Student Success and Support Program Plan
(Credit Students)

2014-15

District: Coast Community College District
College: Coastline Community College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

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

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

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students[1]. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

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

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

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

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

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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

The program plan should <u>not</u> be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

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

I. Program Plan Signature Page
II. SSSP Services
    a. Core Services
        i. Orientation
        ii. Assessment
        iii. Counseling, Advising, and Other Education Planning Services
        iv. Follow-up for At-Risk Students
    b. Related Direct Program Services
        i. Institutional Research
        ii. SSSP Technology
    c. Transitional Services Allowed for District Match
III. Policies & Professional Development
    - Exemption Policy
    - Appeal Policies
    - Prerequisite Procedures
    - Professional Development
    - Coordination with Student Equity and Other Planning Efforts
    - Coordination in Multi-College Districts
IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Coastline Community College

District Name: Coast 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: Heidi Lockhart

Name: Heidi Lockhart Date: 10/13/14

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

Name: Ross Miyashiro Date: 10/13/14

Signature of the Chief Instructional Officer: Vince Rodriguez

Name: Vincent P. Rodriguez Ed.D. Date: 10-14-14

Signature of College Academic Senate President: Ann B. Holliday

Name: Ann Holliday Date: Oct. 13, 2014

Signature of College President: Loretta P Adrian

Name: Loretta P. Adrian Ph.D. Date: 10/14/14

Signature of District Chancellor: Tom K. Harris

Name: Tom K. Harris Ed.D. Date: 10/15/14

Contact information for person preparing the plan:

Name: Heidi Lockhart Title: Dean, Counseling

Email: hlockhart@coastline.edu Phone: (714) 241-6257

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.).

According to College's Office of Research, Planning and Institutional Effectiveness data, the College serves approximately 3,300 first-time students annually. (Number does not include students served via our Military and Contract Education Programs which are not state funded.) Produced by the Coast Community College District, general orientation to the College is provided online. First-time students must complete orientation prior to registration. As part of this orientation, students are required to pass eight quizzes to complete the session. Failure to pass a quiz on any section requires the student to review the section and take the appropriate quiz again. Sessions include information on required core SSSP services including assessment, orientation, and counseling information.

The online orientation includes the following modules:

- Introduction and Welcome to College
- Academic Expectations (Progress and Probation Standards)
  - College Policies and Student Conduct
- Registration and Enrollment Process
  - Priority Registration Policy
  - College Fees
- Assessment, Prerequisites, and Corequisites
- Financial Aid
- Academic Support Services including but not limited to tutoring services
- Other Support Services
  - CalWORKS
  - Counseling
  - DSPS
  - EOPS and CARE
  - Financial Aid
  - Foster Youth
  - Health Services

- Veterans
- Educational Planning
  - SEP
  - AA, AS, ADT, IGETC, UC, CSU and Transfer
  - Careers and Majors
  - DegreeWorks

The following programs provide in-person orientation prior to registration:

- CalWORKS
- Early College High School (ECHS)
- Extended Opportunity Programs and Services (EOPS)
- Paralegal Studies
- STAR (Fast Track) Program

In addition, the College serves a large and growing incarcerated student population (5,155 unduplicated headcount in 13-14) who due to lack of internet access, are oriented via an Incarcerated Student Guide which is produced every semester and provided to the proctors at the sites for distribution to this population.

Note that students enrolled in the college's Military and Corporate Contract Education Programs (not state funded) are eligible to participate in the orientation produced by the Coast Community College District. In addition to this tool, Corporate Education Program students have a customized orientation available to them through the Division of Military Education, Corporate Training and Business Development. While this customized orientation covers many of the same modules listed above, it includes employer-specific information and requirements set forth by contract between the institution and the employer. Distinct modules are also under development for deployment to the Military Contract Education student population.

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

Students who complete the online orientation can follow up with a counselor via eChat, eAdvise, in person, by mail, or by phone. Four and one half full-time counselors along with approximately nine part-time adjunct counselors provide orientation follow up as needed.

One full-time classified staff person conducts CalWORKS student orientation.
Three part-time counselors conduct EOPS student orientation.
One part-time counselor assists with STAR (Fast Track) Program orientation.
One full-time counselor assists with Paralegal Studies orientation.

