Student Success and Support Program Plan
(Credit Students)

2014-15

District: Mt. San Jacinto Community College District
College: Mt. San Jacinto College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
INTRODUCTION
The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

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

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

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and “SSSP Credit Program Plan” in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing). Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college’s SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.
2 A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
3 The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
The program plan should not be limited to state-funded activities. Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS
The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

I. Program Plan Signature Page

II. SSSP Services
   a. Core Services
      i. Orientation
      ii. Assessment
      iii. Counseling, Advising, and Other Education Planning Services
      iv. Follow-up for At-Risk Students
   b. Related Direct Program Services
      i. Institutional Research
      ii. SSSP Technology
   c. Transitional Services Allowed for District Match

III. Policies & Professional Development
   ● Exemption Policy
   ● Appeal Policies
   ● Prerequisite Procedures
   ● Professional Development
   ● Coordination with Student Equity and Other Planning Efforts
   ● Coordination in Multi-College Districts

IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
SECTION 1. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Mt. San Jacinto College

District Name: Mt. San Jacinto Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of Title 5 of the California Code of Regulations.

Signature of College SSSP Coordinator: ____________________________
Name: JoAnna Quejada, Dean of Student Affairs Date: 10-7-14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ____________________________
Name: Dr. William Vincent Date: 10/7/14

Signature of the Chief Instructional Officer: ____________________________
Name: Dr. Patrick Schwerdtfeger Date: 10-4-14

Signature of College Academic Senate President: ____________________________
Name: Lorraine Slattery- Farrell Date: 10/9/14

Signature of College President: ____________________________
Name: Dr. Roger W. Schultz Date: 10/9/14

Signature of District Chancellor: ____________________________
Name: N/A Date: 10/9/14

Contact information for person preparing the plan:
Name: JoAnna Quejada Title: Dean, Student Services
Email: jquejada@Mt. San Jacinto College.edu Phone: (951) 639-5320
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services
   i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

Applications
Over the last ten years the annual headcount of applications at Mt. San Jacinto College has fluctuated with the level of course offerings from a low of 16,704 to a high of 34,341. The average over this time frame was 27,223 applications per year. 2013 was the most recent completed year with an application count of 27,153. As of the current year 2014, 20,846 applications have been received with more expected to be submitted in for the latter half of the year. Moving forward Mt. San Jacinto College expects to receive over 30,000 applications per year.

First-Time Student Enrollment Count – estimate average to exceed 4,700 per year over next three years. The rate of first-time students is affected by many factors; however, the two most important factors are student registration priorities and the availability of classes.
The current registration priority groupings are:
A: DSP&S
B: EOP&S
C: Veteran’s
J: Student Representatives under External/Internal Mandates
D: Continuing students with less than 90 units in DECENDING order.
E: Continuing students with 90+ units
F: Continuing students with higher degree
G: Returning students AND New Matriculated students (completed assessment and orientation).
H: Non-Matriculated students
I: Concurrently enrolled high school students
The current priority registration groups demonstrate that first-time students are at the bottom of the registration priority list and are not able to register for classes until late in the registration window and after many classes are already filled. When this factor is combined with the decline in section offerings (starting in SP10 through SP14) the result represented a decline in the percentage of first-time students enrolled.

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The onset of reductions began in FA10 and in this term the college saw a decline in the first-time students to 2,412 (14%) from the previous FA09 level of 4,068 (22%). This indicates that first-time students were disproportionately impacted by the reduction in scheduled sections over the last four years. It is also worth noting that there is a significant difference in first-time students for the spring terms; this difference is normal due to graduation and persistence patterns. As Mt. San Jacinto College’s scheduled capacities increase over the next several years, the college can expect to see an increase in all registration priority groups, with first-time students benefiting the most through the extra available seats. In FA13 Mt. San Jacinto College’s scheduled capacities started to increase and as a result there was a slight increase in the first-time student count to 2,736 (18%). It is reasonable to estimate that over the next three years the rate of first-time students at Mt. San Jacinto College, for the fall terms will be roughly 20% and 8% in the spring terms. This would result in 4,700 first-time students per year with 3,300 starting in fall.

The estimated number of new students who will be served is 4,700.

The orientation is delivered online through the student portal, EagleAdvisor. Once students have submitted an Application for Admission (online) they are given a student ID number and student email account. An email is sent to the student with instructions on logging into Blackboard. Students must authenticate through Blackboard to access the online orientation. There are five (5) sections of the online orientation, which include review questions at the end of each section. Once all sections are completed, students are required to complete a final test. Students must earn 17 out of 20 to successfully pass the online orientation.

Academic pathway services are provided prior to registration in the New Student Counseling Sessions. Students are given individual 15 minute counseling appointments to develop an abbreviated student education plan, ensuring they have an accurate course selection and the necessary referrals to begin their first term at Mt. San Jacinto College.

**Pre-Enrollment Activities**

*General Outreach* is the primary mechanism used for 1) district recruitment of high school students, 2) distribution of information about Mt. San Jacinto College programs and services, and 3) providing core pre-enrollment services to transitioning high school graduates. Specifically, Mt. San Jacinto College’s General Outreach includes the following components:

- Distribution of marketing materials at each high school within the college district
- Coordination of college tours
Collaboration with high school professionals to provide core services
- In-person student and parent orientations

**Pre-orientation**

- **District Outreach** consistently informs the public about the programs and services the college provides. A dedicated full-time Outreach Assistant partners with local feeder high schools to present information sessions to their students, parents and staff throughout the year.

- **Eagle Access Centers** are available to all students for assistance with online processes such as CCC Apply, course registration, adding/dropping classes, completing the FAFSA, using Blackboard, online orientation and referral other student support services.

**Orientation**

Online orientation is mandatory for all non-exempt, new Mt. San Jacinto College students. The online orientation includes information and guidance pertaining to becoming a Mt. San Jacinto College student: Mt. San Jacinto College policies and procedures; strategies for success; programs of study at Mt. San Jacinto College; introduction to the various segments of educational institutions; campus support resources and services; Student Code of Conduct; college terminology; and sexual harassment and assault.

**Post-Orientation**

- **New Student Counseling Sessions** are focused, 15 minute individual counseling sessions that provide new students with abbreviated student education plans, referrals to resources and answers to immediate student questions.

- **Undeclared Major Workshops** are provided to students who do not have a declared program of study. Students are referred to these workshops during the New Student Counseling Sessions.

**Special Program Orientations**

- **Disabled Students Programs & Services** (DSPS) assists high school students transitioning to Mt. San Jacinto College through its summer bridge classes. New DSPS students are given a thorough orientation to the DSPS program and the expectations of college life.

- **Extended Opportunity Programs & Services** offers a mandatory new and continuing student orientation focused on program requirements and campus support services.

- **Phi Theta Kappa** holds new member orientations each semester to provide information on the program’s benefits and services and the Student Leadership Development Program. Phi Theta Kappa offers its membership continuous workshops throughout the year that reinforce the organizations emphasis on leadership and service.

