to student participants. This special grant's focus is a "Cradle to College" pipeline.
- Specialized, tailored orientation services and follow-up counseling services are provided by SWC to CVPN students entering as freshmen.
- Sweetwater Union High School District (SUHSD) is the college's primary feeder district. Twice a year, high school counselors are invited to the college to receive

valuable transition information for incoming high school graduates. In addition, the high school counselors and the SWCCD counselors form a team that provides a support network to students and families within the South Bay community.

- SUHSD and Coronado Unified School District, two primary feeder school districts, collaborate with SWC's Early Admissions Program. This includes Online Orientation, Assessment and Placement services, Counseling and Advising, and Student Educational Planning. SUHSD provides Early Assessment Program (EAP) results and high school transcripts to the Assessment Center to facilitate SWCCD placement processes that move freshmen students directly into college-level mathematics and English coursework where possible. The District is pursuing formalized data sharing mechanisms to further strengthen the overall success of students in the region.
- SUHSD also provides partnership to high school seniors by allowing SWC peer mentors to interface on each of the high school sites, and SWCCD provides specialized workshops to high school seniors planning to attend college, including Assessment Preparation Workshops, Financial Aid Nights, and Transfer University Tours, funded by Student Equity.
- Counselors Council is a newly formed collaborative between SUHSD Counselors and SWC Counselors to dialogue and plan for preparation for college and transition pathways for entering freshmen students. This collaborative will also include SUHSD Counselors from the Adult School component. A quarterly newsletter will be jointly developed and shared widely. The council will meet quarterly through the fall and spring semesters.
- AB 86 career services focus upon career tech programs that link to high school Career Technical Education (CTE) programs and articulate with SWCCD. CTE majors are provided counseling services through General Counseling and the Career Center. Noncredit SSSP continues to build focus and services to CTE students entering the college pathway through Continuing Education. AB 86 adult education also provides support in the development of basic skills. Noncredit SSSP provides counseling services at community centers and local libraries that often result in the development of the Noncredit Student Educational Plan.
- CTE 2+2, County groups focused on "Doing What Matters" are used as a resource to collaborate special services, workshops, and options for helping students to define career goals, majors, and develop student educational plans. CTE Enhancement funding and SD Workforce Partnership grants will provide support for improved career placement services and career internships that will help students to refine educational goals and develop student educational plans.
- University partners, both private and public, provide counseling services to students through appointments and workshops and campus tours that help students to identify educational goals and develop targeted Comprehensive Student Educational Plans (C-SEP).
- Southwest Regional Apprenticeship Program, with the US Navy, provides specialized training to SWC students, and the Assessment Center provides integral support in qualifying students for the program. Assessment exams are provided.
- The SWCCD Career Center provides a wide variety of Career Pathways Showcases several times a year. Partners include local industry, governmental agencies, and

universities. These programs help students to widen the scope of career options and select appropriate majors and informed educational goals.

- Regional efforts to provide support to Foster Youth are active and SWCCD participates in the county consortium, interfaces with SUHSD personnel, liaison with local community agencies in an effort to provide counseling services and support for Foster Youth/Guardian Scholars.
- Veterans Services interfaces with the following resources to better support Veteran students and their families while achieving greater Student Success: Wounded Warrior Project; Chula Vista Veteran Center; Marine Corps League Detachment 1207; Warrior Foundation at Freedom Station; General Dynamics; Travis Manion Foundation; Veterans Village of San Diego, Don't be a Bully Foundation; Arts for Veterans; The Soldier's Project; and Vet 360.
- The Federal government's Title V Hispanic Serving Institutions Grant has helped to fund the First Year Experience in collaboration with SSSP. New students are provided a year-long support to increase success, select a major, and develop a C-SEP.
- The SWCCD SSSP Advisory Committee is comprised of several community partners, as well as various internal representatives. Some of the community partners include community agencies and local universities.

B. Orientation

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

Refinement of the Online Orientation

The District has dedicated the last year to developing an online orientation provided by the ComEvo platform. A team of representatives met on a regular basis to develop the format and structure of the orientation and to revise the modules as needed. This included representatives from Counseling, Public Information, Institutional Technology (IT), Admissions, and Assessment. The team was led by the Dean of Counseling and Student Support Programs and was supported by the addition of an external college consultant, funded by the District. Together the team developed the narrative, scripts for student videos, and formatting that allows for adequate tracking and reporting. The module is accessible to enrolled students through the Web Advisor platform, and ComEvo provides nightly usage reports. The reports are detailed and allow for the follow-up of students who do not complete the three-phase process (Orientation Part 1, Assessment and Placement, and Orientation Part 2). This student progress tracking feature has allowed for excellent completion rates. The implementation phase was fully funded by the District. Ongoing development and enhancement will be funded by SSSP.

The orientation module is designed to end with the completion of the Abbreviated Student Educational Plan (A-SEP). Along the way, we realized that students were bypassing this

feature and not completing the A-SEP. The A-SEP module is a homegrown product and so discussions with ComEvo should focus upon ComEvo participating in the solution that will prohibit students from bypassing the A-SEP. Discussion and planning in 2016 should resolve this issue to better ensure that all students complete the A-SEP, and are prepared to enroll in the appropriate coursework during the first semester.

Testing and Refinement of Proper Tracking and MIS Reporting

The Dean of Counseling and Student Support Programs will continue to monitor the accuracy of MIS reporting through collaborative efforts with the Department of Institutional Research, Planning and Grants and the Institutional Technology Department. Currently, this feature is working particularly well and the numbers reported are accurate and far surpass any orientation numbers in previous years.

Hybrid Orientation Sessions

The ComEvo module allows for additional flexibility to design and administer hybrid, guided orientations. These counselor-led, hybrid orientation sessions were provided throughout the summer months. Students were invited to participate in counselor-led, hybrid orientation sessions where the online orientation was utilized. At the end of the hybrid orientation session, students' A-SEP's were reviewed by counselors and breakout sessions were provided detailing various services on campus, including first-year learning community opportunities. Students appreciated the sessions and very few returned for follow-up advising prior to registration.

Revisions

During summer 2015, the Orientation module was revised and text was updated with new course sequencing information as mathematics and English changes were approved by curriculum processes. This resulted in the need to re-record the voice-overs in both the English and the Spanish versions. The ComEvo modules allow for easy revision and update as needed.

Evaluation

The ComEvo module allows for specialized reporting that assists with quality control. We can easily analyze student usage and stop-out points. We can also detect the length of time spent on each page where text, embedded videos, and quiz questions appear. This provides great programmatic information and clues as to how well students are capturing the information provided. Still needed is a student evaluation. A student evaluation process will be developed and implemented for 2016. Based on input from student users, the Orientation will be continually refined.

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

- 7,801 students were provided orientation services through the use of online and in group sessions in both English & Spanish.
- 405 students were exempt from services due to receiving a higher degree.
- 7,396 were non-exempt.
- Among those non-exempt, 3,401 stated on their application that they are first-time students.

This is the largest number of students served through orientation services in the history of the District. The addition of the ComEvo module allowed SSSP to expand access and to in-reach to non-completers to encourage its use.

b. What percentage of the target population does this represent?

For the 2014-15 year, our target population was not only first-time non-exempt students, but returning non-exempt students who did not attend the spring 2014 term. The total target population of non-exempt students who were new or returning was 9,477, and we ultimately served 78% of our population.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

The ComEvo nightly usage reports, provide information and allows the District to implement quality control measures to encourage students to complete all parts of this orientation suite, a three-phase process (Orientation Part 1, Assessment and Placement, and Orientation Part 2/A-SEP). We are able to assess which students completed the whole orientation suite (Orientation Part 1, Orientation Part 2, and the Abbreviated SEP), and who did not. Data provided by the ComEvo reporting system reveals where students have stopped-out in this orientation and educational planning process, and targeted follow-up is provided by the SSSP Data Software Specialist.

The A-SEP module, which is completed at the end of the orientation, is an in-house tool developed by the District's IT department. This document can be stored in the District's imaging system, and staff can access it as needed. Students receive an email with a link to their A-SEP once it is completed and can access it when needed to complete the registration process.

Targeted follow-up communication is enhanced by utilizing SAP Business Objects and Ellucian's Communication Management. Students who have not yet started the orientation process, or did not complete the orientation process, are identified. Targeted emails are sent encouraging students to complete the process and become eligible for Enrollment Priority. These emails are sent three times during the semester and inform students of the oncoming deadlines for Enrollment Priority. A custom Web Advisor screen was developed that outlines the steps the student is missing and how to best address them. This is available to both staff and students.

Sanctions for Non-compliance of SSSP Core Services

At this point, the District is utilizing the policy and procedures designed to implement Enrollment Priorities. This practice is working well and at this time no change is recommended. Enrollment Priority serves as an incentive to entice students to complete the SSSP Core Services of orientation, assessment and student educational planning.

Pre-enrollment Services and the Welcome Center

With the increase to SSSP Credit funding, the college will create a space for new students entering the college. The Welcome Center will provide guided information for matriculating into and through a successful first semester. The Welcome Center will be located in the Student Services Cesar E. Chavez Center at the Chula Vista campus and will be staffed by a Welcome Center Clerk and a Welcome Center Student Services Specialist. The Center will be well-equipped with technology to assist students through the application and registration process. The Welcome Center Specialist will provide a "next steps checklist" for students that will lead to the successful completion of Assessment and Placement, Counseling and Advising, and the A-SEP for an ideal roadmap for the first semester registration. Included, will be referrals to various Student Services that will assist the student in developing a successful plan for academic success. *Should funding permit, two new classified support positions will be created and staffed to support Pre-enrollment services (2 of 7.5) new support positions).*

3. a. Are orientation services offered online?

SWCCD strives to provide orientation services to incoming students in a timely manner by providing several options for accomplishing this task before registration occurs. Once non-exempt students have submitted their college application through **Open CCC Apply**, they are sent an email correspondence inviting them to participate in the District's online orientation.

The online orientation (Found at <https://webadvisor.swccd.edu/WebAdvisor/> or <http://www.atworkorientation.net/swccd>) assists students through a three-phase process (Orientation Part 1, Assessment and Placement, and Orientation Part 2/A-SEP). The design of the online orientation is intended to provide students with segments of information that can be utilized as they begin the matriculation process to the College. We have found that students will retain information and make better use of it when the information is provided at a relevant/meaningful time.