Military and Corporate Contract Education Program (not state funded) students who complete the online orientation can follow up with a counselor via eChat, email, in person, by mail, or by phone. One full-time counselor, two part-time counselors, three full-time evaluators, and five full-time enrollment services staff provide orientation follow up and assistance as needed.

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.

The online orientation platform was developed with input from a District work group represented by the three Colleges within the District. After considering several options, it was agreed that Adapt Courseware, a course management system, provided the optimum platform for orientation. The orientation includes video, module-based assessments, and links to programs and services. The basic orientation package can be minimally modified to suit the needs of each College within the District.

Additionally, the Military and Corporate Contract Education Programs (not state funded) online orientation was developed in conjunction with subject matter experts in the department, content from the District orientation, and with input from each participating employer. The orientation was developed internally by the Division of Military Education, Corporate Training and Business Development and includes video, links, and interactive activities.

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

The College orientation contains all of the elements included in the checklist in the prompt. 2014-2015 is the first year of implementation of the online orientation. Upon applying to the College, students are instructed to complete the online orientation via email. In addition, a registration checklist in MyCCC, the College's student portal also indicates if orientation has been completed or not. The College Counseling faculty will monitor, evaluate, and update the orientation to ensure its accuracy, currency, and effectiveness annually but also on an as-needed basis as needed updates and changes necessitate.

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

The ability to modify the modules of the Adapt Courseware product is limited. The Colleges, District, and Vendor are discussing alternative methods to include College-specific information.

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

ii. Assessment and Placement

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

Based on Assessment Center testing data, the College assessed more than 3300 students in English, math and English as a Second Language in 13-14. Based on preliminary fall 2014 data, the College is projected to grow by three percent in 14-15, increasing the target student audiences by this same amount. Local students (35% of new students) will take computer or paper-based placement tests within the proctored Assessment Center in Fountain Valley. Non-local Military and Corporate Contract Education students (34% of new students) will be tested through a Military- or employer-assigned and college-approved proctor at a designated location via computer or paper exam. Incarcerated students (27% of new students) will be tested via College-approved proctor at their institution via paper exam. Others non-local students (less than 3% of new students) including students in the Education Bound United States Program (EBUS) program, a program for international students taking Coastline classes abroad, are tested via College-approved proctor via paper exam.

Placement testing for English as a Second Language (ESL) is conducted at the Le-Jao Learning Center in Westminster. The Compass ACT test for ESL is administered to all new students in the ESL program for initial placement in a six-level program.

Effective fall 2014, all new non-exempt students must complete orientation, placement testing, and have a Student Education Plan (SEP) in order to be granted priority registration within the College. Exemptions from placement testing include the following:

1. Students who have taken a placement test at any California Community College (including the College) within the last two years and submitted the results to the College for evaluation.
2. Students who have successfully completed (minimum grade of 'C') a prerequisite at another institution and submitted official or unofficial transcripts to the College for evaluation.
3. Students who have completed their English or math placement test at a California State University within two years of their first semester at the College, placed into college-level English or math, and who have submitted the results to the College for evaluation.

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.

One full-time (permanent) Staff Assistant: Oversees and coordinates Assessment Center activities, staff, and flow of work, including proctoring and off-site testing procedures.

Three part-time (19.5 hours each) Guidance Assistants: Log students in the Assessment Center and assist with proctoring and clerical support.

One full-time Instructional Associate and one part-time Instructional Aide: Conduct ESL placement testing.

One Senior Research Analyst and Associate Dean of Research (10%): Provides the development of the Student Equity Report, cut score analysis, predictive model development and validation on SSSP component combinations, ad-hoc research requests, surveys, outcome assessment measurement, and program review data provision.

In addition the following staff provide assessment services for Military/Contract Education Programs (non-state-funded programs):
One full-time (permanent) Technician (40%): Supports Assessment activities for Military and Corporate Contract Education Programs, including flow of work, test distribution and collection, confirmation of off-site

proctor qualifications, and off-site testing support.

25 part-time Site Representatives (5-20%): Provide proctoring services on various military installations across the nation.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

The College uses College Board Accuplacer online software version i3 for administering the English and math placement exams to local students and the majority of non-local Military and Corporate Contract Education Program students. The College uses the College Board Accuplacer Companion print materials for administering the English and math placement exams to all incarcerated students, some non-local Military and Corporate Contract Education Program students, some non-local students in rural areas, and Contract Education international students.