- **Science, Technology, Engineering and Mathematics (STEM) Program Orientation** is open to all students who are interested in pursuing a major in the STEM fields. The purpose of this orientation is to give students an overview of the STEM Program: including the benefits, resources and the requirements of the program. The orientation creates a networking connection between new STEM students and campus resources. The orientation process also includes the development of comprehensive education plans with a counselor.
STEM Summer Institute is a four-day STEM Institute provides existing Mt. San Jacinto College STEM students, 11th and 12th graders from local high schools, and entering freshman an opportunity to explore STEM disciplines and careers through hands-on workshops, lectures, and an experiential field day where students have an opportunity to participate in tours/visits to businesses/organizations that utilize STEM as part of their daily operational functions. During the institute the college also invites motivational keynote speakers who have experience in STEM related fields. This Institute gives students the opportunities to explore STEM fields as well as connect with Mt. San Jacinto College STEM faculty members.

Student Athlete Scholars Program delivers an orientation and Student Athlete Summer Bridge Program for all new athletes participating in team sports, introducing them to life skills development, tutoring and other campus resources. All of the athletes develop a student education plan with a counselor specializing in athletics.

Student Government Association (SGA) Program orientation introduces newly elected SGA officers to their roles and responsibilities; policies and procedures that include the SGA Constitution.

The CalWORKs Program provides a New Student Orientation that includes topics on program services and financial aid guidelines.

Supplemental Program Orientations

The Financial Aid Program has comprehensive online component that provides information and videos for new students about all aspects of Financial Aid from eligibility through scholarships.

The Online Learning Program includes a link in the online orientation to access the Online Learner’s Orientation. Additional information is provided in the online orientation for strategies for success in online learning.

The Puente Program has a link in the orientation that provides information on the program model, eligibility for the program and benefits and activities.

Partnerships

Dual Enrollment is a program designed to expose qualified high school students to Mt. San Jacinto College courses while still attending high school. The majority of these courses are offered on high schools campuses. The Early College Program is a similar program designed to expose qualified high school students to Mt. San Jacinto College courses while still attending high school; however, unlike Dual Enrollment, these courses are offered at one of the college’s campuses.

Mt. San Jacinto College counselors are specifically assigned to provide pre-enrollment activities and perform the following activities:

- Parent and high school student orientations
- Support high school counseling with the Mt. San Jacinto College application, assessment, and orientation sessions
- Provide career exploration and educational planning opportunities for graduating seniors
- Promote and market Mt. San Jacinto College academic and career programs for students within the college District
2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

The Mt. San Jacinto College orientation is available online. An Outreach Assistant assists students at local high schools and two to four college mentors (student workers) provide peer to peer help in the college’s web rooms or Eagle Access Centers. The use of specially trained student workers and staff offer similar support in two of the college’s off-site locations.

To supplement the online orientation, students must attend post-orientation workshops to obtain their student education plans, answer follow up questions, request campus tours, and obtain information about undeclared major workshops (if needed). The positions below are for the New Student Counseling Sessions (NSCS).

SEE ATTACHMENT C

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

Mt. San Jacinto College currently utilizes Communication Evolved Management Console (COMEVO) to deliver an online orientation to all new Mt. San Jacinto College students. SharePoint is the web platform used by the public and students to access information about core services that resides on the web. The Blackboard portal authenticates students and allows them to enter the online orientation. When the orientation is completed, the registration hold in Colleague is removed from the student’s record, permitting the student to proceed with counseling.

Three counselors review the online orientation continuously to ensure information is current and accurate; the Dean of Information Technology, Programmer Analysts and the Information Technology Supervisor monitor the infrastructure, software functionality and ensure that all electronic services are operational.

Annual software subscriptions include COMEVO, Blackboard, Colleague and SharePoint.

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

**Orientation Checklist** (Required Policy or Procedure)

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

**1. Academic expectations and progress and probation standards pursuant to section 55031**

Students are introduced to the college’s academic expectations for satisfactory academic standing. Examples are used to clearly illustrate academic and progress probation and academic and progress dismissal.

**2. Maintaining registration priority pursuant to section 58108**

The registration priority describes the current student registration process as follows:

Priority 1 – Active duty military and veterans; current and former Foster Youth; CalWORKs recipients; EOPS students; DSPS students;
Priority 2 – Continuing students
Priority 3 - Returning students
Priority 4 – New and matriculated students;
Priority 5 – Students with 100 or more degree applicable earned units and students with a higher degree;
Priority 6 – All students on probation and/or dismissal
Priority 7 – Non-matriculated students
Priority 8 – Concurrently enrolled high school students.

All students, except former and current foster youth, must complete orientation, assessment and have a student education plan to receive priority registration placement. Programs such as EOPS may have different requirements for participation in their programs; however, these service requirements do not apply to a students’ registration priority.

To maintain registration priority, students are informed that they must complete a comprehensive education plan, maintain good academic standing with at least a 2.0 GPA and not accumulate more than 100 credits excluding most remedial and ESL courses.

3. Prerequisite or co-requisite challenge process pursuant to section 55003
The formal prerequisite/co-requisite challenge procedure is described and includes information about the criteria and process for submitting prerequisite challenges.

4. Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
An updated Financial Aid section informs students that they must meet Satisfactory Academic Progress (SAP) to continue receiving Board of Governor’s Fee Waiver (BOGW). A link is provided within the orientation for students to access a list of Financial Aid Programs.

5. Description of available programs, support services, financial assistance, and campus facilities and how they can be accessed.
Information regarding all programs of study, certificates, Associates of Arts degrees and Associates of Science degrees offered at Mt. San Jacinto College is listed. Descriptions of support services, student services, and academic services are listed along with the locations and phone numbers for each service.

6. Academic calendar and important dates
Although the academic calendar is not presented in the online orientation, it is published on the college website, in the class schedule, on Eagle Advisor (student portal) and in the college catalog.

7. Registration and college fees
All registration and college fees are identified and clearly described. Important payment information is highlighted, noting the period for same day payments.

8. Available educational planning services
Abbreviated and comprehensive educational plan are emphasized within the online orientation. Students are informed that they must attend a New Student Counseling Session to develop an abbreviated education plan. A link is provided with the dates and times of the sessions. Students are informed that they must meet with a counselor to develop their comprehensive educational plans and declare a program of study by the time they complete 15 units or two semesters (as required by the Student Success Act).

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

Next Steps
Mt. San Jacinto College will create a task force that will further explore, identify, develop and implement strategies for
creating a comprehensive orientation structure for students. The task force will be representative of all constituent groups, including students. To ensure that the orientation serves as a learning experience rather than a passive information intensive experience, Mt. San Jacinto College will evaluate various software delivery systems such as videos, webinars, and interactive online counseling sessions to provide the most effective student experience. Specifically, the task force will:

- Develop an orientation that includes information specifically geared towards Mt. San Jacinto College’s high proportion of underrepresented and under-prepared students.
- Evaluate and assess institutional timelines to develop a comprehensive calendar with standardized dates. The calendar will be disseminated to the college community through the orientation and will include critical institutional deadlines for completing assessment, orientation and counseling/student education plans.
- Explore the feasibility of creating multiple orientation opportunities that are face-to-face, online, and an interactive hybrid version that allows students to participate virtually in an online orientation environment (webinar/video) coupled with a face-to-face experience.
- Develop a comprehensive student handbook that clearly outlines the “workflow” processes for all student-service related timelines. The handbook will be made available to all students, with new students receiving the handbook during the New Student Counseling Sessions or other counseling workshops.
- Explore opportunities to develop a mobile app that keeps both students and faculty informed of critical dates and deadlines.
- Develop an improved pre-enrollment college-ready outreach campaign targeting high school students. Mt. San Jacinto College counselors will be responsible for providing direct pre-enrollment services (assessment, orientation, counseling, etc.) to students at the local high schools. Counselors will be poised to act as outreach liaisons between the high schools and Mt. San Jacinto College to better engage graduating seniors and inform them of local post-secondary education opportunities and options.

5. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

SEE BUDGET PLAN

ii. Assessment and Placement

1. What audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Annual Number
All non-exempt students that did not complete an assessment and/or college courses for English and/or math are required to participate in assessment and placement. Mt. San Jacinto College assesses 10,890 annually for placement into mathematics, English and English as a Second Language courses; the target audience for the assessment process are the district’s feeder high school students. Secondary groups of students include transfer students, returning students, adult students, international students, online students, veterans, and English as a Second Language students.

Assessments – estimated level over the next three years to exceed 10,000 per year.

The assessment headcount is correlated at .87 with the headcount of applicants. Historically the level of assessments is 33% of applicants. Over the last ten years the annual headcount of placement testing at Mt. San Jacinto College has fluctuated with the level of course offerings and the level of enrollments from a low of 6,334 to a high of 12,149. The average over this time frame was 9,177 annual headcount of placement testing. In the three most recent terms, the headcount of placement testing has been very close to the ten-year average of roughly 9,000. Coinciding with the expansion of the schedule in recent terms, the annual headcount is starting to increase and over the next three years the annual headcount of placement testing is likely to climb above the 10,000 to 11,000 mark.
Partnerships
Local high school counselors proctor assessment for students planning to attend Mt. San Jacinto College for dual enrollment, concurrent enrollment, and those attending after graduating high school. The college’s assessment staff has partnered with:
- Over 45 local high schools
- California Family Life Center (CFLC)-Youth Empowerment Agencies
- Riverside County Office of Education (RCOE)-Alternative High Schools

Counselors, program staff members, and Learning Disability Specialists are trained annually to proctor assessments for students planning to attend Mt. San Jacinto College. In collaboration with several colleges throughout the United States the assessment is proctored for the college’s incoming athletes and veteran students. Additionally, a partnership has been developed between IHC site in Dubai to offer college level Math and English courses to international students living overseas. The assessment center staff also assist in providing assessment services at the request of local businesses interested in the development of course cohorts for their employees such as the International Rectifier Corporation.

Methods of Assessment and Placement Delivery
Mt. San Jacinto College offers Accuplacer and CELSA assessment (computer-based and hard-copy versions available in alternate media for students with disabilities including large text, tape, braille and scribe) for placement at all four campuses year-round on a walk-in, first-come, first-served basis. Students may also be placed through other means without participating in the assessment process: prerequisite challenge; placement test waiver; placement and course evaluation. The tests are administered to students in person by a certified proctor either individually or in a group setting. Assessment tests can be taken anytime during the center’s hours of operation. After a student completes the computerized assessment, the scores are uploaded into the student’s account.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

SEE ATTACHMENT D
To assess English and mathematics skills, Mt. San Jacinto College uses the College Board’s online version of Accuplacer and the Companion paper form F and G. While computerized assessment is the most utilized, students are able to choose either method of testing. Alternate media is available in braille, large print, or on compact disc for students with verified disabilities. Multiple measures (−/+ weighted questions) are incorporated in the scoring and placement process for Accuplacer, Companion, and the CELSA exam.

For assessing students whose second language is English, Mt San Jacinto College utilizes CELSA Forms 1 and 2 to place students into ESL English courses. EAP, AP, and CLEP exam information is also utilized for course placements or exemptions within the math and/or English curriculum.

4. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

Students that have taken assessment tests approved by the California Community College Chancellor’s Office at another college may bring documentation to the Counseling Department for placement into Mt. San Jacinto College courses. The documentation must identify the college, placement test, course placement (for example, English 200) and numerical score.

The following Chancellor’s Office approved assessment instruments from other colleges may be used for placement at Mt. San Jacinto College if taken within the last three years:

- ASSET;
- Compass;
- Accuplacer;
- MDTP;
- CLEP;
- CELSA (for ESL Students)

Accuplacer reports with numerical scores are entered by assessment staff into the college’s Accuplacer system with Mt. San Jacinto College’s multiple measures to determine Mt. San Jacinto College course placements.

Per Mt. San Jacinto College’s Administrative Procedure 5050, the process for challenging prerequisites is available on the college’s website, class schedule and catalog. Per the college catalog, a counselor will be able to interpret the appropriateness of the placement for Mt. San Jacinto College curriculum. Students will only be permitted to enroll in courses with the appropriate course placement scores or completion of the required pre-requisite/corequisite.

5. Describe college or district policies and practices on:

1. **Pre-test practice** - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

2. **Re-take** - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

3. **Recency** - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

**Pre-test practice**
A list of study resources are available on Mt. San Jacinto College's website along with sample questions from the test publisher. Students are encouraged to prepare before attempting the assessment tests to ensure their placement.
represents the full range of their skills. They are informed of this information verbally, through registration flyers, during the college’s orientation, and on the online pre-assessment video.

Re-take
Students are allowed to reassess one time but under certain circumstances (i.e. students with placement tests three years or older; recent high school graduates who have not completed college coursework in mathematics, English or reading) may be eligible to retake the placement test prior to course registration. Students that have taken the placement test and have extenuating circumstances are recommended to consult a counselor prior to requesting a retest. Retesting for the CELSA exam is permitted two weeks after the initial test. Students who have received college credit for math, English or reading classes will not be permitted to retest. College retesting guidelines are consistent with publisher guidelines. Students may also complete approved refresher tutorials or face-to-face workshop(s) to be eligible to retest.

Recency
Students are encouraged to reassess if three years have lapsed and course work was not attempted or completed. Assessment scores are considered valid for three years.

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

Early Assessment Program (EAP) result of “college ready” exempts students from the college placement test for English and/or math. Advanced Placement Program (AP) exam, score of 3, 4, or 5 in Language and Composition, Literature and Composition, and/or Statistics, Calculus AB or Calculus BC. CLEP Examinations for College Algebra or Calculus may also be utilized for placement into the appropriate calculus course.

- Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

SEE BUDGET PLAN

Next Steps
Utilizing the same task force as identified in the previous Orientation Next Steps, Mt. San Jacinto College will further explore, identify, develop and implement communication strategies for increasing awareness district-wide about assessment and support services. The task force will be representative of all constituent groups, including students. To ensure the effectiveness of the college’s assessment strategies, the task force will:

- Develop and implement comprehensive communication strategies to better promote and publicize pre-assessment workshops and available tutoring options for students.
- Further explore the use of multiple-measures.
- Explore the potential to mandate pre-assessment activities to ensure that students have adequately prepared and reviewed key English and Mathematics concepts prior to testing.
- Explore a proactive approach to waitlisted students waitlisted in basic skills courses to enroll in alternatives such as Math XL, non-credit workshops or other instructional alternatives
- Provide resources for timely evaluation of student transcripts to reduce unnecessary assessment testing and ensure appropriate and timely placement into courses.
- Develop clearly defined support mechanisms for students that place in Basic Skills Mathematics courses – specifically, design informed and directed services and options such as exclusive tutoring and lab opportunities, workshops, etc.
- Promote transcript evaluation prior to student enrollment and evaluate the workflow process for prerequisites and use of smart prerequisites for basic skills courses
iii. Counseling, Advising, and Other Education Planning Services

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

The primary target student audience is first-time, continuing and returning students. Inclusive of these groups are foster youth, EOPS, DSPS, veterans and CalWORKs students.