Student orientations are primarily offered online and can be found on the Student Web Advisor portal. Online orientations have been translated into Spanish for Spanish-speaking students. Orientations are also available in other formats, as needed.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

- Ellucian - MIS tracking reporting, District-funded
- WebAdvisor-access, District-funded
- Communication Management-mass emails by selected criteria, District-funded
- SAP Business Objects-for database queries is used to communicate with students on a regular basis and the District covers all related costs as this is a feature of Ellucian Suite.
- ComEvo provides the college with the framework for the Initial Orientation Online suite.
- The ComEvo Company charged an origination fee of \$11,030, funded by the District and an annual maintenance fee of \$14,260 supported by SSSP. Students have unlimited access and the public can be provided with visitor access in the future. Student use is tracked by ComEvo and sent nightly to the campus IT department for upload to the Ellucian Colleague Student Information System that will eventually feed the MIS reporting system.

- Translation Services for Spanish text and voice-overs for both English and Spanish versions are completed by hired consultants and funded by SSSP. The annual cost would be approximately \$1,500. The Initial Orientation suite is provided in English and in Spanish. This allows for greater comprehension and access for all of the students including English Language Learners. Since the college is located near the U.S. and Mexican International Border, it is vital for the College to provide access information to this bilingual community. The voice-overs assist with Universal Design strategies.

- The ComEvo product also allows the College to develop various modules that students can access through the student WebAdvisor portal. Modules can include information related to all services housed within Student Services. For instance, we have created a module that prepares students to use the electronic educational planning module, which can be used to create an A-SEP or C-SEP. Students are asked to complete and submit a questionnaire to determine whether the student is ready to use the planning module, or if the student should be directed to schedule a counseling appointment. We have planned to develop modules that detail services provided by Financial Aid, EOPS, Career Technical Services, Student Employment, DSS, Workability III, CalWORKS, and many other programs and departments.

- SWCCD has decided to only provide access to the online orientation to our incoming students who have applied to the District and have access to WebAdvisor. This methodology allows for accurate MIS reporting of completion and access rates by college students. Much of the information provided is primarily targeted to incoming students. Perhaps a potential solution will be to provide a specific ComEvo module dedicated to the prospective student. This will also be discussed among college counselors and other interested parties to determine next best steps during 2015-2016.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

Orientation Checklist

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

The Online Orientation to College module includes topics mandated by Title 5 and is broken into three Phases as depicted on the chart below, and followed by a brief narrative.

Responses to 2014-15 SSSP Review Orientation Checklist policy & procedures	Phases	Orientation to College outline	Orientation Checklist for Students
<ul style="list-style-type: none"> o Section 58621 (4) Maintaining Board of Governors Fee Waiver eligibility o Programs & Support Services (5) Description of available programs, support services, financial aid assistance, campus facilities, and how they can be accessed o Section 55003 (3) Prerequisite or co-requisite challenge process. o (6) Academic calendar & important dates 	Phase I	Orientation-Part I <ul style="list-style-type: none"> • Welcome <ul style="list-style-type: none"> o Orientation Checklist for Students o Academic Calendar & important timelines o Financial Aid, BOWG o Special programs such as EOPS, DSS, Veterans, Dream Act o Scholarships o Outside Transcripts, AP, IB, CLEP • Preparing for College Placement Assessments <ul style="list-style-type: none"> o Why students should prepare for assessments o Practice tests & Test study guide 	<ul style="list-style-type: none"> 1) Apply for Financial Aid & BOGFW 2) Log in to SWC WebAdvisor once student ID is received to create username & password 3) Complete <u>Orientation-Part I</u> and prepare for college placement test
<ul style="list-style-type: none"> o Assessment services are mandated and governed by Title 5 sections 55502, 55520, and 55522 as well as by sections 55002 and 55003 in regards to establishing assessment as a method by which students may meet prerequisites. 	Phase II	<ul style="list-style-type: none"> o Complete College Placement assessments o receive a Counseling report identifying course placement for Reading, English, Mathematics, ESL AND/OR Use external transcripts, AP, IB, CLEP scores for course placement	<ul style="list-style-type: none"> 4) Complete college placement test & receive results

<ul style="list-style-type: none"> o <u>Section 55003</u> (3) Prerequisite or co-requisite challenge process o <u>(7) Registration & college fees</u> o <u>Education planning services</u> (8) Available education planning services o <u>Section 58108</u> (2) Maintaining registration priority o <u>Section 55031</u> (1) Academic expectations and progress and probation standards o <u>(6) Academic calendar & Important dates</u> 	Phase III	Orientation-Part II <ul style="list-style-type: none"> • Counseling Services <ul style="list-style-type: none"> o Transfer Center o Career, o Health & Wellness Programs o Student Employment Services o Special Programs • Interpreting College placement results • Prerequisites & Co-requisites • Course sequences • Registering for courses using WebAdvisor • How to identify courses for SEP A <ul style="list-style-type: none"> o What is the goal/Course of Study? <ul style="list-style-type: none"> ▪ Certificates, AA/AS, ADT, Transfer • Transfer options <ul style="list-style-type: none"> o CSU, UC, Private, Out-of-State, Career Technical programs o General Education patterns • SEPA <ul style="list-style-type: none"> o identifying courses based: <ul style="list-style-type: none"> ▪ on course of study ▪ transfer institute ▪ college placement results • Student Fees • Enrollment Priority • Probation and Dismissal • Academic Calendar and Important Dates & Deadlines • Student Activities 	<ul style="list-style-type: none"> 5) Complete Orientation-Part 2 using college placement results and submit the SEP A form to receive priority registration 6) Identify college resources, tour campus 7) print copy of <i>Semester Schedule of Classes Important Dates and Deadlines</i> located under Admissions menu bar on college homepage 8) Register for courses on WebAdvisor once your registration date is received 9) Schedule counseling appointment two weeks after the start of the semester. Phone 619. 482.6317
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- ❖ **Phase I: Orientation–Part I** includes an *Orientation Checklist for Students* at the start of the orientation which serves as a visual reminder to complete all steps in the SSSP process. Orientation Part I cautions students to take the college placement assessments seriously, and also provides specific steps students may take to prepare for assessment services. Orientation Part I also focuses on assisting students with understanding important up-front services, including how to access financial aid and BOGW. An additional slide identifying Academic Calendar & Important Timelines has been included. Once students have completed Part I, they are referred to the Assessment Center to schedule an assessment exam.
- ❖ **Phase II: Assessment and Placement** process which assesses and places students in math and English/ESL. Assessment Center staff also will review assessment results (applying SWC multiple measures) and satisfactorily completed coursework from other college/universities, and in some cases high school transcripts, to determine if students can be placed appropriately without having to complete the college’s assessment process.
- ❖ **Phase III: Orientation– Part II** can only be accessed once students have completed the assessment/placement process. Here, students receive much more information related to comprehensive support services and campus facilities; academic expectations; progress and probation standards; Enrollment Priority; academic calendar; prerequisite

and corequisite requirements and details about challenge processes; and educational planning services.

- ❖ Orientation Part II is complete when the student has developed the **Abbreviated Student Educational Plan (A-SEP)** that details the first semester course selection. Students are then advised as to their registration date and are fully prepared to enroll. An additional slide identifying Academic Calendar & Important Timelines has been included.
- ❖ Non-exempt students who do not comply with orientation before registering for classes are identified and asked to complete the steps during the first few weeks of the semester. The important information provided during the orientation will assist students with transition to the college. These students will be allowed and encouraged to complete this step during their first semester of enrollment at the college, and this will also serve to qualify students for Enrollment Priority in the subsequent semester.
- ❖ Sanctions related to non-exempt students bypassing orientation and other SSSP services have not been implemented. The District has chosen to utilize the Enrollment Priority policy as an incentive and provide regular reminders to students to complete processes.

- (1) Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3/2	Student Services Technicians	Schedule sessions, prepare materials, track and follow-up with students	SSSP (3); Center Techs (2)
2	Student Services Technician and Clerical Support positions	Assist students in the Welcome Center.	SSSP
.5	IT Classified Support	Tracking and Reporting	District
3	Counselors	Provide targeted Orientation services	SSSP (1); District (2)
3	Counselors	Provided targeted FYE services	SSSP (3)

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Materials, folders, printing (planners, wrist bands, etc.)	SSSP District	\$30,000 \$ 3,081
5000	Software licensing	SSSP	\$ 20,000
4000	Equipment	SSSP District	\$ 60,000 \$ 2,000
5000	Orientation update, voice-overs, re-record	SSSP	\$ 1,500

5000	Snacks for students	SSSP District	\$15,000 \$ 2,000
5000	Professional Development	SSSP District – Student Equity/not match	\$ 7,000 (\$5,000)

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

SSSP funded one new classified support position and another classified position was upgraded with increased responsibilities to assist with the overall functions of the office. This provided an infrastructure for expanding services and improving methodologies.

Tracking practices were reviewed and improved to ensure all students receiving assessment/prerequisite review and placement, were included.

The Assessment Center's Enhanced Math Multiple Measures process met with great success in 2014: **75% of the students** (current high school (HS) seniors) who were placed into higher level courses, were successful. As a result, the process was expanded in 2015 to include both current HS seniors and HS seniors in the prior year. Further, the process was expanded from three months (during the 2014 Early Admissions Program) to run year-round.

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

11,473 students completed SWC's basic skills assessment testing process:

- 6,664 new first-time college students
- 1,593 new SWC students who have attended other colleges
- 1,160 students returning to SWC (but this does not distinguish how long ago they attended SWC)

Staff reviewed and placed students based on:

- **1,175** External assessments
- **843** External transcripts (includes Enhanced Math Multiple Measures placements and students meeting the SWC reading graduation requirement through coursework)
- **2,389** External English, ESL, reading, and mathematics course placements based on external courses (PR codes)

**Some students received more than one service

Across all possible services, approximately 12,066 unduplicated, non-exempt students received some type of assessment or placement service during the 2014-15 year.

b. What percentage of the target population does this represent?

For the 2014-15 year, our target population was not only first-time non-exempt students, but returning non-exempt students who did not attend the spring 2014 term. The total served in these criteria is 7,883 students. The total target population of non-exempt students who were new or returning was 9,477, and we ultimately served 83% of our population.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Since many students do not qualify to enroll in courses due to not taking an assessment or providing transcripts for proper placement, we send reminder emails to students who need to finish their steps for Enrollment Priority. This is sent three times a semester and informs students how to satisfy the SSSP steps.

The new Welcome Center will also provide regular Assessment Preparation Workshops to new students, so that they will have a better understanding of the importance of assessment placement.

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

Target Audience

Assessment serves all new and returning non-exempt students and continuing students who need math, English/ESL, and/or reading courses to complete degree requirements or prerequisites and recommends preparation for basic skills or other courses. The Assessment Center assesses and places between 12,000-15,000 students each year by assessment examinations or through the review of English and math assessment, and/or coursework completed at other colleges.