Students who request services and/or accommodations to take the placement exams due to a disability(ies) are referred to the Special Programs Office for determination of qualified accommodations. If appropriate and necessary, placement exams will be administered and proctored in the Special Programs and Services Office.

Both the online and paper versions of the placement exams offer the following:

- The English placement test combines Sentence Skills and Reading Comprehension questions in a multiple-choice format. Students can place into English C097, C098, C099, C100 or C135 depending on their scores and Multiple Measure responses.
  - Multiple Measure Question #1 is “Which one statement best describes your study skills?”
  - Multiple Measure Question #2 is “Which one statement best describes your experience in school?”
- The math placement test combines an arithmetic, elementary algebra, and college-level branch. Students must complete at least the first arithmetic section in order to earn a placement result. Both online and paper versions of these exams are in multiple-choice format. Students are placed along a range between Math C005 (Basic Mathematics) and Math C180 (Calculus I), based on their scores and Multiple Measure responses.
  - Multiple Measure Question #1 is “What is the highest level math class you have completed?”
  - Multiple Measure Question #2 is “What grade did you receive in the last math class you completed?”

The Multiple Measure responses are applied using the automated Computerized Assessment and Placement Programs (CAPP) system before the scores are entered into the Banner student information system during the daily upload process. This system calculates the final assessment score based on both answers from the multiple measure questions and the test results combined.

The college uses the online version of the Compass ACT ESL test to place new students in the ESL program. ESL Assessment staff interview students for multiple measures assessment, to verify correct placement.

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.

The College accepts English and math placement scores from other accredited educational institutions taken within the last two years. Scores must be submitted to the College for evaluation and approval. The College accepts ESL placement test scores from Colleges within the District (Golden West College and Orange Coast College), but not from colleges outside the District.

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

Pre-test practice: Practice sentence skills questions are available on the Assessment page within the College website. Students are also directed to *Accuplacer Sample Questions for Students* PDF available from the Assessment page. Students can see the format of the test questions for both the English and math placement exams, as well as check their answers at the back of the document. Military students and their dependents are also eligible to use *Peterson's Online Basic Skills Courses,* available from the Military Programs Math & English Placement webpage.

Re-take: Students must wait to re-take the English or math placement exam for one year from their last completed exam. The English as a Second Language Exam may be repeated after 6 months.

Recency: English and math placement exams, as well as English as a Second Language Exam results are good for two years from the date of the test. Exams other than these would fall under the approval of the Matriculation staff who would determine their recency at our college.

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?

The following AP (Advanced Placement) exams, instruments managed by the College Board, are eligible for articulated credit and result in placement:

- Calculus AB
- Calculus BC
- English Language and Composition
- English Literature

ASSET Tests, instruments managed by ACT and administered by the US Navy to active duty sailors, are accepted for placement:

- Elementary Algebra
- Intermediate Algebra
- College Algebra

The following CLEP (College Level Examination Program) exams, instruments managed by the College Board, are eligible for articulated credit and result in placement:

- Calculus
- College Algebra
- Precalculus

The following DANTES DSSTs (Defense Activities Non-Traditional Education Support Subject Standardized Tests) are eligible for articulated credit and result in placement:

- Fundamentals of College Algebra
- Principles of Statistics

In addition, students' English Placement Test (EPT)/Entry Level Mathematics (ELM) exam scores administered by California State Universities (CSU) are accepted only if they are high enough to be placed into college-level English or math and are two years old or newer.

Currently, the College does not participate in EAP but this will be reviewed via the Student Success Committee and appropriate instructional departments in the 2014-2015 academic year.

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

iii. Counseling, Advising, and Other Education Planning Services

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

According to the College's Office of Research, Planning and Institutional Effectiveness data, in 13-14, 19,921 students who attended credit state-funded courses were eligible to receive counseling services (unduplicated headcount). This total number provides the foundation for our target audience for 14-15. Given that the College is expected to grow by nearly three percent in 14-15, this unduplicated headcount is anticipated to be more than 20,500 this year.