**ESTIMATED ANNUAL NUMBER OF STUDENTS TO BE PROVIDED SERVICES - 17,000**

This estimation is based on the counseling, advising and other educational planning services provided in 2013-2014: 15,060 Unduplicated and 34,231 duplicated (SARS data for all counseling contacts)

**Services Provided**

Mt. San Jacinto College provides a myriad of counseling, advising and other educational planning services to new, continuing, and returning students including:

(a) Academic and Personal Counseling Services: Counselors provide critical information about Mt. San Jacinto College's academic procedures, programs, services, occupational and transfer programs, general education and major course requirements. Counselors assist students with goal clarification and scheduling the requisite courses required to achieve their goals. When students are identified as having academic difficulties or being placed on probation or dismissal status, counselors provide more stringent, directive counseling to identify challenges and obstacles that are preventing students from progressing towards their goals. Counselors may also assist students to identify daily living issues that may be impeding their academic progress. Short-term, solution focused counseling that increase the student’s ability to cope and referral to appropriate outside agencies for individual psychological or psychiatric therapy are intervention strategies used to prevent student attrition;

(b) Career Counseling: Counselors identify the appropriate career assessment instruments to evaluate students’ interests, talents, and personality to enable them to focus and develop academic and career goals. Through the process of career development, counselors provide information about current and future employment trends to better inform students career decision making;

(c) Development of abbreviated and comprehensive educational plans.

(d) Academic Pathway Services: The counseling department’s “roadmaps” describe the academic pathways available to students and are used to develop abbreviated student education plans in 15-minute counseling appointments ensuring students register for the appropriate courses needed for their program of study.

(e) Other services counselors provided include: Applying for exemptions; Prerequisite checks; Unit overloads; Assessment interpretation; Workshops - New Student Counseling Sessions; Academic Success (probation/dis dismissal) workshops; transfer requirements; and First Year Experience Summer Bridge programs.

**Delivery Methods and Models Used:**

- In-person counseling: 30 minute/15 minute/express counseling.
- Online advising: students submit questions through a web form, response is emailed to the student
- In-class presentations: counselors provide classroom presentations to students in developmental or BSI courses, student education plans are created with each student.
- Workshops: Academic Success, New Student Counseling Sessions, transfer and career workshops
- Special Programs: various counseling services are offered through CalWORKs, DSPS, EOPS, Puente, veterans, ESL, nursing, STEM, foster youth
- Instruction (FTE generating courses): many Guidance courses include student education plan development and career testing and interpretation
Partnerships

Dual Enrollment is a program that allows qualified high school students to earn college and high school credit while meeting graduation requirements. For some students it may be an additional option other than taking AP or IB courses to achieve college credit in both the academic and vocational pathways. The majority of these courses are offered on high schools campuses. Mt. San Jacinto College counselors are specifically assigned to provide pre-enrollment activities will perform the following activities: parent and high school student orientations; support high school counseling with Mt. San Jacinto College application, assessment, and orientations; administer career exploration and educational planning opportunities for graduating seniors.

District Outreach

General Outreach is primarily responsible for district recruitment of high school students, the distribution of information about Mt. San Jacinto College programs, and providing the necessary matriculation steps for transitioning graduates. Services provided mainly by Mt. San Jacinto College counseling faculty with support of classified staff:
- Disseminate marketing materials to each high school within the college district
- Plan college tours
- Coordinate SSSP services with high school professionals
- Provide parent orientations
- Proctor Mt. San Jacinto College application, assessment, and college orientations
- Offer career and educational planning opportunities for graduating seniors
- Identify high students transitioning to Mt. San Jacinto College

iPLAN Messaging is a college and career readiness outreach effort by Mt. San Jacinto College counselors that provide guidance to 10th grade high school students about the college transition process and the world of work:
- I = Individual responsibility
- P = Planning (application, assessment, orientation, and educational)
- L = Linked to student engagement and academic support
- A = Achievement (college access, scholarships, and future employment)
- N = Networking (career assessments, internships, job skills development)

@Like
The purpose of the grant is to enhance career pathways to bridge the gap between adult education and post-secondary education and also to increase educational gains that lead to work readiness, academic and industry-recognized certificates and degrees. The services provided through this grant include: development of education plans, assistance with matriculation process (admissions application, financial aid, online orientation, etc.) assistance with career and transfer institutions, exploration and awareness of student support services. The target population of the program is ages 18-24 and must be unemployed, not in school and any one of the following: Low income, or gang-involved, or ex offender, or on aid, or recently separated veteran and the young adult is disconnected from education and employment for at least 90 days and not engaged in any system.

Contract Education
International Rectifier contracts with Mt. San Jacinto College and Norco College to provide on-site training for college credit. International Rectifier employees may take their general education courses at Mt. San Jacinto College and electronics courses from Norco College. Students may receive associate degrees in Electronics from Norco College.

CSU San Marcos Business Administration Cohorts
Mt. San Jacinto College and California State University San Marcos have collaboratively developed and are offering a seamless program of study for business majors that is centrally located at the The Higher Education Complex, an off-site campus site. Students have guaranteed courses, in sequence, and complete their first two years of study at the community college. The program is offered on a cohort, or group basis so students take classes together. The program was designed to help students earn Associate and Bachelor degrees in Business. The program started in fall 2014 and features the following program components:
- Collaborative cohort-based model – full-time students work through the curriculum as a cohort to achieve the
same academic degrees, resulting in consistent peer support throughout the program

- Non-impacted program – students have guaranteed seating and individualized attention in all required courses
- Guaranteed time to completion – full-time students may complete the entire program in four years
- Community collaborations – the program emphasizes active, immersive learning through partnerships with local community leaders, businesses, and organizations
- Student support – students who sign the transfer admission guarantee receive an education plan, counseling, tutoring, mentoring and other services designed to assure success.

Students completing the CSU San Marcos Business Administration cohort are also eligible for the following patterns from Mt. San Jacinto College: A.S.-T in Business Administration, Business & Technology Degree, CSU GE/IGETC Certification

**Next Steps**

Utilizing the core task force as identified in the previous Next Steps, Mt. San Jacinto College will further enhance and improve counseling, advising, and other educational planning services with the purpose of increasing student success. To ensure the effectiveness of the college’s counseling, advising and other education planning strategies, the task force will:

- Explore expanding the Mt. San Jacinto College Outreach services by promoting outreach services through the college’s four main service areas. SSSP funds will be used to hire a part-time counselor for each of the four service-area quadrants while an additional three part-time counselors will be hired with Mt. San Jacinto College general funds to enhance the SSSP focus. High school students will be guided to Mt. San Jacinto College’s college and career ready programs and messaging at the same time ensuring graduating high school seniors receive core SSSP services including career exploration and a completed long range education plan.
- Engage in institutional discussion of minimum staffing levels and evaluate, assess, and recommend counselor to student ratio that best supports effective service to students.
- Promote transcript evaluation prior to student enrollment and evaluate the workflow process for prerequisites and use of smart prerequisites for basic skills courses;
- Explore a proactive approach to students waitlisted in basic skills courses to enroll in alternatives such as Math XL, non-credit workshops or other instructional alternatives
- Explore the use of cohort models for basic skill students and the identification of best practices for connecting students to the college to increase retention;
- Explore the use of faculty advising using SARS software to document faculty advising sessions;
- Provide supplemental instruction (SI) support for associate faculty
- Increase the collaboration between teaching and non-teaching faculty to increase student success and highlight acceleration models including MOOC, Learning Communities, Cohorts, Supplemental Instruction/Tutoring and workshops.
- Develop automated communication to students who have completed 15 units and do not have a comprehensive student education plan to schedule an appointment with a counselor.
- Discuss institutionalization of in-class advising/counseling to courses for all students, not just Basic Skills and STEM.