The Assessment Center will continue to expand Assessment Preparation Workshops at each of the feeder high schools within the Sweetwater Union High School District during the spring semester. The goal will be to provide several preparation workshops at each high school facilitated by an Assessment Center Technician, an English teacher and a math teacher to provide strategies for excellent preparation and test taking skills development.

Methodology

The majority of students complete their assessment at the SWCCD Chula Vista campus, but a significant number of students also assess at the District's Higher Education Centers in National City, San Ysidro, and Otay Mesa. This year, SSSP will expand Assessment and Placement services at each of the Centers by providing the support of an additional half-time Assessment Center Technician. Students are also placed on the basis of passing scores on the Advanced Placement (AP) tests; "exempt" results on the Early Assessment Program (EAP); CSU English Placement Test (EPT); Entry Level Mathematics Exam (ELM);

and results on CCCC approved assessment instruments completed at other colleges. *Should funding permit, one .5 Assessment Technician will be funded and hired (2.5 of 7.5 new classified positions).*

Results of assessments – whether they are taken at SWCCD or at other colleges – are considered valid for three years for placement purposes. Test scores – again, whether they are from tests at SWCCD or any other college – are never used alone to place students; multiple measures are always factored in when placing students.

Many students take the SWCCD assessment while they are still high school seniors participating in our Early Admission Program, but many other students assess after completing high school and even after completing coursework at other colleges or universities. The vast majority of new students are assessed prior to enrolling in SWCCD classes.

For several hundred eligible students, SWCCD also employs a system whereby high scores on our Elementary Algebra Test are combined with high school coursework (levels and grades) to determine math course placements.

Individualized accommodations are provided to meet the needs of students with disabilities. Accommodations offered include extended testing time, reader and/or writer, large-print tests, and Zoom Text.

SWC provides an English-as-a-Second-Language (ESL) assessment for students whose native language is other than English and for those who speak some English at home, but feel they need to strengthen their English skills in order to prepare themselves for college academic or vocational programs. Students are placed by the ESL assessment into Functional ESL courses (for everyday English) or into the College's Learning for Academic Purposes (LEAP) courses. Students who place at the highest level on the ESL assessment are directed to take the standard English assessment.

Mathematics and English practice tests are available for students as part of the online orientation, on the college assessment website, at the Assessment Center (free of charge), and the higher education centers. The Assessment Center and Outreach Office also work with the SUHSD to provide practice tests to high school seniors prior to their taking the assessment through the Early Admission Program and specialized Assessment Preparation workshops. Correct responses to all practice test items are included on each practice test.

The District does not currently provide assessments for study skills, learning styles or motivation levels. Some of the Personal Development courses do include these types of assessments, but at the moment this is not a service provided by the Assessment Center. Student motivation is currently assessed and collected through two background data items to which students respond during their assessment session. This information is provided with the student's assessment results to counselors for advising purposes.

New assessment software that help students to focus upon building motivation for success and for identifying weakness/strengths of study skills will be investigated and acquired for full implementation within the Assessment Center. CCCSE has created several assessment tools that the District will explore and perhaps adopt, those include, SENSE and High Impact Practices for Community College Student Engagement.

The results of these tests could be utilized by counselors during counseling and advising sessions, and for specific targeted support to At-Risk students. Once a tool is identified, the Assessment staff will implement the testing process and results would be provided to counselors. A new Clerical Assistant II position has been established to assist with the full implementation of expanded assessment services.

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

Assessment Instruments

For mathematics: Math Diagnostic Testing Project (MDTP):

- Algebra Readiness Test (Form AR50/86)
- Elementary Algebra Test (Form EA50C86)
- Intermediate Algebra Test (Form IA45C86)
- Precalculus Test, 90 minute-version (Form PC60C86)

For English: College Tests for English Placement (CTEP) Form A:

- Sentence Structure & Grammar
- Sentence & Syntax Skills
- Reading Comprehension

For Reading: CTEP Form A:

- Reading Comprehension

For ESL: Homegrown ESL Writing Assessment (essay); multiple prompts

CASAS – Implementation for Noncredit SSSP

- b. When were tests approved by the CCCCO and what type of approval was granted?

All assessments utilized by SWCCD are on the approved list of tests published by the Chancellor's Office. All MDTP and CTEP tests have full approval until March 2019. On a local basis, all of placement tests have undergone initial content validation and test bias reviews. With the exception of the recently adopted ESL placement test, all SWC placement tests, in conjunction with their multiple measures, have undergone periodic review to ensure their validity, the validity of the cut scores, and that no students are being disproportionately impacted – typically through evidence provided by consequential-related

validity studies and disproportionate impact studies. Past consequential validity studies conducted in math and English courses demonstrate that SWC markedly exceeds state standards in both student and faculty satisfaction of placement. The initial consequential-related validity study for the ESL Writing Sample is currently underway, and reliability and disproportionate impact studies are planned for fall 2015 semester.

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

Consequential validity studies are currently underway in all basic skills disciplines (English, reading, ESL, and mathematics). Results should be compiled and data analyzed by the end of fall 2015. Disproportionate impact studies are also planned for fall 2015.

5. a. What multiple measures are used?

Multiple Measures Used

- **Mathematics**
 - Time since last mathematics course was completed
 - Level of that course
 - Grade received in that course
- **English and Reading**
 - High School GPA
 - Grade in Last English Course
- **ESL**
 - Level of education completed in native country
 - Level of education completed in the United States
 - Number of years of ESL or ELD completed in high school or adult education in the U.S.
- In addition, SWCCD has now begun using SAT and ACT scores in combination with high school coursework/grades to provide college-level English and mathematics course placements. SAT scores must be at a minimum 500 in English and 550 in Mathematics; ACT scores must be at a minimum 22 in English and 23 in Mathematics.

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

- Math placement is determined by the raw test score, plus points added for multiple measures.
- English and reading placements are determined by a weighting system in which all tests and multiple measures are assigned a weight as determined by the SWC Research Office.

- Multiple measures for math, English, and reading placements are applied electronically at the time the assessments are scored.
- ESL placements are determined by a score determined by ESL faculty readers, plus points added for multiple measures.

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

Yes. All placement processes at Southwestern College include the use of multiple measures as required by Title 5.

Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

External Assessment and Coursework

- Students may be placed into appropriate courses on the basis of CCCCO-approved math and English assessments and/or coursework successfully completed (with a grade of "C" or better) at regionally accredited colleges and universities.
 - Students are also placed on the basis of passing scores on the Advanced Placement (AP) tests, "exempt" results on the Early Assessment Program (EAP), and CSU English Placement Test (EPT), and Entry-Level Mathematics Exam (ELM).
 - Results of assessments from other colleges/universities are considered valid for placement purposes for a period of three years from the date of testing. Passing scores on AP Exams are considered valid indefinitely.
 - Test scores from other colleges/universities are never used alone to place students; multiple measures are always factored in when placing students. AP Exams are the exception; no multiple measures are used with AP Exam results.
 - The Assessment Specialist reviews external assessment results and the Prerequisite Technician – and on some occasions the Specialist – reviews the students' coursework completed at other colleges for course content, unit value, student grades, etc., to determine the appropriate course placement(s) for each student. The Assessment Specialist and Prerequisite Technician enter a placement code for each pertinent course placement in the Ellucian Colleague student information system to clear prerequisite requirements and to facilitate student enrollment in the subsequent course.
6. How are the policies and practices on re-takes and recency made available to students?
- Students may take the English, reading, and mathematics tests twice in any semester and a total of three times during their enrollment at SWCCD. No waiting time is required between the first and second attempts on the tests, except they are not

permitted on the same day. Further, students are encouraged to study the pertinent practice test(s) and obtain any other assistance (e.g., tutoring) they deem necessary prior to their second attempt. During peak times students must schedule an assessment session appointment, and during non-peak periods students may walk-in for immediate assessment testing. The majority of students may walk-in for immediate assessment testing throughout the year; testing appointments are only required for students participating in the college's Early Admission Program, students taking the ESL placement test, and students with disabilities who need accommodations other than extra time.

- English, reading, and mathematics tests are considered valid for three years. Once assessments have become invalid due to the three-year lapse, students are able to reassess but are subject to the same retest policy indicated above.
- ESL placement results are valid for one year. The ESL assessment may be repeated after one year.

These practices are stated in the college catalog and website. The online class schedules also refer students to this information.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Assessment Specialist	Coordinate all functions of the Assessment program; validates tests; liaison with faculty; ensure multiple measures are fully implemented; and serves on statewide committees	SSSP
.5	Adjunct Counselors	Assists Assessment Specialist during peak periods	SSSP
3.5	Assessment Techs/Specialist .5 SSSP Technician to support Center Assessments	Testing of students, scoring, tracking, scheduling, follow-up	District match
1.0	Classified Assistant	Front desk, phone and public assistance	SSSP
.5	Adjunct Faculty (math/English)	Assessment Preparation Workshops on-campus and in the high schools	SSSP

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Advertising/printing	SSSP	\$ 8,000
	Office supplies, paper, toners, pens	District	\$ 1,632
5000	Software licensing (includes CASAS for Noncredit SSSP)	SSSP	\$30,000
		District	\$ 4,328
4000	Equipment	SSSP	\$ 10,000
		District	\$ 1,000
5000	Professional Development/travel	SSSP	\$12,000

D. Counseling, Advising, and Other Education Planning Services

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

With added resources provided through the 2014-15 SSSP Plan, six new counselors were hired; however, one of the newly hired counselors has since resigned and the District is in the process of replacing that position. Additional SSSP adjunct counselors were hired and trained. With the added human resource, more counseling appointments and counselor-led workshops occurred throughout the 2014-15 academic year and during the 2015 summer period.

Improved and expanded counseling and advising services to:

- Foster Youth
- First Year Students
- Students enrolled in targeted Learning Community cohorts
- Veteran Students
- EOPS, CalWORKs, and DSS students
- Follow-up to At-Risk students
- All continuing students

Improved Evaluation of External Transcripts

- SSSP funded a classified position to assist with workload
- SSSP funded software and licensing to assist with evaluation process

Improved Tracking and Reporting

- SSSP funded classified staff assisting with quality control of reporting of counseling services
- Improved liaison with IT and Research to verify MIS reporting

Improved Communication with Students and presence on campuses

- Additionally, our 2014-15 plan called for more intrusive in-reach to current students and, as a result of these efforts, a paradigm shift occurred. We changed the counseling practices and service model from reactively trying to serve students as they walked in the door to actively recruiting and reaching in to students throughout the campus. This service model shift was accomplished by increased targeted emails provided by another SSSP-funded support position, the Data Software Specialist,

who utilized new tools provided by the District, Business Objects, and Communication Management.