- Of those 19,921 students, 3,271 were first-time students who had never attended college before. In 14-15, this audience is targeted for pre-registration educational planning services via Student Educational Planning Workshops, mail correspondence (incarcerated students), or individual appointments. In addition, 6,936 students were first-time students, new to the College, who transferred credit from other colleges. Although not all of these students will require educational planning services, the College will also target these students for such services as needed.
- Of those 19,921 students who attended in 13-14, 14,970 had identified a course of study. In 14-15 this audience is targeted for a possible comprehensive educational planning at the completion of 15 units or more.
- Of those 19,921 students who attended in 13-14, at-risk students to be targeted include:
  - 1,500 students per term on academic probation, progress probation, and subject to dismissal.

- 4,951 students annually were undecided or did not report an educational goal.
- 6,159 students annually took at least one basic skills course.

Counseling services at Coastline Community College support the student in achieving his/her educational and career goals. This includes assisting students with determining their career and educational goals. Once continuing nonexempt students have selected a specific educational goal and program of study, they are given the opportunity to create a comprehensive educational plan. Counseling services include the following:

Individual Counseling Appointments - Counselors provide academic, career, and personal counseling sessions at all College locations for accessibility. However, due to the re-construction of the Newport Beach Learning Center, counseling services are not currently at this location. Phone appointments can be made for students who live out of the area. In 13-14, 3,535 students attended individual counseling appointments in person while 746 participated in phone appointments for a total of 4,281 counseling sessions.

Academic counseling services include:

- Assistance with clarifying academic goals and selecting a program of study.
- Assessment of student's academic abilities, disabilities, strengths and weaknesses.
- Educational planning for certificate programs, associate degree programs and transfer programs.
- Recommended course sequencing that reflects a balance course load based on a student's strengths, preferences, scheduling patterns, course requirements and prerequisite requirements.
- Assistance with clarifying choices and actions, as well as decision-making, planning, and transitioning.
- Student support referrals to services both on and off campus.
- Information about auxiliary requirements to meet a student's educational goals, e.g. placement testing, minimum grade point average, deadlines, etc.
- Planning for multiple potential transfer institutions.
- Recommendations of both general education and major-prep courses to increase a student's competitiveness for admission, if transfer is intended.
- Evaluation of transcripts from other schools.
- Intervention when student's academic performance is at risk.
- Referral to the College's Transfer Center for further assistance with the transfer process.

Career counseling services include:

- Explanation of the career development process and its importance in setting and achieving academic and life goals.
- Assessment of interests, aptitudes, work values, skills, and personality traits to assist the student in identifying suitable career choices.
- Referral to various career assessment instruments available in various modalities.
- Referral to various career information systems and other resources that provide information regarding current and future employment trends.
- Identification of college majors and programs that are the best preparation in regard to the student's career goals.
- Referral to the College's Career Services Center to assist with employment acquisition skills such as resume preparation, interviewing, and job search.

Personal counseling services include:

- Assistance with personal, family, and/or other social concerns that interfere with the student's academic success such as depression, stress management, substance abuse, self-esteem issues, etc.
- Crisis management in coordination with campus crisis intervention plans.

- Referrals to college and community services.

Student Education Planning (SEP) Workshops – Offered prior to registration for each term, these counselor-run workshops guide students in the creation of their SEP. Workshops are held at all instructional sites (i.e., Garden Grove Learning Center, Le-Jao Learning Center (Westminster), and the Newport Beach Learning Center) to promote accessibility. These workshops are promoted via the College's website as well as when students call in for a counseling appointment. The workshops include the following:

- Assessment placement results
- Priority Registration Policy
- Academic and Progress Probation
- Course prerequisites
- Prerequisite challenges/clearance
- Graduation requirements (AA/AS/AD-T, certificate)
- Choosing course of study
- Transfer requirements
- General education options
- Major course selection
- Assist.org
- Abbreviated student education plan
- Other support services (i.e. financial aid, EOPS, Special Services, Health Center, etc.)

Walk-in Counseling - Counselors provide this opportunity for students to ask quick questions such as general class information, unit increase requests, prerequisite questions, probations status, etc. This service is available at all campus centers except at the Newport Beach Center due to the lack of a designated Counseling office space.

Online eAdvise - Counselors provide answers to posted questions in a portal accessible on the Counseling webpage. This is similar to walk-in counseling as it is intended for quick questions. As it is asynchronous, students post their questions anytime during the week and counselors respond during designated times, Monday through Friday.

eChat - Counselors are scheduled at various times during the week, Monday through Thursday, to answer questions in a synchronous, real-time, format. This is also intended for quick questions, such as those in walk-in counseling.