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

**Counseling:** The counseling department implemented same day counseling appointments for student education plan development and express counseling/advising for quick questions. The terms express counseling and drop-in counseling are used interchangeably and both refer to immediate counseling assistance. Asynchronous online counseling is available for students with general questions; students with personal questions or time sensitive matters are encouraged to utilize in-person counseling.

**In Class Counseling:** Basic skills English and mathematics and STEM classes are contacted by the counseling department for
in-class presentations and development of student education plans. In class counseling has been an effective method of ensuring at-risk student populations are aware of counseling services and initiating the student education plan process. At this time, in-class counseling is supported through categorical funding received from the U.S. Department of Education (Title V and STEM) and as a result only certain groups have received this service.

**Specialized Counseling:** Counselors with specializations in Career & Technical Education (CTE), Science, Technology, Engineering and Mathematics (STEM), Honors Enrichment Program, nursing, veterans and English as a Second Language (ESL) and athletics are available to students for academic advising in these specific areas.

**College Mentors:** Mt. San Jacinto College utilizes specially trained students to provide peer to peer service to students participating in New Student Counseling Sessions. The College Mentors are available to assist with basic questions, provide referrals to other departments and lead campus tours as a part of the New Student Counseling Sessions.

The current counselor-to-student ratio is 1:1800

Average Wait Time for Drop-in Counseling: 10-15 minutes

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

Students that seek assistance through counseling are provided a one-on-one 15 minute initial appointments with counselors to develop an abbreviated educational plans. The student is assisted with identifying a pathway for obtaining a certificate; associate’s degree; Career& Technical Education or career advancement. If the student is able to identify a pathway, tools such as pre-developed hard-copy roadmaps, ASSIST, Eureka and other web-based programs are used to prepare an abbreviated student education plan. The content of the abbreviated student education plan identifies courses for two consecutive terms and is intended for registration in the current term.

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4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

Students that seek long-term student education planning assistance through counseling are provided with a 30 minute appointment to meet one-on-one with a counselor. Once a student identifies an educational pathway the counselor utilizes multiple tools that may include pre-developed hard-copy roadmaps, ASSIST, Eureka and other web-based programs to prepare a comprehensive student education plan. Student education plans include a high level of specificity, outlining a sequence of courses to be taken by the student each term. The plan includes the student’s educational goal and program of study. Referrals to campus programs and services such as Financial Aid, Extended Opportunity Program and Services (EOPS)/Cooperative Agencies Resources for Education (CARE), Disabled Students Programs and Services (DSPS), tutoring and Veteran Resource Center are included in the plan as applicable.
5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

A. Permanent, Full-time Counselors: 13

The following counselors are assigned to specific programs:
(Unless otherwise indicated, all counselors are assigned 100%)

1 counselor assigned to athletics
1 counselor assigned to STEM
1 counselor assigned to Puente (50%)
1 counselor assigned to Title V
1 counselor assigned to veterans
1 counselor assigned to CTE
1 counselor assigned to coordinating duties (17%)

The remaining 6 counselors are available for general counseling to provide academic, career, and personal counseling to new and continuing students.

B. Part-time Counselors: 17 - academic, career, transfer, personal, follow-up services and counseling. Part-time counselors are contractually limited to 23.5 hours per week. Many of these part-time counselors are assigned to specific programs as well:
(Unless otherwise indicated, all counselors are assigned 100%)

2 counselors assigned to Title 5
2 counselors assigned to STEM
1 counselor assigned to Basic Skills
1 counselor assigned to veterans
1 counselor assigned to @Like Grant (50%)

The remaining 10 part-time counselors are available for general counseling to provide academic, career, and personal counseling to new and continuing students.

Calculations:
Full-time counselors (Full-time Negotiated Student Contact Hours): 1372 hours minus (7 hours per week (Desk Time) x 50 weeks=350) =1,022 then 1,022 hours (1 FT counselor) x 13 counselors=13,286

Associate Counselors- 23.5 hours per week x 50 weeks x 17 PT counselors=19,975.

13,286 (FT) + 19,975 (PT) = 33,261/2080=15.99 full-time equivalent counselors (total full-time and part-time counseling hours divided by 2080).

SEE ATTACHMENT E

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third party tools, be specific about the product and how it is used.

ASSIST: Research majors and courses currently articulated between Mt. San Jacinto College and other colleges/universities.

Blackboard Course Management System: utilized to authenticate students accessing online orientation.

Career Cafe-website to explore interests, internship, resume building including step-by-step guidance

Colleague UI 4.3 Student Information Systems: Used for transcripts, student schedules, registration appointments,
assessment scores, view holds, older courses, transfer equivalencies, previous institutions attended, evaluation of courses, received transcripts, transfer report, academic standing, course history, proposed audit, class roster, course waitlist, academic summary, graduation application, student information, student GPA and degree audit.

College Source: Gives students access to college catalogs in cover-to-cover original page format.

CSU Mentor: Students are encouraged to explore prospective colleges in the CSU system.

Eureka: Self-guided career exploration software used by students to identify their skills, explore careers, search for colleges and universities, gain access to employment opportunities.

Myers-Briggs Type Indicator (MBTI): Students gain an understanding of their personality type and its relationship to the best career choice.

OnBase: Student education plans, transcripts, petitions, and other documents are scanned and accessible for counseling services.

SARS: Software for appointment scheduling, messaging, tracking, retention and reporting.

SARS Early Alert: Utilized by instructors to notify students of their progress in their classes.

SharePoint: website software used to communicate to students about the events and activities within the counseling and career/transfer centers such as registering and advertising career and transfer workshops; New Student Counseling Sessions; Academic Success (probation workshops); upcoming college and job fairs; addition of new AA-T and AS-T degrees; transfer information and links to a multitude of resources.

UC Admissions: A centralized website offering comprehensive information about the UC system. Students are invited to use this site to research questions they may have about the UC admissions and transfer process.

iv. Follow-Up for At-Risk Students

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

At-Risk Student Count estimated count of 6,000 plus students per term.

At risk students are defined as students who are enrolled in basic skills courses, on academic probation, or do not have an education plan.

Academic Intervention

The “Early Alert Program” is utilized by faculty to communicate with the students in their classes that appear to be in academic distress. A message is sent to the student’s college email account suggesting several intervention strategies ranging from scheduling a meeting with the instructor to referring the student to campus resources. Students are urged to utilize these resources to improve their progress in the class. Typically notices are sent to students in the 6th or 7th week of classes to give them sufficient opportunity to pursue a course of action.
Academic/Progress Probation
At the end of each semester Enrollment Services notifies students they have been placed on academic/progress probation. The notice also provides information about the Counseling Department’s “Academic Success” workshops. Academic Success workshops introduce techniques for becoming a successful student such as time management, developing healthy habits, building relationships with instructors, and identifying campus resources as a part of an overall academic intervention strategy. Student education plans are developed, and students are encouraged to follow-up each semester with a counselor to monitor their academic progress. The Academic Success workshops are offered in individual counseling sessions and also in work groups.