- Students were increasingly invited to participate in counseling services, through on-site walkabouts where counselors reached out to students in the cafeteria and throughout the campus by casually approaching and inviting students to come to the center; to many more workshops and with inspiring and engaging formats that provided greater options to students in terms of career choices, educational goal setting, and accessing additional support services. Increased marketing and advertising ensued and students responded well to the efforts.

Targeted Counselor assistance – Course of Study

- The 2014-15 SSSP Plan also indicated the need to assist students in identifying a major prior to earning 15.0 college units. With this goal in mind, targeted emails and intrusive counseling occurred as did a review of our CCC Apply options for selecting a major upon application to the District. As a result, the option for “Undecided” as an educational major was removed from the application. The purpose in making this change was to prompt students to begin making decisions about their future and educational goals from the onset. This change to the application major options will also help the District to provide targeted follow-up to students based on their initial educational interests. In 2016, improved services to assist students in determining their informed educational goal will be implemented, and improved tracking systems are already in place.
- The orientation model and improved upfront services to students increased students’ awareness of the need to return to counseling services to develop the Comprehensive Student Educational Plan (C-SEP).

Enhanced E-SEP

- Starting in the 2014-15 academic year, students were also provided with the online format for developing the C-SEP via the Ellucian Self-Service Student Planning Module (E-SEP). Additionally, many students took advantage of online, distance counseling services utilizing the ComEvo “Introduction to Student Planning” module to better understand the scope of services provided by the E-SEP.
- The process for fully developing the E-SEP and also improving tracking of Counseling services and other core services brought various constituent departments together for the purpose of improving these and other student services. Through this process a greater team spirit emerged as the departments of Admissions, Financial Aid, Veterans, Counseling, CalWORKs, EOPS, DSS, Assessment, Evaluations, IT, Research, Instruction, Transfer Center, and Career Center all worked together to strengthen reporting processes and student planning opportunities. As the team worked through various evaluation and implementation steps, new problems or challenges were discovered and then new solutions were considered. This collegial consultation and evaluation process allowed various departments and staff to realize that all are interdependent and working together as a team to create an

improved and engaging environment for students, which subsequently impacts student completion and success rates.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

- Abbreviated-SEP: 7,807
- Comprehensive-SEP: 10,019
- Counseling and Advising: 24,667
- At-Risk Counseling: 1,866

These numbers represent duplicated services across 3 reporting terms, summer, fall, and spring.

The total unduplicated student count for all advisement services is **17,801**. This includes Counseling and Advising, Educational Planning, and Follow-up services such as academic progress services. All Counseling and Advising services are provided by certificated counseling faculty. Some workshops considered follow-up services are provided by classified specialist personnel.

Exempt/Non-exempt

- 1,460 students from this count are SSSP exempt due to higher degree.
- 16,341 students from this count are SSSP non-exempt.

The District actively encourages non-exempt students to fully utilize the SSSP Core services, but always maintains an open door practice to provide services to all students, even those in an exempt category or in prospective status.

b. What percentage of the target population does this represent?

For the 14-15 year our number of enrolled students who qualified as non-exempt for SSSP services was 19,855. Given the amount of students served this represents 82% of the target population served.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

- Targeted communication to cohorts of students who still need to complete core SSSP services for obtaining Priority Enrollment are implemented on an on-going basis.
- Targeted communication to students who declared undecided, before this option was removed from the CCC Apply application, and who are nearing 15.0 college units are sent communications asking they take steps to define their course of study, define their educational goal, and C-SEP. Tracking to ensure that students declare majors and redefine educational goals throughout their tenure with the District will also be implemented.
- Targeted communication to cohorts of students inviting to specific workshops and

seminars to improve student success, selection of a major course of study, completing the process for transfer to a university or applying for college graduation are provided on an on-going basis.

- Ongoing review of student transcripts to analyze student progress and implementation of targeted intervention strategies for students nearing probation status due to low grades or high withdrawal rates.
 - Improved communication strategies are needed that will enhance student motivation for success. Enhancement of our SSSP website; written communiqués and publications; ongoing texting and email communication with students; and general publicity that provides a branding of SSSP Core services is needed. *Should SSSP funding permit, one new full-time classified Communications and In-reach Specialist position (3.5 of 7.5 new classified positions) will be hired in the 2015-16 academic year to fulfill this need.*
 - There are a variety of methodologies being utilized to provide support, encouragement, and guidance to students with the goal of improving retention, completion, and student success. SWCCD is a dynamic setting that strives to provide creative solutions. SSSP and the Dean of Counseling and Student Support Programs already provide a large array of strategies that include online communication and services, group services, and individual services, but more is needed.
3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

SWCCD utilizes a “One-Stop Approach” to student support services on the Chula Vista campus and at each of the District’s Higher Education Centers located in National City, Otay Mesa, and San Ysidro. At the Chula Vista campus, all student support services are located in the Cesar E. Chavez Student Services Center. The open layout of the building allows students to easily identify and access support services at one convenient location. The same array of student support services is also available at each of the Higher Education Centers; each center has a one-stop student services counter. This arrangement provides all-inclusive services for students regardless of location.

For students enrolled in distance education classes, support services are provided online and are accessible through the District’s website. These services include admissions, disability support services, E-Counselor, E-SEP, online orientation, transcript requests, parking permits, financial aid, and transfer and career information. Expanded online counseling services are planned for 2015-16.

The District is committed to providing student services that are essential to student success. The School of Counseling/Personal Development offers guidance to students throughout

their entire academic pathway. The Counseling Centers at the Chula Vista campus and at each of the Higher Education Centers employ a Student Needs Assessment (Intake form) to direct students to appropriate counseling services. The SSSP Counseling Supervisor uses this information to build counselor schedules and target counseling services that address student need. Counseling, advising, and other education planning services are offered to all students who are currently registered at SWCCD. As such, up to 19,000 students can access services in any given semester.

- All entering non-exempt students are provided with the SSSP core services to assist with planning their education; identifying educational goals and course of study; and identifying other educational planning services that will assist with retention and completion goals. These services are provided online, in workshop format, and through individual counseling appointments.
- High school students enrolled in college courses for credit through the College Bound and High School Special Programs, as well as high school recent graduates and GED recipients comprise a number of students targeted for education planning services. They may access these services online or in person at one of our counseling center sites.
- Returning students are targeted for education planning services as they reenter the College. Counseling and advising are of particular importance for students returning after a period of one calendar year or longer, as previous catalog rights no longer apply. They may be interested in a new major, and educational goals may have changed. Students access services online or in person at the counseling center. Many chose to utilize various workshops that assist with major selection or career exploration, while others prefer individual counseling appointments.
- At-Risk students who have not maintained satisfactory academic progress are subject to Southwestern College Probation and Dismissal policies and are provided with intervention services and are strongly encouraged to reevaluate educational and career goals when appropriate. These services are provided through workshops and individual counseling appointments.
- At Risk students enrolled in Basic Skills level coursework are provided with targeted counseling and advising intervention services. Workshops, email communication, telephone contacts, and individual counseling appointments are provided to assist these students in overcoming barriers to success.
- All continuing students are also provided with counseling and advising services to assist with their academic progress and ultimate completion of their educational objective.
- Although several departments housed within Student Services provide one-on-one student educational planning services, they are all under the supervision of the Academic Dean of Counseling and Student Support Programs (SSSP 50% funded). Every effort is made to not duplicate educational planning services and all programs

report/track this service using the SARS-GRID. Counselors can check for existing educational plans by directly accessing the E-SEP system or Image Now document system for previously hand-written C-SEP's.

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

Both drop-in and appointment counseling services are provided five days a week at all locations. Walk-in services/drop-in services are provided during most operational hours and students who walk-in seeking services check in through SARS (electronic scheduler) and are provided quick answers to quick questions. Students wishing to schedule an in-person counseling appointment are provided with 45-minute counseling appointments with a certificated College Counselor.

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

Drop-in counseling wait time is usually never more than 5-10 minutes, except during peak registration periods where students can wait up to 15-20 minutes to talk with a counselor.

Scheduled individual counseling appointments can take up to two weeks to schedule. Each appointment is scheduled for a 45-minute session. Prior to the individual counseling appointment, each student completes a needs assessment that assists the counselor in providing accurate and comprehensive services to students in the counseling appointment.

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

Students can develop the A-SEP through a variety of methods. The A-SEP consists of a one-to two-semester plan that assists students in enrolling in appropriate courses that assists with developing basic skills, completing general education or college requirements, or helping students to prepare for their major course of study. The A-SEP does not result in planning for completion of educational goals.

- Counselors provide A-SEP for students in counseling appointments when appropriate and at the drop-in/walk-up counseling counter.
- Online services such as the E-SEP module can provide the one-to two-semester semester plans that can be saved and accessed at a later date to use when developing further plans.
- Online Orientation and Guided hybrid Orientations result in the development of the A-SEP.
- Several of the categorical programs provide one-on-one counseling appointments that also result in the A-SEP.

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

Students can develop the C-SEP through two distinct options. The C-SEP can be developed online utilizing the E-SEP (Ellucian) module, or in a traditional individual 45-minute counseling appointment.

The online option allows students to independently develop a long-range, comprehensive plan that results in completion of their educational goal at SWCCD. Students are asked to request an online "Counselor Review" so that a certificated college counselor will review and approve or make recommendation to improve the plan. An online discussion ensues and eventually an approved comprehensive plan is developed that includes prerequisite and basic skills coursework if needed, courses needed in preparation for a major, major coursework, general education courses, and any other district-required courses are included and laid out in a semester-by-semester format. Students are able to save up to three versions of the online plan, and can ask for "counselor review" as often as they would like when revising.

In addition, counselor faculty employ various methods to assist in the development of a C-SEP, including traditional in-person counseling appointments, which include an initial intake, or needs assessment. Workshops are provided to students still undecided about a major course of study and are customized to address the decision making process towards successful exit. As seen on Orientation Part II, students are guided through the decision making process by accessing specialized workshops through each of the activities below and with individual counseling appointments:

Decision One

Identify your goal: should I get a Certificate? Associate Degree? Transfer to University?