All of the above counseling and advising services, with the exception of SEP Workshops, are made available to students enrolling through Coastline's Division of Military Education, Corporate Training and Business Development (non-state-funded programs) via dedicated advising and counseling staff. In addition to the above, site representatives located on military installations nationwide provide students with unofficial degree evaluations, prior to admission, to assist students with pre-admission planning and initial course selection. Before completing 6 units and with receipt of applicable transcripts, all students in the military/corporate education programs receive an official degree plan (degree audit) from home campus advisors or counselors. Further, as a Servicemember Opportunities Colleges partner school, military students receive a SOC Agreement that is required by the Department of Defense Voluntary Education Program, and which serves as an agreement between the school and the student.

Counseling Courses - The Counseling Department offers site-based and online courses. The curriculum is designed to meet the needs of a diverse student population. Courses include the following:

- **Counseling C104 - Career Life Planning** – (3 units) An introduction to career/life planning including an exploration of interests, skills, values, personality traits, past experiences and life stages. Students will develop a career/life plan using gathered self information, decision-making strategies and an awareness of psychological, sociological and physiological factors related to career/life satisfaction. (CSU transferable and applicable to Area E in the CSU General Education Pattern)

- **Counseling C105 - Strategies for College Success** – (3 units) Designed to increase success in achieving educational, career, and life goals, this course includes information on learning styles and strategies, time management, decision making, goal setting, college resources and services, memory techniques, note-taking, test-taking, and other success techniques. Students will develop education and career plans. (CSU and UC transferable and applicable to Area E in the CSU General Education Pattern)

- **Counseling C115 - Education Planning** – (0.5 units) This course was developed to provide an additional resource for obtaining an education plan. It provides students with important information needed to develop a comprehensive SEP that is in alignment with individual educational and career goals. It includes the following: an overview of College programs, graduation requirements, transfer requirements, policies, regulations, and student support services. (CSU transferable)

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.

The approximate unduplicated head count for Fall 2014 for credit students is 12,700. The number of full-time counselors available to serve the general student population is 4.5. Thus, the full-time counselor to student ratio is 1 to 2,822. During peak periods such as immediately prior to registration, during registration, as well as the first week of school, counseling appointments are booked two weeks in advance. However, wait time for walk-in counseling is typically minimal. The following services are provided:

In person services:

- Counseling: Students can call to schedule an individual counseling appointment with a counselor at any College site, except for the Newport Beach Learning Center, in order to assure easy access to counseling services. Counselors are working to re-establish counseling services at the Newport Beach Learning Center as soon as possible.
- Walk-in Counseling: Counselors provide this opportunity for students to ask quick questions such as general class information, unit increase requests, prerequisite questions, probation status, etc. This service does not require an appointment and is available at all campus centers except the Newport Beach Learning Center due to the lack of a designated Counseling office space.
- Student Educational Planning (SEP) Workshops - These counselor-run group workshops guide students in the creation of their Student Educational Plan (SEP). Workshops are held at all Instructional campus centers (Garden Grove Center, Le-Jao Center and Newport Beach Center) to promote easy accessibility.

Online services:

- Online eAdvise: Counselors provide answers to student posted questions on a portal accessible on

the Counseling webpage. This is similar to walk-in counseling as it is intended for quick questions. As it is asynchronous, students post their questions anytime during the week and counselors respond during designated times, Monday through Friday. In 13-14, 780 eAdvise student contacts (duplicated count) were made.

- eChat: Counselors are scheduled at various times during the week, Monday through Thursday, to answer questions in a synchronous, real-time, format. This is also intended for quick questions, such as those in Walk-in counseling. In 13-14, 164 eChat sessions were conducted.

- eSEP: In development, this service will allow students to submit their SEP request through an online request form. Counselors will work with the students to lock their educational plan.

- eChat, phone, "drop-in" remote and onsite counseling services are available to students enrolling in the College's Military/Corporate Education Programs (not state-funded) via dedicated advising and counseling staff. Services are available to students at a distance between the hours of 7am and 5pm PT. Limited advising services are also available on a walk-in or appointment basis with any of our 25 site representatives located on military installations (access dependent on location). Selected technologies are used to ensure student access at remote and overseas locations whenever possible. In addition, Military Contract Education Programs uses tools specific to each branch of service, including the Army's *GoArmyEd* Portal and the Air Force's *Academic Institution Portal,* to provide some advising services and degree audit functions.