Basic Skills Students
The Counseling Department offers in-class presentations to students in basic skills English and mathematics classes. These 20 minute presentations familiarize students with campus resources, financial aid, English and Math course sequencing, degrees, certificates and employment concentration programs offered at Mt. San Jacinto College.

Students Enrolled in Basic Skills
The count of students enrolled in basic skills courses has declined over the last 6 years as has the basic skill percentage of total. Between FA08 and SP14 the count of students in basic skills course declined from 2,687(16%) to 1,261 (8%).

<table>
<thead>
<tr>
<th>Enrolled in Basic Skills</th>
<th>FA08</th>
<th>SP09</th>
<th>FA09</th>
<th>SP10</th>
<th>FA10</th>
<th>SP11</th>
<th>FA11</th>
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<td>13,829</td>
<td>13,803</td>
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<td>18,997</td>
<td>18,772</td>
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<td>17,170</td>
<td>16,124</td>
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<td>15,368</td>
<td>14,983</td>
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<table>
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<th>Enrolled in Basic Skills</th>
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<th>≤2010</th>
<th>≤2011</th>
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<td>100%</td>
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<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

During this same time frame the schedule was reduced and quantity of basic skills courses were reduced disproportionately.

![Seat Capacity Trend](image-url)
From FA08 to SP14 the capacity of basic skill seats was reduced from 4,260 seats (8%) to 1,507 seats (3.5%). This indicates that the decline in basic skill students is due to the reduction in available basic skill seats. The count of students enrolled in a basic skills course will depend on the capacity of basic skills seats available. For this reason the definition of At-Risk students should be modified to capture students at the basic skills level, not just those who are currently enrolled in a basic skills course.

Students on Probation
At Mt. San Jacinto College there are roughly 3,500 students on probation each term. The number represents approximately 22% of enrolled students.

When we combine the probation students with the students enrolled in a basic skills course we get a term count of roughly 5,000 per term (30%).

We currently do not have clean data on Student Educational plans. Additionally we are undercounting the basic skills students due to the limitations of basic skills classes. Going forward we will improve our data capture around both of these issues to provide a clearer count of At-Risk students. It is a reasonable estimate to place 35% of Mt. San Jacinto College students in the At-Risk category. This would place the per term headcount at approximately 6,000 student per term.

Next Steps:
Utilizing the core task force as identified in the previous Next Steps, Mt. San Jacinto College will further explore the development of a more efficient Early Alert program that effectively addresses the clear needs of students on academic progress/probation. To ensure the evaluation and assessment of the college’s existing Early Alert Program, the task force will:

- Evaluate and assess the current early alert system and explore alternative methods of supporting at-risk student populations
- Redefine the definition of at-risk students to capture students at the basic skills level, not just those who are currently enrolled in a basic skills course.
- Investigate connecting guidance courses to at-risk students
- Evaluate the current schedule development practices and make recommendations
- Explore alternative methods of academic intervention
- Improve timely communication to students about their academic standing
- Expand in-class presentations to more course sections by the end of the three year cycle.
- Explore the use of faculty advising using SARS software to document faculty advising sessions;
1. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

SEE ATTACHMENT F

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

**SARS Alert:** Electronic notification that is initiated by instructors to intervene with students experiencing academic difficulty in their courses.

**SARS Grid:** Notifies the user when a student who has received an early alert is scheduled for an appointment.

**Colleague:** Email communication is sent notifying students they have been placed on academic probation, progress probation or dismissal status.

Currently, there are four full-time academic counselors, one per campus involved in the planning and implementation of the Academic Success workshops on their respective campus.

3. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

SEE BUDGET PLAN

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

i. Instructional Research

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

To better meet the needs of Mt. San Jacinto College students, the efficacy of SSSP services at the institution will be evaluated. Continuous tracking of the services provided to students will enable the institution to identify areas for improvement if and when they are needed. Mt. San Jacinto College will also continuously evaluate the methodology used for the tracking of student services and make adjustments to gain further insight.

Ideally Mt. San Jacinto College would measure both the level of satisfaction with the services provided to students and the impact the components of student services have on student performance measures. Because improving student performance is the main goal of student services and the data around performance is robust and readily accessible, Mt. San Jacinto College will initially focus research efforts on measuring the impact of services on students’ term to term persistence rates.

Data on students’ terms of enrollment, enrollment status, matriculation services, and demographic variables will be collected and analyzed. Student demographic variables will include but may not be limited to, gender, ethnicities, age, enrollment status (first time, returning), financial aid status, high school of record. The components of matriculation will be disaggregated as will student demographic variables to determine both the aggregate and disaggregate impact of all services provided to students.

Due to current staffing limitations and the challenges associated with SSSP data collection, the college is proposing the hiring of a research analyst to focus on the development of a SSSP data warehouse. This data will be used to analyze the effectiveness of SSSP services; research disproportionate impact in core services and develop data for student persistence rates associated with student services.
ii. Technology

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

<table>
<thead>
<tr>
<th>Accuplacer</th>
<th>Khan Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising (Counseling)</td>
<td>Learning Experience</td>
</tr>
<tr>
<td>Assessment such as Career Café, MBTI, Strong, Eureka (Career Center)</td>
<td>Math XL</td>
</tr>
<tr>
<td>Assist.org</td>
<td>Onbase</td>
</tr>
<tr>
<td>Blackboard (District)</td>
<td>Online forms such as program application, request for service forms, etc. (District)</td>
</tr>
<tr>
<td>Career Videos (Career Center)</td>
<td>Online Orientation (Counseling)</td>
</tr>
<tr>
<td>CELSA</td>
<td>Online Workshops (Counseling)</td>
</tr>
<tr>
<td>Colleague</td>
<td>Pre-enrollment Services</td>
</tr>
<tr>
<td>College Source</td>
<td>RSVP for activities such as workshops (Career Center/Transfer Center)</td>
</tr>
<tr>
<td>Eagle Career Connection (Career Center)</td>
<td>SARS</td>
</tr>
<tr>
<td>Early Alert System</td>
<td>SharePoint</td>
</tr>
<tr>
<td>Electronic applications (EOPS)</td>
<td>Student Educational Planning (Counseling)</td>
</tr>
<tr>
<td>Email Blast of upcoming activities, deadlines or events</td>
<td></td>
</tr>
</tbody>
</table>

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Career Center

- Organizing job fairs
- Arrange employer interviews
- Scheduling career development workshops that include undeclared majors and resume development
- Maintaining the Eagle Career Connection site—students can search and apply for internships and job opportunities
- Update written materials and website

Enrollment Services

- Transcript evaluation for course placement and meeting prerequisites
- Processing graduation requests
- Notifying students of their academic standing; probation and dismissal status
  Processing exemptions and prerequisites challenges

Transfer Center

- Collaborate with the articulation officer to disseminate information to counselors and students
- Offering workshops on various transfer topics, including completing admissions applications; writing personal statements; learning about the transfer process; requirements for TAGs
- Scheduling student appointments with university representatives; organizing university tours and College Fairs; update written materials and website.
Research
- Assessment cut-score validation/disproportionate impact study
- Researching disproportionate impact in basic skills courses
- Compiling student equity data

Articulation
- Develop SB 1440 degrees or AA-Ts and AS-Ts; Transfer Admission Guarantees (TAGs)
- Maintaining and expanding articulation agreements with four year colleges and universities
- Communicating changes that affect academic advising

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. **Exemption Policy**

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

**Exemption Criteria**

The district has elected to exempt students from participating in orientation, assessment, counseling, or advisement.