- Workshops offered through the Career Center include: Career Assessment, career counseling follow-up, labor market information, guest speakers, using social media such as Career-Linked in & Networking, Resume Building and Resume Review workshops, Searching for Internship workshops, Interviewing Skills, Showcase/Forums such as Hospitality & Small Business, Communications and Technology, etc.
- Transfer Center offers: Steps-to-Transfer, Transfer Fair each fall, Transfer Tuesday, Campus Tours, individual appointments with UC and private representatives, Transfer Admission Guarantee (TAG), CSU Associate Degree for Transfer (ADT), Showcase/Forum for popular careers, UCSD University Link TAG Sessions, Are You Eligible & CSU/UC Application Review-Open Lab, CSU Application Workshops. Transfer Center systematically customizes workshops based on changes to university requirements and student transfer.

Decision Two**What is my Course of Study/major?**

- Career Center exposes students to career technical programs, as well as transfer major by using assessment and counseling follow-up. Exposing students to Career Forums, Workshops, and Events, assist in defining realistic, short-term and long-term career goals.

Decision Three**Which General Education Pattern should I follow?**

- While student consider Decision One and Two, selecting an appropriate general education pattern with a focus on basic skills, maintains the momentum. Orientation to College initiates these options and is reinforced through individual Counseling appointments. Walk-Ins, Career Center, Transfer Center, and Academic Success Seminars also examine these choices.

Decision Four**What courses should I take to reach my career and academic goal after my first semester?**

- Counseling sessions are 45 minutes in duration and allow time to discuss the first three decisions, while coaching and identifying support services. Students receive Student Educational Plans or a “master list” of coursework as it pertains to their Course of Study/Major. Often the courses are laid out in the semester-by-semester format.

Evaluation of External Coursework:

The Evaluations Office receives and evaluates student graduation petitions each year from students seeking an Associate in Arts Degree, Associate in Science Degree, Associate Degree for Transfer, certificate of achievement, certificate of proficiency, or CSU general education breadth and IGETC certification for transfer.

In addition, the department receives requests to determine credit and course equivalencies for transfer coursework completed at external accredited institutions of higher education including: Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB). Requests are also received from students who completed coursework at an accredited foreign institution, which has been evaluated for applicable equivalency through an accredited foreign credential evaluation service.

The upfront evaluation of external college coursework is essential for the full operational implementation of the E-SEP module. The District continues to explore new strategies to improve effectiveness and timeliness of this service while also considering the human resource needs and additional software necessary to fully implement holistic analysis of external transcripts for credit evaluation. SSSP funded one new Evaluations Specialist position in 2014-15 to assist with the improvement and speed of the external transcript evaluation and improve the E-SEP process.

Additionally, SSSP has provided support of computer software and equipment to assist with this function. In particular, SSSP has expanded licensing with College Source to include

Transcript Equivalency Services (TES) for increased support of the external transcript evaluation, as well Clarus and Perceptive Software to enhance evaluation services.

Since 2014-15, there has been improvement of the up-front evaluation of external college transcripts and the process has been streamlined. An internal Student Affairs committee, along with the support of an external consultant funded by Student Equity, has continued to develop strategies for automatic and comprehensive evaluation of external transcripts, once students register for classes. This will serve to improve the C-SEP process that will allow counselors to better understand gaps in the students' preparation, as well as improve online E-SEP services. This is still ongoing for the 15-16 year.

Various specialized departments providing C-SEP services include:

- **At-Risk Follow-Up Services**

One SSSP-funded counselor (1 of 6 counselor positions) SSSP 2014-15 positions) leads the services to At-Risk students and one Basic Skills funded counselor provides focused services to students enrolled in Basic Skills level courses. Their services include tracking student progress and maintaining consistent and regular contact with students. All students in this category are encouraged to schedule individual counseling appointments to develop strategies for overcoming obstacles and developing the C-SEP. Additionally, students placing into Academic or Progress Probation status are highly encouraged to attend a Student Success Seminar. *Should SSSP funding permit, one additional full-time counselor position (1 of 7 counselor positions) will be created in 2015-16 to increase targeted support.*

- **Athletes**

Athletes have been identified as another segment of the student population needing special attention and support. Student athletes are held to different standards, requirements and timelines (as outlined by NCAA) than the general student population. The District has funded a full-time athletic counselor to address the needs of student athletes. The athletic counselor provides education planning services to student athletes, including the development of the C-SEP each fall and spring semester in order to meet eligibility requirements.

- **Career Center**

The Career Center provides a large array of online assessments that assist students in deciding upon a course of study. Students assess their interests, values, skills, and personality traits, and discuss with career counselors various career pathways before deciding on an informed educational goal. District-funded counselors and SSSP-funded counselors provide C-SEP to students once they have defined their goals. Additionally, SSSP funds support many of the tools and software utilized by the Center. *Should SSSP funding permit, one additional full-time counselor position (2 of 7 counselor positions) will be created in 2015-16 to increase targeted support.*

- **Categorical Programs**

Several categorical programs also provide C-SEP services to students. Those include: EOPS/CARE, CalWORKs, and DSS.

- **First-Year Experience (FYE)**

SWC has been awarded a Title V – Hispanic Serving Institutions grant that has provided support to the new First Year Experience FYE program. This program commenced with planning and pilot implementation in the 2014-15 academic year, with full implementation in 2015-16. The FYE program focuses upon providing targeted support to three identified groups of students: general first-time freshmen students; Latino male and other underrepresented male students (including African-American and Filipino males); and Foster Youth students. All FYE students work closely with a college counselor and are required to complete the A-SEP and the C-SEP during their first semester of enrollment.

Additional goals of the FYE also include developing support networks across disciplines, including both Academic Affairs and Student Affairs. The Title V grant is split between FYE and instructional programs. Two SSSP-funded counselor positions (of the six hired in 2014-15) have provided for greater focus on Foster Youth and FYE general counseling. Title V is supporting one classified support position and the district is funding one other full-time general counselor. The college plans to scale this FYE program from the current cohort of 300 to 1500 students over the next two years. *Should SSSP funding permit, one additional full-time counselor positions (3 of 7 counselor positions) will be created in 2015-16 to increase targeted support, as well as one additional SSSP funded classified position (4.5 of 7.5 classified positions) to enhance program services and tracking mechanisms.*

General Counseling Services

Fourteen and one-half (14.5) district-funded counseling positions provide the full spectrum of counselor support to students. Personal, Career, and Academic Advisement services are provided. General counselors provide the C-SEP, A-SEP, online and in-person services to all registered and prospective students. Direct services to students in the support of developing the C-SEP are an essential part of their role. *Should SSSP funding permit, four additional full-time counselor positions (4,5,6 & 7 of 7 counselor positions) will be created in 2015-16 to increase targeted C-SEP services to provide increased counseling services in Chula Vista, National City, San Ysidro and Otay Mesa campuses.*

Transfer Center

The Transfer Center provides several targeted services to assist students in identifying a transfer university and developing a plan of action for completing the transfer process successfully. Specialized workshops, transfer fairs, university tours, transfer admission advocacy, and individual counseling services are provided to students throughout the semester. Transfer Awareness activities are funded by the district and the Student Equity plan. Some workshops provided include: CSU Associate Degrees for Transfer (ADTs), Foreign Degree Evaluation, Steps-to-Transfer, UCSD University Link TAG Session, and many others. Most services are considered follow-up in nature, but district funded Transfer Counselors provide detailed C-SEPs.

Veterans

The Veterans Services Office provides assistance to veterans and their dependents who may be eligible for federal or state educational benefits gained through military service. Each SWC student participating in veteran educational benefits is required to complete a C-SEP that delineates all requirements for a given course of study. One SSSP-funded counselor (part of the six from 2014-15), provides improved consistent services to Veteran students. *Should funding permit, create and hire one new Student Services Specialist to provide targeted support to Veteran students to complete all Core steps in particular C-SEP and the evaluation of external college credit for incorporation into their educational plans (5.5 of 7.5 new classified support positions).*

3. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.
 - Online Orientation - ComEvo
 - Online Student Planning –Ellucian
 - Degree Audit - Ellucian
 - E-Counselor - Email
 - Tracking and Scheduling – SARS/MIS
 - Online Intervention Alerts - Ellucian
 - Access to Orientation -Web Advisor
 - Student Data, tracking of services, transcripts, evaluated coursework -Colleague Student Information System - Ellucian
 - Document Imaging – Image Now
 - Computer Software for career services, internship support, evaluation of external transcripts, etc. - various
 - Computer Hardware - various
 - Data Warehouse
 - Electronic Information Systems, i.e. Assist. Org, TES, Perceptive,
 - ETran/CCC Apply

As we move forward with greater services provided online and in electronic formats, the increased need for high-level technical support is critical. Student Services needs the support of a consistent IT System Programmer who can update software, improve tracking and systems support, and trouble-shoot problems that arise. The establishment of a Student Services computer programmer is an important augmentation to staffing and was approved in the 2014-15 Plan as a System Analyst. After two attempts to fill the original System Analyst position, we have now upgraded the position to a SSSP System Programmer and we are in our third recruitment. The latest projection is that the person has been identified and will begin work in November, 2016.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
2.0	Center Technicians	Schedule, follow-up, tracking appointments	District
23.5	Counselors	General Counseling, SEP, Career services	District (10.5); SSSP (12.0)
5.0	Student Services Technicians	General Counseling scheduling, follow-up, tracking of appointments.	SSSP
1.5	Coordination	Dean and Counseling Supervisor	SSSP- Dean 50%/ District – Dean 25%; Supervisor 100% SSSP

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Special student workshops, summer enhancement, Foster Youth, Veterans, etc.	SSSP District	\$ 6,000 \$ 4,020
4000	Printing and advertising Office Supplies, paper, pens, toners	SSSP District	\$ 35,000 \$ 6,852
5000	Software licensing	SSSP (Perceptive, TES) District	\$200,000 \$ 1,752
4000	Equipment, computers / printers / tracking scanners	SSSP District	\$ 25,000 \$ 26,524
5000	Professional Development	SSSP District	\$ 35,000 \$ 8,000

E. Follow-Up for At-Risk Students

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

SWCCD has always provided targeted services to At-Risk students by providing Academic Success Seminars and by providing targeted counseling services through Basic Skills Initiative funding. With the additional SSSP-funded full-time counselors hired in 2014-15, one of the six positions improved piloted efforts.

The At-Risk counselor position was able to assist in providing targeted follow-up services to students on Academic and Progress Probation. Targeted emails and notifications were provided to all students placing into a probationary status utilizing Ellucian Communication Management, SAP Business Objects and Blackboard texting by the SSSP Data Software Specialist. Students were also invited to special workshops and counseling services. A targeted telephone campaign ensued where students on probation were called by SSSP counselors to discuss their progress, discuss strategies for improving, and an invitation to come in for counseling support. This phone call effort

was well received by students who were surprised that the District cared to call to help them for the sole purpose of improve their academic success.