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

Coastline Community College is now into its second year of using DegreeWorks, an electronic system, to assist students in developing their Educational Plans. The DegreeWorks Program Audit details the requirements of the student's program of study and the Student Educational Planner enables students and counselors to create plans that lay out a recommended sequence of courses that fulfill program requirements. To be considered official, educational plans created in DegreeWorks must be reviewed and locked by a counselor. One to two semesters in length, abbreviated plans are designed to outline courses to be taken in the near future which are applicable to the student's educational goal.

Students can obtain an abbreviated locked plan in one of three ways:

1) **Counseling Appointments** – Students meet with a counselor in an individual appointment. The counselor then determines if an abbreviated or comprehensive SEP is appropriate at that time. The counseling session will include assistance with identifying their program of study; discussion of potential educational pathways; clarifying the appropriate general education pattern; an explanation of the major course requirements for their preferred program of study; evaluating the appropriate placement of courses taken at other colleges; and an explanation of how to use DegreeWorks.

2) **SEP workshops** - Students can sign up for workshops available at all Coastline College campus centers. In addition to general workshops that can be attended by students with any program of study, workshops are now available that are geared toward particular programs of study such as Business, Allied Health, Paralegal, Social Sciences, and Art and Humanities. Workshops are also available for undecided students.

3) **Counseling Courses -** Students may enroll in *Counseling C105- Strategies for College Success* or *Counseling*

C115 – Educational Planning. Both courses have students develop their educational plans based on their educational goals.

Another method, in development, will be through an online SEP request process whereby students that have decided on their program of study can submit their request on an electronic form. Counselors will then access the forms, create the abbreviated educational plan, and contact the students when the plan is available for viewing online.

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.

Counselors assist students with identifying their educational goal and course of study needed to complete a comprehensive Student Educational Plan. This is done in individual counseling sessions or within one of our Counseling courses, Counseling C104-Career/Life Planning Course or Counseling C115-Educational Planning. Students receive guidance in the following:

- Assistance with clarifying academic goals and selecting a program of study.
- Assessment of student's academic abilities, disabilities, strengths and weaknesses.
- Educational planning for certificate programs, associate degree programs and transfer programs.
- Recommended course sequencing that reflects a balance course load based on a student's strengths, preferences, scheduling patterns, course requirements and prerequisite requirements.
- Assistance with clarifying choices and actions, as well as decision-making, planning, and transitioning.
- Student support referrals to services both on and off campus.
- Information about auxiliary requirements to meet a student's educational goals, e.g. placement testing, minimum GPA, deadlines, etc.
- Planning for multiple potential transfer institutions.
- Recommendations of both general education and major-prep courses to increase a student's competitiveness for admission, if transfer is intended.
- Evaluation of transcripts from other schools.
- Evaluation of American Council on Education (ACE)-transcripted military training for possible college credit.
- Intervention when student's academic performance is at risk.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

The staff providing counseling and other education planning services include:

- Counselors (full-time) - (4.5) provide comprehensive academic, career, transfer, and personal counseling services to the general student population. Counselor assignments are 33.75 hours per week, however this also includes other program related activities in addition to counseling.
- Counselors (part-time) - (9) provide comprehensive academic, career, transfer, and personal counseling services to the general student population.
- Articulation Officer - (.5) develops, coordinates and maintains comprehensive articulation with CSU, UC and private universities to support the seamless transfer of students to university programs.
- Dean of Counseling (1) - arranges for counselor availability for counseling services.

- Counseling Department Coordinator (1) - Maintains counselor schedules and assists in scheduling SEP related activities.
- Counseling Part-Time Hourly Staff (2) - Schedule students into counseling appointments and SEP workshops.
- Transcript Evaluators (2) - Evaluate transcripts from other colleges for prerequisites, corequisites, and course applicability to the DegreeWorks program audit.