(A) Exemption from mandatory assessment, orientation, and counseling

   a. Students who have obtained an AA/AS degree or higher from an accredited U.S. college or university
   b. Students who will enroll in 6 units or less and have declared one of the following educational goals:
      i. Advance in current career/job
      ii. Maintain certificate/license
      iii. Personal development

Exemptions cannot be used to meet prerequisite requirements or other limitations on enrollment.

Students receiving an exemption will not be required to participate in assessment, orientation, counseling/advising.

Students are notified they may participate in assessment, orientation, counseling/advising, and education plan development at any time during their enrollment.

**Placement Test Waivers**

Students may be placed into the English and mathematics curriculum through other methods at Mt. San Jacinto College.

Students are eligible for a Placement Test Waiver when the following criteria are met:

   - Completion of college coursework that include courses equivalent to English 61 or higher and Mathematics 55 or higher with a grade “C” or better or credit or Pass;
   - Completion of an assessment test currently in use at Mt. San Jacinto College or other assessment instrument approved by the Chancellor’s Office, within the last 3 years;
   - Completion of the CSU Early Assessment Program test with a status of “college-ready” for placement into English 101 and Math 105.

A student receiving a Placement Test Waiver will be placed into the appropriate courses based on external documentation that demonstrates the student completed an equivalent course(s); has been placed through an approved assessment instrument; determined “college ready” through the CSU Early Assessment Program test. The student’s registration status will be designated by the District’s current priority registration procedures.
All students receiving a Placement Test Waiver will be maintained as non-exempt.

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

Students may challenge course prerequisites and placement using the Prerequisite Challenge form. When a student submits a challenge it may be reviewed by either the dean of instruction or counseling. Once a decision is made, the form is submitted to Enrollment Services and they notify the student. Where discrimination is being alleged the form would be submitted to the Judicial Affairs Officer for an investigation.

3. Prerequisite Procedures
   Provide a description of the college’s procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

Establishing, Implementing and reviewing prerequisites

It is the sole purview of the discipline faculty to establish prerequisites for courses in their disciplines. The Curriculum Committee and Articulation Officer may recommend establishing prerequisites if in the opinion of the committee it will impact student success in the course or if it is a necessary component for course/program articulation acceptance.

Prerequisite Review Subcommittee shall be a standing subcommittee of the Curriculum Committee. The Subcommittee will be charged with (1) reviewing Title 5 requirements and the state of prerequisites, co-requisites, and recommended preparation at MSJC, (2) overseeing the implementation of Board policy in regard to prerequisites, co-requisites, and recommended preparation, (3) developing research-methods and statistical standards for justifying writing and math prerequisites, and (4) reviewing forms and policies for consultation with the committee.

Course prerequisite, corequisite, recommended preparation advisories, and other enrollment criteria must be processed with the course and require two readings and separate approval. For prerequisite, corequisite, recommended preparation advisory or other enrollment criteria changes to previously approved courses, revision to course outlines is required.

Procedures for Prerequisites Challenges
Students requesting a prerequisite challenge will complete the Prerequisite Challenge form available on the Mt. San Jacinto College website.

The student's challenge form and documentation are submitted to the appropriate department chair by the Department of Instruction. Once a decision has been made the form is returned to Enrollment Services and the student is notified of the decision. Prerequisite challenges are also used to appeal placement decisions.

Next Steps:
- Continue college-wide dialog about the benefits of prerequisites for student success.

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

Utilizing the core task force as identified in the previous Next Steps, Mt. San Jacinto College will further enhance professional development opportunities as it relates to the implementation of the Student Success and Support Program. To ensure the effectiveness of the college's professional development plans and strategies, the task force will:

- Explore creating and offering additional opportunities to discuss SSSP requirements and implementation district-wide (retreats, forums, etc.)
- Develop professional development activities focused on orientation, assessment, counseling/advising
• Highlight and promote best practices for promoting student success using core services
• Promote, enhance and further develop faculty advising opportunities
• Provide student education plan training for counselors, faculty, and staff
• Evaluate and assess methods of academic intervention
• Provide SARS early alert training
• Promote and share effective practices in assessment, orientation, and counseling/advising

4. Coordination with Student Equity Plan and Other Planning Efforts
   Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

   An alignment of SSSP services are integrated in the college’s short- and long-term institutional planning processes. Specifically, the SSSP services are linked to the college’s institutional priorities, goals, objectives, and outcomes related to student success. A central priority within all of the college’s institutional plans focuses on the following: 1) improving students’ achievement of their declared educational goals; 2) reducing time to completion; 3) using data to inform decisions related to student success and achievement; 4) improving communication and transparency of processes, practices, and policies related to student success at all four learning site; 5) implement and expand education plan delivery methods; 6) create educational pathways; 7) provide innovative approaches using SSSP services; and 8) providing students with non-cognitive support or “college-knowledge”.

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

Mt. San Jacinto College is a single college district.
SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:
Attachment A, Student Success and Support Program Plan Participants. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, Organizational Chart. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).
If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

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

Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses.
You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

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

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818
Attachment A

Student Success and Support Program Plan Participants

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

Name: Lorraine Slattery-Farrell
Title: Academic Senate President
Stakeholder Group: Academic Senate

Name: Dr. Stacey Searl-Chapin
Title: Academic Senate Vice President
Stakeholder Group: Academic Senate

Name: Dr. Carlos Tovares
Title: Dean of Instruction, Academic Programs –San Jacinto Campus
Stakeholder Group: Administrator

Name: Angela Barbera
Title: Assessment Specialist
Stakeholder Group: Classified

Name: Theresa Hert
Title: Faculty, Mathematics
Stakeholder Group: Faculty

Name: Brandon Moore
Title: Interim Dean Instruction, Math & Science
Stakeholder Group: Administrator

Name: Ted Blake
Title: Learning Resource Center Coordinator
Stakeholder Group: Faculty

Name: Dr. Tatiana Somers
Title: Counselor
Stakeholder Group: Faculty

Name: Susan Hochstrat
Title: Student Success Coordinator, Title V
Stakeholder Group: Faculty

Name: Jared Davis
Title: Evaluator
Stakeholder Group: Classified

Name: Nikilos Mesaris
Title: Interim Director, Institutional Research
Stakeholder Group: Administrator

Name: Martha Crawford
Title: Interim Director, EOPS
Stakeholder Group: Administrator

Name: Rebecca Teague
Title: Associate Dean, Institutional Effectiveness and Planning
Stakeholder Group: Administrator

Name: JoAnna Quejada
Title: Dean of Student Affairs
Stakeholder Group: Administrator

Name: JoAnna Quejada
Title: Dean of Student Affairs
Stakeholder Group: Administrator

Name: Kristi DiMemmo
Title: Interim Associate Dean, Academic Programs
Stakeholder Group: Administrator

Name: Dr. William Vincent
Title: Vice President, Student Services
Stakeholder Group: Administrator
Name: Dr. Alma Ramirez
Title: Faculty, English
Stakeholder Group: Academic Senate

Name: Miranda Angeles
Title: Counselor
Stakeholder Group: Faculty

Name: Janet McCurdy
Title: Articulation Officer
Stakeholder Group: Classified

Name: Cheri Naish
Title: Enrollment Services Director
Stakeholder Group: Administrator