2. a. How many students were provided follow-up services in 2014-15?
- **559** Students were provided services based on academic and/or progress probation and disqualification status.
 - **718** students who are part of the PAIR-BSI program received an advisement service.
 - **589** students met with a counselor after receiving correspondence regarding their "undecided" major status.

The total amount of students provided follow-up services was **1,866**. These are students who have been under probation status, were in basic skills course, or were undecided on their major.

b. What percentage of the target population does this represent?

- **2925** is the total population for our at-risk population based on academic standings.
- **2522** unique students were part of the PAIR-BSI cohort during our fall and spring semesters.
- **1,015** unique students received correspondence regarding their "undecided" status.

Combining all populations gives us a target student population of **6,462** students across various at-risk indicators.

If we combine both populations of served students then we have served 29% of our target population.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Students considered at-risk will be tracked on several success factors to be determined and implemented during the 2015-16 year. Research will be asked to provide data as to completion and success patterns that will drive the plan for increased tracking and services. In particular, Research will be asked to conduct at-risk focus groups with current students, so that the SSSP planning team, consisting of the Dean of Counseling and Student Support Programs, the Counseling Supervisor, the SSSP Data Software Specialist, SSSP At-Risk Counselor, Basic Skills Counselor, and SSSP Research Analysts can target services to meet student needs.

In addition, targeted communication occurs throughout the semester. Counselors have access to probation information to better assist students during appointments. Basic Skills students who are part of the PAIR Learning Community are tracked for various success and completion measures. An increased focus for all Basic Skills students is needed and will be developed by the 2016 SSSP planning team.

a. What types of follow-up services are available to at-risk students?

- One SSSP-funded counselor (1 of 6 SSSP 2014-15 counselor positions) leads the services to At-Risk students, and one Basic Skills funded counselor provides focused services to

students enrolled in Basic Skills level courses. Their services include tracking student progress and maintaining consistent and regular contact with students. All students in this category are encouraged to schedule individual counseling appointments to develop strategies for overcoming obstacles and developing the C-SEP. Additionally, students placing into an Academic or Progress Probation status are highly encouraged to attend a Student Success Seminar. *Should SSSP funding permit, one additional full-time counselor position (1 of 7 counselor positions) will be created in 2015-16 to increase targeted support to Basic Skills students/students facing probation status.*

- At-Risk students who have not maintained satisfactory academic progress are subject to Southwestern College Probation and Dismissal policies and are provided with intervention services and are strongly encouraged to reevaluate educational and career goals when appropriate. These services are provided through workshops and individual counseling appointments.
- The need to provide regular and consistent follow-up to the success of continuing students presents demands beyond the capacity of current staff. A new position is proposed to act as a funnel for students at different points in the pipeline. For those getting close to finishing their certificates/degrees, the person can identify courses they need to take and provide information about applying for graduation by utilizing the “What If” capabilities of E-SEP/Degree Audit. For “undecided” students, this position can provide referral to the career center and counseling services to students via email and in person follow-up. Finally, for our at-risk students, they could run those mid-semester alert reports utilizing the early alert system and encourage instructional and counseling faculty to participate in the process. *Should funding permit, two additional full-time classified Technician support positions (6.5 & 7.5 of 7.5 new SSSP classified positions) would be created and hired to provide Retention and Completion intervention strategies.*
- Educational Pathways Intervention will be provided to undecided majors, as well as new students entering the college. This will provide an opportunity for students to redefine and decide if the selected major goal is accurate and reflective of their needs and interests. Intentional Career Counseling will be provided, as well as the development of the C-SEP.

Just-in-time Services

The Academic Progress of each student is regularly monitored throughout the semester, as well as at the end of each semester after grades are posted, to detect early signs of problems and to also encourage students to continue to make good progress. The SSSP Data Software Specialist provides intervention assistance for students facing academic difficulties by referring students through the Probation Intervention Process. An SSSP Student Services Technician provides targeted support to tracking and support students facing probation status.

Several new methodologies for expanding in-reach services will be developed utilizing the SAP Business Objects (query and reporting tool) and the Ellucian Communication Management (allows for email communication with students) tool. Additionally, the District

is exploring expanding the Blackboard platform for additional mass communication services via texting.

Some examples of ongoing communication with students include:

- Good Standing notifications to provide students who have completed all registered coursework and maintained at least a 2.0 GPA with a congratulatory notice at the end of each semester. This will allow the college to demonstrate to students that they are important and that their good progress is noticed. Strategies for advancing to levels of excellence will also be provided in these notifications.
- Targeted communication to “undecided” students nearing 15.0 college units asking they take steps to define goals will be sent each semester. Tracking to ensure students declare majors and redefine educational goals throughout their tenure with the college will also be implemented.
- At-Risk students enrolled in Basic Skills level coursework are provided with targeted counseling and advising intervention services. Workshops, email communication, telephone contacts, and individual counseling appointments are provided to assist these students in overcoming barriers to success.

b. How and when are students notified of these services?

Students are notified of all services via orientation and advertisement emails. When students meet certain criteria (academic standing or place into certain courses), we run a query and send out targeted communication to invite students to participate in services that best match their needs.

Also, at the end of each grading periods, query reports are run and communication ensues.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Students are supported in a variety of service delivery methods that include email communication, telephone communication, individual counseling appointments, and group activities.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

- **PAIR Learning Community (BSI supported)**
The Preparation, Achievement, Interdependence and Responsibility (PAIR) Learning Community consists of Math, English, Reading, and ESL professors working together with a designated PAIR counselor to encourage and support students through their basic skills courses. The designated counselors provide classroom presentations and individual counseling appointments for PAIR students with the purpose of providing Career Planning services and the development of the Comprehensive SEP.
- In the 2014-15 SSSP plan, it was stated that the college would embark upon an investigation to determine if an electronic Early Alert system would be purchased and implemented. A team of Student Services staff and faculty, along with support from IT, reviewed four potential systems.

Ellucian Pilot, Ellucian Retention Alert, Starfish, and Grades First. All of the products have advantages for students as well as disadvantages. In the end, SWCCD has determined it would be best to implement the Ellucian Retention Alert system. This is planned for the 2015-16 academic year.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
2.0	Counselors	Targeted support to At-Risk students.	SSSP (2)
2.0	BSI/DSS Counselor	Targeted support to At-Risk BSI students	BSI (1); DSS (1) – (not match)
1.0	Retention and Completion Specialist	Provided targeted follow-up; What If scenarios to degree attainment; tracking	SSSP (2)

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Printing and Advertising	SSSP	\$11,000
	Office Supplies, paper, toners, pens	District	\$16,344
5000	Special student meetings	SSSP	\$10,000
		District	\$ 1,750
4000	Equipment	SSSP	\$ 4,000
		District	\$0
5000	Software, Licensing	SSSP	\$65,000
5000	Professional Development	SSSP	\$ 6,000

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

Recognizing the need for research related to SSSP services and outcomes, the SSSP committee requested funding for the position of a SSSP-funded Research Analyst in the 2014-15 plan. In 2015, the SSSP Research Analyst was hired. Since that time, the SSSP Research Analyst has been working closely with SSSP staff and other campus Student Services departments providing core services to identify research and data needs with the purpose of providing information for analysis, decision-making, and continuous improvement of SSSP-funded services and processes. To this end, the SSSP Research Analyst collegially consulted with stakeholders from related services to create a tentative research agenda.

Several research projects have been identified for the 2015-2016 academic year. These projects/tasks include (but are not limited to):

- **SSSP Core Service Usage and Student Success Outcomes Research:** will investigate the impact of receiving core services on student retention, persistence, completion, and educational goal attainment.
- **SSSP and Student Surveys and Focus Group Research:** will gather information related to students' perceptions of and satisfaction with different student service areas, intended for service area improvement.
- **Assessment and Placement Research:** intended to verify the effectiveness of assessment and placement practices at the college and to identify any potential disproportionate impact
- **Orientation Research:** examine the use of different orientation modalities and related student learning outcomes for potential improvement.
- **Counseling Research:** examine demographics of students utilizing counseling services and conduct data collection to promote in-reach to current students and service area improvements.
- **Student Educational Planning Research:** examine usage of different student educational planning modalities for trends and recommendations for improvements.
- **At-Risk Student Research:** conduct demographic study of at-risk students to identify trends and potential avenues for additional in-reach or interventions.
- **Ad Hoc Research Related to SSSP**

In addition to the research projects outlined above, other goals for SSSP-related research at the district this year are to develop, implement, and maintain successful research practices and technologies. To this end, the SSSP Researcher, the Dean of Counseling and Student Support Programs, and relevant SSSP staff will meet with other institutional and instructional departments to identify areas for improvement in research and for technological investment. Of particular interest in this academic year is the funding of a new survey software technology, investment in analysis software, closing gaps in data collection and retrieval, establishing focus group and interview protocols, and creating lines and methods for communication regarding research findings.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	1 Data Software Specialist	SSSP	\$56,844 + benefits
2000	2 IT Programmer Analysts	SSSP (1); District (1)	\$129,360 + benefits
2000	1 Research Analysts	SSSP	\$ 62,760 + benefits
2000	1 Evaluator Admissions/Evaluators (5)	SSSP District	\$ 49,529 + benefits \$296,352 + benefits
5000	Professional Development	SSSP	\$ 15,000
5000	Software and licensing	SSSP	\$ 45,000

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

Budget Code	Expenditure Title/Description	Funding Source	Amount
2000	Research Analysts/ IT Staff	District	\$216,180
1000	Dean/Coordination	District	\$ 71,472
2000	Instructional Support- Degree Audit	District	\$ 14,067
2000	Admissions Staff/ Admissions Evaluations Staff	District	\$704,844 \$296,352
1000	Articulation Staff	District	\$107,534
2000	Transfer/Career Services/Counseling Staff (all campuses combined)	District	\$709,306
2000/1000	Tutorial Support/Coordination	District	\$310,618

SECTION III. POLICIES

A. Exemption Policy

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

The District exempts students from the requirement of participating in SSSP services when the student:

- already has earned an Associate's degree or higher
- are attending for the purpose of personal enrichment
- are enrolled in noncredit community education courses
- are taking classes to upgrade specific job skills
- are enrolled in apprenticeship or special vocational education programs
- are currently enrolled in another college where they are receiving SSSP services

The District's current SSSP Policy No. 5050 BP and Procedure No. 5050 AP, approved on 2-19-14, should be reviewed and expanded to detail exemption policy and procedure during the 2016 academic year.

The current practice is to examine the student's college application and identify exempted students. Although all students may access SSSP services, exempted students are excluded from in-reach communications.

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

Out of 22,132 students enrolled in credit coursework during the 2014-15 year, 2,293 were exempt by having an Associate Degree or higher. This means 10% of our 2014-15 student population is exempt.

B. Appeal Policies

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

SWC has adopted written procedures by which a student may file an SSSP Appeals Petition if the student feels that any SSSP component is being applied in a discriminatory manner. The student may seek redress through the college's established grievance policy and procedure. If a student loses enrollment priority status, an appeal may be filed based on circumstances identified in the College Catalog and the college website. These policies are currently provided on the college website, and a link to this information will be provided on the non-credit website.

C. Prerequisite and Corequisites Procedures

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

Policy/procedures are currently in development, committee to complete by spring 2016.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

Attendance at CCC, CSU, and UC Workshops, Webinars, Training

Staff development activities are offered to counselors throughout the year to keep them current regarding the latest information and academic resources. Counselors attend conferences for public and private institutions, and regularly use resources and websites containing information in the areas of academic, transfer, career, and health and wellness.

Professional Development targeted at assisting all Student Services staff to:

- Becoming trauma Informed and create an accepting environment for all students
- Building awareness of issues facing the LGBT and Transgender student populations
- Supporting male students, especially Latino, African-American, and Filipino students who often demonstrate lower success rates
- Helping classified staff to understand the importance of providing excellent customer service to enhance student success and completion
- Attending all SSSP conferences provided by the State Chancellor Office

- Providing classified personnel with opportunities to attend workshops and conferences that improve technical skills, and overall wellness in the workplace.
- Attendance at conferences aimed at Student Success, Retention and Completion provided throughout the State of California for administrators, staff and faculty providing SSSP Core services.

SECTION V. ATTACHMENTS

The following attachments are required:

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

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

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

ADDITIONAL INFORMATION

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

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

Attachment A**Student Success and Support Program Plan Participants**

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

Name: Dean Aragoza Title: Center Counselor/SSSP Counselor

Stakeholder Group: Faculty

Name: Zeidy Barrera Title: Counseling Supervisor

Stakeholder Group: Administrator

Name: Maya Bloch Title: General Counselor

Stakeholder Group: Faculty

Name: Henry Flores Title: SSSP Data Software Specialist

Stakeholder Group: Classified Staff

Name: Veronica Guaracha Title: BSI Counselor

Stakeholder Group: Faculty

Name: Caree Lesh Title: General Counselor

Stakeholder Group: Academic Senate

Name: David Ramirez Title: Dept Chair, Counseling

Stakeholder Group: Faculty

Name: Andrew Rempt Title: Academic Success Center Coordinator

Stakeholder Group: Faculty

Name: Mark Samuels Title: Assessment Coordinator

Stakeholder Group: Faculty

Name: Stacy Teeters Title: Research Analyst

Stakeholder Group: Classified Staff

Name: Beatrice Zamora-Aguilar Title: Dean, Counseling and Student Support Programs

Stakeholder Group: Administrative

Attachment B

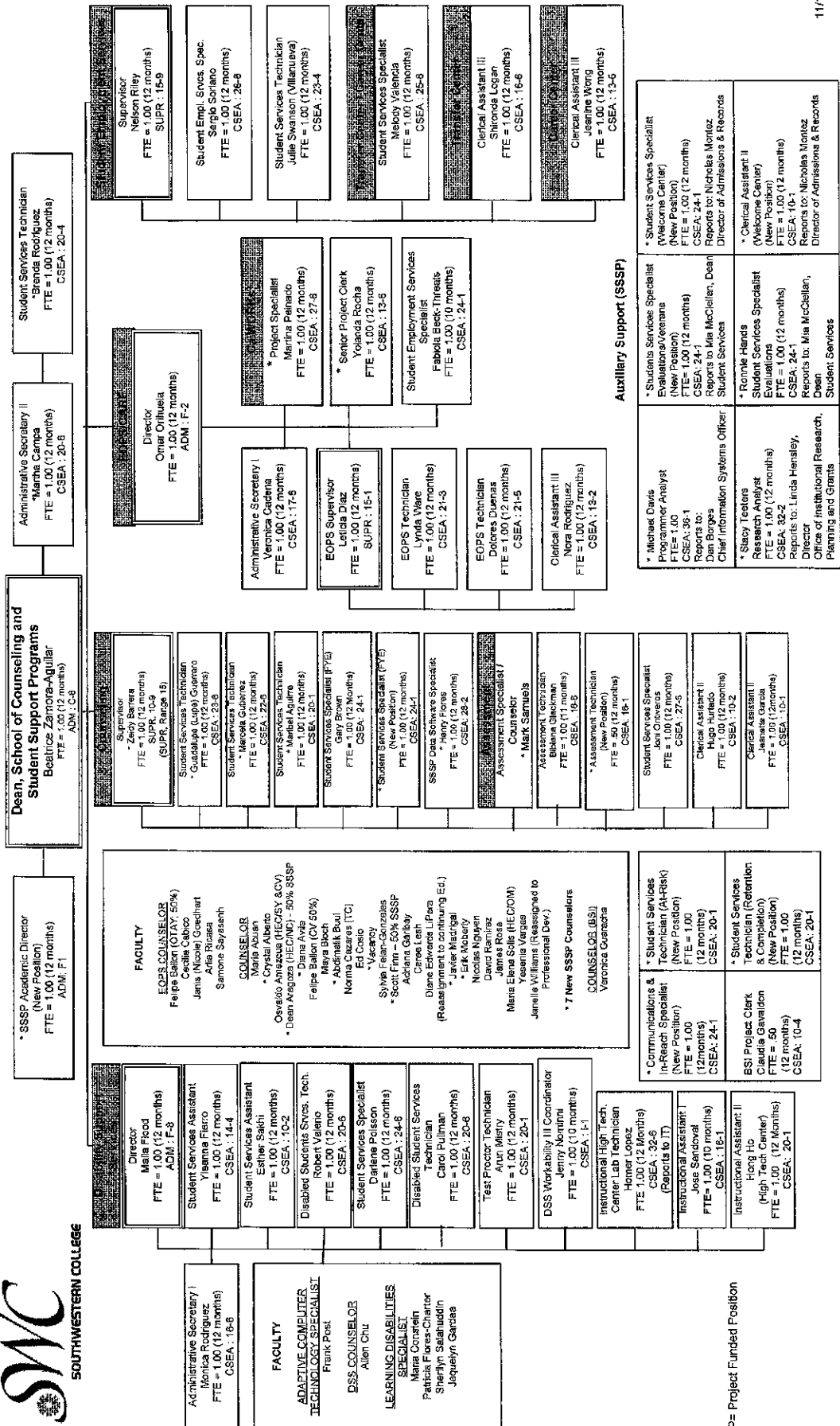
Organizational Charts



Student Affairs Organizational Chart

School of Counseling & Student Support Programs

November 2016



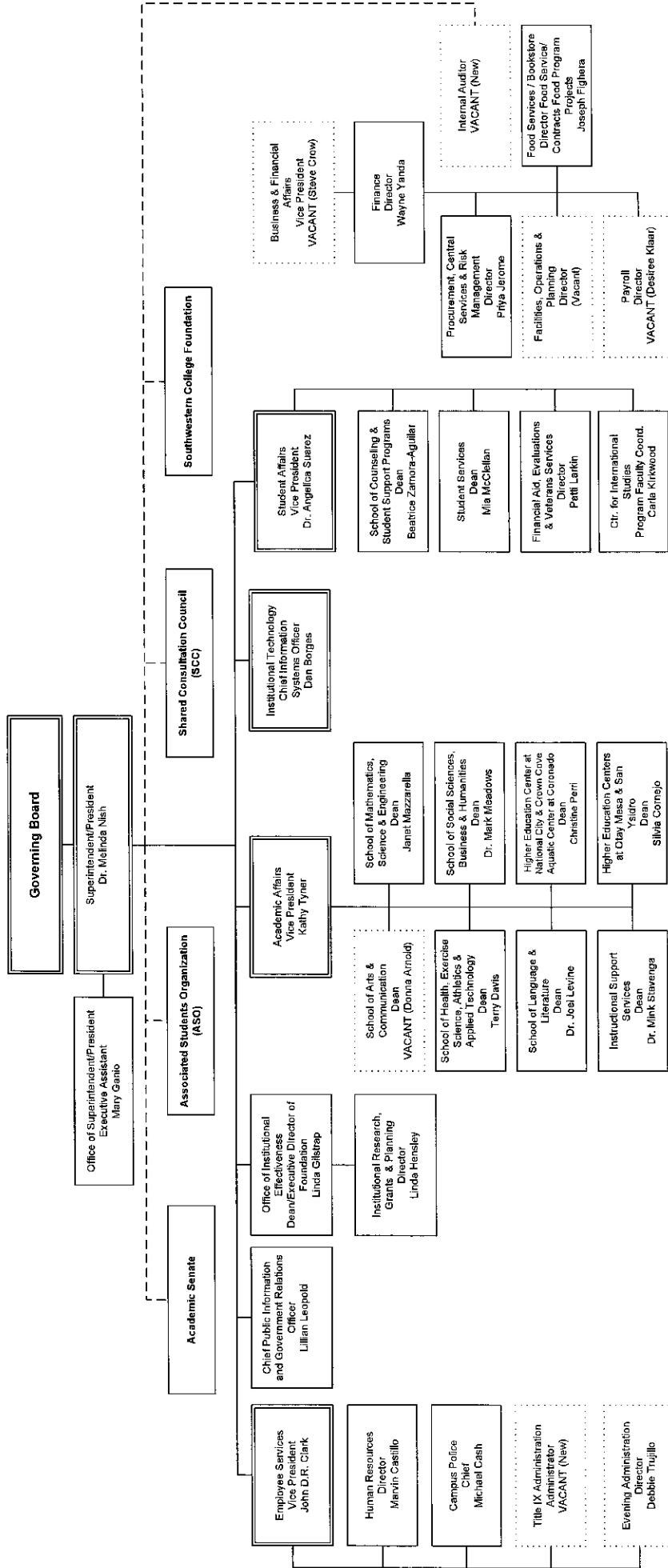
* SSSP= Project Funded Position



Southwestern College Organizational Chart

College Management Team

September 2015



Attachment C

SSSP Advisory Committee

SSSP Advisory Committee:

Name	Organization
Silvia Cornejo	SWC, Center Dean
Gloria Calderon	C.V. Promised Neighborhood, South Bay CCS
Jose Mireles	C.V. Promised Neighborhood, South Bay CCS
Norma Cazares	SWC – General Counselor
Brett Robertson	SWC – Director Student Development
Lorena Malo	SDSU
Samone Sayasenh	SWC – EOPS Counselor
Nelson Riley	SWC – Student Employment Services
Wendy Plata	SWC ~ Student
Leticia Diaz	SWC - EOPS
Bea Zamora-Aguilar	SWC_ Dean Counseling and Student Support
Martina Peinado	SWC - CalWORKs
Araceli Loya	Olympian High, SUHSD
Omar Orihuela David Ramirez Diane Edwards Lipera Cynthia Davalos Adult Education Representative	SWC SWC, Counseling Department Chair SWC, Counselor Noncredit UCSD AEBG Consortium Representative

Attachment D

SSSP Policy and Procedures - No. 5050

Student Success and Support Program

References: Education Code Sections 78210 et seq.;
Title 5 Section 55500

The District shall provide Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of Student Success and Support program services is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements.