Name: Micah Orloff
Title: Interim Instructional Dean, Educational Technology
Stakeholder Group: Administrator

Name: Jennie Ragsdale
Title: Evaluator
Stakeholder Group: Classified

Name: Alex Cuatok
Title: Student Life and Development Coordinator
Stakeholder Group: Faculty

Name: Sherri Moore
Title: Librarian
Stakeholder Group: Faculty

Name: Elias Escamilla
Title: Counselor
Stakeholder Group: Faculty

Name: Lorraine Slattery-Farrell
Title: President, Academic Senate
Stakeholder Group: Faculty

Name: Stacey Searl-Chapin
Title: Vice-President, Academic Senate
Stakeholder Group: Faculty

Name: Joseph Lample
Title: Assessment Technician
Stakeholder Group: Classified

Name: Tom Spillman
Title: Dean of Student Services
Stakeholder Group: Administration

Name: Andrea Hammock
Title: Faculty, English
Stakeholder Group: Faculty
ATTACHMENT B – ORGANIZATIONAL CHART
## ATTACHMENT C - ORIENTATION

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Description</th>
<th>Number of Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean, Student Services</td>
<td>Develop and implement policies and procedures for all SSSP activities</td>
<td>1</td>
</tr>
<tr>
<td>Director, Student Success Support Program</td>
<td>Hiring, training development, scheduling counselors</td>
<td>1</td>
</tr>
<tr>
<td>Counselor, Coordinator</td>
<td>Coordinate pre and post orientation workshops; update online orientation and materials.</td>
<td>1</td>
</tr>
<tr>
<td>Counselors, Full-time</td>
<td>Provide workshops, counseling and student education plans</td>
<td>10</td>
</tr>
<tr>
<td>Counselors, Part-time</td>
<td>Workshops, counseling, student education plan development</td>
<td>12</td>
</tr>
<tr>
<td>Career Technicians</td>
<td>Undeclared and career education workshops; enter data</td>
<td>2</td>
</tr>
<tr>
<td>Classified, Administrative Assistant</td>
<td>Provide students information and referrals; schedule appointments; contact students; enter data</td>
<td>4</td>
</tr>
<tr>
<td>Research Analyst</td>
<td>Research efficacy of orientation; perform disproportionate impact study</td>
<td>1</td>
</tr>
<tr>
<td>College Mentors (student workers)</td>
<td>Assist students with questions, campus tours and referrals.</td>
<td>15</td>
</tr>
<tr>
<td>Outreach Assistant</td>
<td>Assist and refer students to orientation at high schools and on campus</td>
<td>1</td>
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**ATTACHMENT D – ASSESSMENT**

<table>
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<th>Job Titles</th>
<th>Description</th>
<th>Number of Positions</th>
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<tbody>
<tr>
<td>Dean, Student Services</td>
<td>Develop and implement policies and procedures for all SSSP activities</td>
<td>1</td>
</tr>
<tr>
<td>Director, Student Success Support Program</td>
<td>Collaborate and coordinate training to counselors and proctors</td>
<td>1</td>
</tr>
<tr>
<td>Coordinator, Student Success Support Program</td>
<td>Administer, coordinate and manage all assessment centers</td>
<td>1</td>
</tr>
<tr>
<td>Associate Dean, Enrollment Services</td>
<td>Manage, implement, and develop policies and procedures for all evaluation services.</td>
<td>1</td>
</tr>
<tr>
<td>Director, Enrollment Services</td>
<td>Manage, coordinate evaluation services</td>
<td>1</td>
</tr>
<tr>
<td>Research Analyst</td>
<td>Research efficacy of assessment services; perform disproportionate impact studies on assessment cut scores and process.</td>
<td>1</td>
</tr>
<tr>
<td>Assessment Technician Full-time</td>
<td>Provide all testing and assessment services</td>
<td>1</td>
</tr>
<tr>
<td>Assessment Technician Part-Time</td>
<td>Provide all testing and assessment services</td>
<td>1</td>
</tr>
<tr>
<td>Student Services Center Program Assistant</td>
<td>Schedule and proctor assessment testing</td>
<td>1</td>
</tr>
<tr>
<td>Student Services Center Program Assistant</td>
<td>Schedule and proctor assessment testing</td>
<td>1</td>
</tr>
<tr>
<td>Evaluators</td>
<td>Evaluate transcripts for placement</td>
<td>6</td>
</tr>
<tr>
<td>Counselors, Full time</td>
<td>Evaluate transcripts and other college placement</td>
<td>10</td>
</tr>
<tr>
<td>Counselors, Part-time</td>
<td>Evaluate transcripts and other college placement</td>
<td>12</td>
</tr>
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</table>
ATTACHMENT E – COUNSELING, ADVISING

<table>
<thead>
<tr>
<th>Job Titles</th>
<th>Description</th>
<th>Number of Positions</th>
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<tbody>
<tr>
<td>Dean, Student Services</td>
<td>Develop and implement policies and procedures for all SSSP activities</td>
<td>1</td>
</tr>
<tr>
<td>Director, Student Success Support Program</td>
<td>Manage, implement and develop policies and procedures for the Student Success Support Program</td>
<td>1</td>
</tr>
<tr>
<td>Counselors, Full time</td>
<td>Personal, career, academic counseling; student education plan development;</td>
<td>10</td>
</tr>
<tr>
<td>Counselors, Part-time</td>
<td>Personal, career, academic counseling; student education plan development;</td>
<td>12</td>
</tr>
<tr>
<td>Classified, Administrative Assistant</td>
<td>Provide students with information; schedule appointments; contact students, scan student education plans</td>
<td>4</td>
</tr>
<tr>
<td>Evaluators</td>
<td>Evaluate transcripts for prerequisites and student education planning</td>
<td>6</td>
</tr>
<tr>
<td>Research Analyst</td>
<td>Research efficacy of counseling; perform disproportionate impact study</td>
<td>1</td>
</tr>
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</table>
## ATTACHMENT F – FOLLOW UP SERVICES

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Description</th>
<th>Number of Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean, Student Services</td>
<td>Management and implementation of SSSP activities</td>
<td>1</td>
</tr>
<tr>
<td>Director, Student Success and Support Program</td>
<td>Coordinate follow up services; training and collaboration with instruction</td>
<td>1</td>
</tr>
<tr>
<td>Counselors, Full-time</td>
<td>Workshops, in-class presentations, counseling, student education plan development</td>
<td>10</td>
</tr>
<tr>
<td>Counselors, Part-time</td>
<td>Workshops, in-class presentations, counseling, student education plan development</td>
<td>12</td>
</tr>
<tr>
<td>Research Analyst</td>
<td>Research efficacy of follow-up services; perform disproportionate impact study</td>
<td>1</td>
</tr>
<tr>
<td>Career Technicians</td>
<td>Assist with workshops, logistics, data entry, undeclared major workshops</td>
<td>2</td>
</tr>
<tr>
<td>Classified, Administrative Assistant</td>
<td>Scheduling appointments, scanning SEPs, data entry, generate reports, contact students</td>
<td>4</td>
</tr>
</tbody>
</table>
RESOURCES

➢ Senate Bill 1456
➢ California Code of Regulations, Online
➢ Student Success and Support Program Student Equity Plan
➢ Accrediting Commission for Community and Junior Colleges
➢ Chancellor's Office Basic Skills web site