The Vice President for Student Affairs, with the approval of the Academic Senate, shall establish procedures to assure implementation of Student Success and Support Program services that comply with Title 5 regulations.

See District Procedure No. 5050 AP, "Student Success and Support Program."

Office of Primary Responsibility: Dean of Counseling and Matriculation Services

Student Success and Support Program

References: Education Code Sections 78210 et seq.;
Title 5 Section 55500 et seq.

The Student Success and Support Program brings the student and the College District into agreement regarding the student's educational goal through the College District's established programs, policies, and requirements. The agreement is implemented by means of the student educational plan.

Each student, in entering into an educational plan, will do all of the following:

- identify an education and career goal;
- identify a course of study;
- be assessed to determine appropriate course placement;
- complete orientation;
- participate in the development of the student educational plan;
- complete a student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
- diligently attend class and complete assigned coursework; and
- complete courses and maintain progress toward an educational goal.

Student Success and Support program services include, but are not limited to, all of the following:

- Orientation on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters;
- Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
 - Administration of assessment instruments to determine student competency in computational and language skills;
 - Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and vocational certificates and licenses;
 - Evaluation of student study and learning skills;
 - Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; student employment placement services; extended opportunity programs and services; campus child care services; tutorial services; foster youth support services; veteran support services; and disabled student services;

Student Success and Support Program

- Advisement concerning course selection; and
- Follow-up services, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation.

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

Attachment E

Enrollment Priorities Policy and Procedures – No. 5055

ENROLLMENT PRIORITIES

References: Title 5 Sections 51006, 58106, and 58108

According to Title 5 and based on local priorities as set forth in District Procedure No. 5055 AP, "Enrollment Priorities," all courses of the College District shall be open to enrollment. Student enrollment priority is subject to the priority system that has been established. Enrollment may be limited to students who meet properly validated prerequisites and co-requisites and/or other limitations on enrollment.

Office of Primary Responsibility: Admissions & Records/Student Services

ENROLLMENT PRIORITIES

References: Title 5 Sections 51006, 58106, 58108

Southwestern College shall adopt procedures for registration and standards for enrollment in any course that are consistent with Title 5 and uniformly administered by appropriately authorized staff.

It is the intent of the Board of Governors of the California Community Colleges to provide priority registration for students who enroll in a community college for degree or certificate attainment, transfer to four-year college or university, or career advancement.

All courses of the College District shall be open to enrollment, subject to the priority system set forth herein. Enrollment also may be limited to students meeting properly validated prerequisites and co-requisites, or due to other practical considerations.

I. Registration priority shall be provided to students in the following order:

Any new or returning Southwestern College student beginning in Fall 2014 or students who are members of levels one through three below shall complete the matriculation process before being granted priority registration. The matriculation steps that must be completed are 1) orientation 2) assessment-placement and 3) student education plan.

First level of enrollment priority shall be provided to students who are members of at least one of the following groups:

- Armed forces or a veteran; or
- Foster youth or former foster youth;
- CALWORKS; or
- Extended Opportunity Programs & Services (EOPS); or
- Disability Support Services (DSS);

Students qualifying for level one enrollment priority shall be further prioritized as follows:

- 50 to 90 units completed at Southwestern College
- 30 to 49 units completed at Southwestern College
- 0 to 29 units completed at Southwestern College
- 90 to 99 units completed at Southwestern College

ENROLLMENT PRIORITIES

Second level of enrollment priority shall be provided to students who are members of at least one of the following groups:

- Associated Student Organization Executive and Senate members or District Identified Learning Communities, MESA, University Links, Vocational Rehabilitation, Honors Program, and eligible student athletes.

Students qualifying for level two enrollment priority shall be further prioritized as follows:

- 50 to 90 units completed at Southwestern College
- 30 to 49 units completed at Southwestern College
- 0 to 29 units completed at Southwestern College
- 90 to 99 units completed at Southwestern College

Third level of enrollment priority shall be provided to students who are members of the following group:

- SWC High School Early Admission Program (EAP) students (Fall term only).

Students qualifying for level three enrollment priority shall be further prioritized as follows:

- 50 to 90 units completed at Southwestern College
- 30 to 49 units completed at Southwestern College
- 0 to 29 units completed at Southwestern College
- 90 to 99 units completed at Southwestern College

Fourth level of enrollment priority shall be provided to students who are members of the following group:

- Continuing students

Students qualifying for level four enrollment priority shall be further prioritized as follows:

- 50 to 90 units completed at Southwestern College
- 30 to 49 units completed at Southwestern College
- 0 to 29 units completed at Southwestern College
- 90 to 99 units completed at Southwestern College

Fifth level of enrollment priority shall be provided to students who are members of the following group.

- New and returning (former) students on a first come, first served basis.

ENROLLMENT PRIORITIES

Sixth level of enrollment shall be provided without priority to students who:

- have been on academic probation more than two consecutive semesters OR
- who have earned 100 or more degree applicable semester units

II. Loss of Enrollment Priority

Enrollment priority specified in this section shall be lost at the first registration opportunity after the student is:

- Placed on academic or progress probation for two consecutive terms; or
- Has earned 100 or more degree-applicable semester units;

A unit is earned when a student receives a grade of A,B,C,D or P in a degree applicable course. The 100-unit limit does not include units for non-degree applicable English as a Second Language (ESL) or basic skills courses or special classes for Disabled Students.

III. Petition Process:

If a student loses enrollment priority status as listed in Section II, an appeal may be filed based on one of the following circumstances. The appeal petition will be available at the Admissions Office.

- a. Extenuating circumstances: Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
- b. Student with a disability who applied for, but did not receive reasonable accommodation in a timely manner.
- c. Student with a disability, authorized for priority enrollment as a DSS authorized academic accommodation, and making progress towards academic goals.
- d. Student who has demonstrated significant academic improvement, defined as achieving no less than the minimum grade point average and progress standards.
- e. Student who is enrolled in High Units Majors, accumulated units from Advanced Placement, Credit by Examination.
- f. Student is within his/her final semester of degree, certificate and/or transfer completion.
- g. Honors Students who have no other available opportunity for honor addendums, based on their academic goal.

IV. Other requirements

Students will not be required to participate in any preregistration activity not uniformly required; nor shall the college or district allow anyone to place or enforce nonacademic

ENROLLMENT PRIORITIES

requisites that are not expressly authorized as barriers to enrollment or the successful completion of a class.

With respect to accessibility to off-campus sites and facilities, no student is to be required to make any special effort not required of all students to register in any class or course section. Once enrolled in the class, all students must have equal access to the site.

V. Definitions

Associated Student Organization (ASO) – Executive Board and Senators Currently elected or appointed members serving the students of SWC. Students must meet all ASO requirements.

CALWORKs - Student must be enrolled in the CALWORKs program at SWC.

Continuing Student - Students who enrolled in the previous academic term or semester at SWC. Students who do not attend summer sessions will not lose continuing student status.

Disability Support Services (DSS) - Student must be enrolled in the DSS program at SWC.

District Identified Learning Communities – Student who are currently enrolled and/or successfully complete the requirements for a District Identified Learning Community such as Puente Project, Bayan, TELA, PAIR.

Early Admission Program - Offered to Sweetwater Union High School District and any other high school district graduate who completes the matriculation process in the Spring semester of their senior year.

Extended Opportunity Programs and Services (EOPS) - Student must be enrolled in the EOPS program at SWC.

Foster Youth or Former Foster Youth - Student must provide court documents or other forms of County or State Health and Human Services documents as proof of Foster Youth status.

Honors Program Honors students will be eligible to receive enrollment priority for all class sections in their class schedule, if they meet the following criteria.

Honors students will receive enrollment priority in Fall and Spring semesters only.

Honors students must successfully complete an honors addendum or course with a satisfactory grade before being granted priority registration in the next available semester.

ENROLLMENT PRIORITIES

(ie. final grades for the fall semester are available after registration for spring semester, an Honors student will receive priority registration in the following fall semester. Students completing the Honors addendum in spring will receive priority registration in the following fall semester). Honors students must continue to enroll and successfully complete at least one honors addendum or course, in each subsequent semester, in order to maintain their enrollment priority.

MESA - Former and current MESA program members at SWC.

New Student - Student who is enrolling at SWC for the first semester.

Returning Student - Student who has completed at least one unit of credit at the SWC and is returning after a break of one or more semesters, excluding summer session.

Student Athletes – A student athlete may be eligible for enrollment priority if the student has been identified as a “qualifier” by the NCAA Eligibility Center. “Qualifiers” are required to file their letter declaring them a “qualifier” with the Athletic Director and Admissions and Records Office. These student athletes are eligible for enrollment priority in their first semester. Student athletes not considered “qualifiers” by the NCAA may also be eligible for priority registration if they can meet the same requirements of a “qualifier” athlete in their second or subsequent semester.

All student athletes must earn and maintain an overall 2.5 GPA, and complete 12 transferable or degree applicable units each semester to be eligible for priority enrollment. Non-qualifying athletes must meet these criteria to be eligible for enrollment priority in the next available semester. (ie. final grades for the fall semester are available after registration for spring semester, a student athlete will receive priority registration in the following fall semester. Student Athletes who complete the requirements in spring will receive priority registration in the following fall semester).

All student athletes are required to undergo weekly monitoring by the Athletic Director to ensure they are enrolled in 12 units and are maintaining satisfactory grades. In addition, all student athletes are required to have a Student Education Plan and are required to see a counselor twice a semester to review academic progress, completed units and GPA.

University Links - Students with signed contracts to transfer to UCSD.

Veteran or member of the Armed Forces - Student must provide a Leave Earning Statement (LES) for Active Duty or DD214 – discharge papers, as proof of veteran status.

Office of Primary Responsibility: Admissions & Records/Student Services