The following staff provide counseling, advising, and other education planning services for students participating in non-state-funded Military and Corporate Contract Education Programs:

- Counselor (full-time) - (1.0) provide comprehensive academic, career, transfer, and personal counseling services to the general student population. Counselor assignments are 33.75 hours per week, however this also includes other program related activities in addition to counseling.
- Counselors (part-time) - (2) provide comprehensive academic, career, transfer, and personal counseling services to the general student population.
- Military/Contract Education Technicians & Transcript Evaluators (5) - Evaluate transcripts from other colleges and ACE-transcripted military training for prerequisites, corequisites, and course applicability to the DegreeWorks program audit and Servicemembers Opportunities Consortium Agreement (SOC Agreement).

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.

The following technology tools are used for educational planning:

The College is currently using **DegreeWorks** in conjunction with the other two colleges in the District, Golden West College and Orange Coast College. DegreeWorks is a tool used to create electronic Student Educational Plans. The Program Audit portion of DegreeWorks outlines all the course requirements toward a student's chosen program of study. The Student Educational Planner in DegreeWorks enables students and counselors to create plans that lay out a recommended sequence of courses that fulfill remaining program requirements. This helps to keep the students on track. DegreeWorks is accessible to students via MyCCC , the College's student portal.

ASSIST is an online tool that provides articulation data for all of California's Community Colleges with California State University (CSU) and University of California (UC) campuses. It is the official repository of articulation data for the state. It is a valuable and essential tool when building educational plans. In addition to course articulation, ASSIST provides an exploration tool that allows users to search for majors and major requirements at the CSU and the UC systems.

EUREKA is a computer web-based system that serves as a valuable tool to both students and counselors. It provides the following: self-assessment tools to assist students with identifying careers; career information with both California and national job outlook; information on college majors; and a college and university program search tool.

The **CCC Transfer Counselor Website** is a one-stop repository of transfer counseling tools and resources. It includes such information as CSU and UC campus announcements and admissions requirements; Associate Degree for Transfer (ADT) degree information; college search links; CSU Certification and IGETC information.

SARS (Scheduling And Reporting System) is used to schedule counseling appointments, workshops, walk-in hours and other counseling related activities. It also has the ability to track services data and store counselor notes. SARS is being used by the entire Coast Community College system to track abbreviated and comprehensive plans as well as other related SSSP services.

Salary Surfer is an online tool available on the California Community Colleges Chancellor's Office website. It allows students to view aggregated median earnings of those who complete a certificate or degree in a specific community college discipline and then enter the workforce.

College Source/ TES - The College Source Transfer Evaluation System provides counselors and evaluators with access to college course descriptions of a large database of colleges and universities throughout the United States. This is essential when evaluating courses from other colleges. It also allows us to store and manage course equivalencies.

In addition to the above, the Military Education Department uses the following resources and tools that are specific to each branch of service:

- **Servicemember Opportunity College (SOC) Degree Network Handbook** is a reference guide for counselors and servicemembers that contains policies, procedures, and guidance on the transferability of college and military coursework among other SOC member institutions.
- **The Army's *GoArmyEd Portal Course Planner*** allows soldier-students to preselect courses from their official Degree Plan and requires approval from the institution to verify that students remain on track with degree requirements. Students are only permitted to enroll in courses that are identified on their GoArmyEd Course Planner.
- **The Air Force's *Academic Institution Portal*** will allow airmen-students to manage education goals and ensure that courses approved for funding are in alignment with the student's institutionally-approved degree plan (infrastructure scheduled for deployment during Fall 2014).
- **Navy College Program Distance Learning Partnership (NCPDLP) Rate-related Roadmaps** allow sailor-students to easily identify degree programs that coincide with their military occupation, and which provide maximum use of military training to fulfill degree requirements.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

iv. Follow-Up for At-Risk Students

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

The target at-risk student audiences based on title 5 regulations include:

1. Basic Skills Students

According to the College's Institutional Research data, 2615 students took at least one basic skills course in 13-14. Strategies to assist these students include:

- **Counseling Appointments** - Individual counseling appointments address individual strategies and interventions for at-risk students. Referrals are made to the appropriate services and resources. Students can have their appointment with the counselor in person or via telephone.
- **Student Success Center (Tutoring)** - Tutoring is available at all campus sites for math, writing, reading and most subject areas. Tutors are also available to assist students online via email, Skype, CCCConfer (an online communications platform), or other applications. Tutors are also embedded in several online sections of basic skills math and English courses to provide direct assistance to students via discussion forum, email, or by appointment at a Student Success Center location.
- **Counseling Courses** - Course curriculum is designed to increase success in achieving educational, career, and life goals. It includes information on learning styles and strategies, time management, decision making, goal setting, college resources and services, memory techniques, note-taking, test-taking, and other success techniques. Students will develop educational and career plans. Counseling courses are available in both classroom and distance learning formats.
- **English as a Second Language (ESL)** - Coastline's ESL department provides a specialized English program for foreign-born or bilingual students who need to improve their skills in speaking, comprehending, reading, and/or writing in English. ESL courses are available in the classroom at the Le-Jao Learning Center in Westminster. The program serves 1700 students per year in day and evening on-site classes. The ESL program is a sequence of one non-credit beginning level and five credit levels. Students place into appropriate levels through Compass ACT assessment. The highest level is two levels below transfer (ENGL 100), and it is a prerequisite for ENGL 099, the course one level below ENGL 100. Each level is one semester.
- **Special Programs and Services for the Disabled** – Basic Skills students as well as other students with disabilities (e.g., learning, communication, vision, speech, mobility, intellectual, and acquired brain injury) may qualify for such support services as note taking, interpreting services, special materials and equipment, registration assistance, test proctoring, and vocational guidance. Special Programs and Services assists qualified students enrolled both traditional face-to-face and distance learning courses.

2. Undecided Students

According to the College's Institutional Research data, 4,951 students were undecided or did not report an educational goal in 13-14. The College is expecting to grow by three percent in 14-15 thereby increasing this number in the future to nearly 5100. Strategies to assist these students include:

- **Counseling Appointments -** Individual career counseling appointments are available to students that include the following:
  - Explanation of the career development process and its importance in setting and achieving academic and life goals.
  - Assessment of interests, aptitudes, work values, skills, and personality traits to assist the student in identifying suitable career choices.
  - Referral to various career assessment instruments available in various modalities.
  - Referral to various career information systems and other resources that provide information regarding current and future employment trends.
  - Identification of college majors and programs that are the best preparation in regard to the student's career goals.

- **Counseling Courses -** Counseling C104 - Career Life Planning - An introduction to career/life planning

including an exploration of interests, skills, values, personality traits, past experiences and life stages. Students will develop a career/life plan using gathered self information, decision-making strategies and an awareness of psychological, sociological and physiological factors related to career/life satisfaction.

- **Counselor and Student Services staff referral of students to utilize career assessment tools such as Eureka.**

3. Students on Probation/Dismissal

Students are notified of being placed on probation or dismissal via email for the general population or mail for the incarcerated student population. This notification takes prior to registration for the following term. According to the College's Office of Research, Planning and Institutional Effectiveness data, nearly 1500 students were on probation or were subject to dismissal in fall 2013. Strategies to assist these students include:

- **Counseling Appointments -** It is recommended that students on Academic or Progress Probation make a counseling appointment. Counselors assist probationary students with appropriate class selection (Student Education Plan), and other issues such as time management strategies, goal setting, and/or other personal issues. Students are also referred to other appropriate campus support services such as the Student Success Center.
- **Tutoring –** The Student Success Center provides walk-in tutoring for students in all academic areas. Tutoring is available online and onsite at all College sites. Counselors and faculty refer students.
- **Planned Services and Strategies** - The Counseling Department is discussing implementing a mandatory online presentation that would address the needs of this population and provide them with available campus services.

Early Alert and Other Planned Interventions for At-Risk Students

- Faculty can set criteria within Seaport, the College's learning management system, to identify students who fall below a certain threshold that may place them at risk for failing the course. Faculty can refer students to tutoring at the Student Success Center via online referral form available on the College website.
- In addition, the College is currently working with the Education Advising Board (EAB) to develop an onboarding platform which will include "nudges" once the student is registered to remind students to complete certain tasks such as to seek tutoring and/or see a counselor.
- The College is currently working with Civitas to develop analytics to build a robust early alert system.

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

The faculty and staff providing counseling and other education planning services include:

- **Counselors (full-time)** - (4.5) provide comprehensive academic, career, transfer, and personal counseling services to the general student population. Counselor assignments are 33.75 hours per week, however this also includes other program related activities in addition to counseling.
- **Counselors (part-time)** - (9) provide comprehensive academic, career, transfer, and personal counseling services to the general student population.
- **Tutors – (~35)** provide academic tutoring in a wide variety of academic subjects and general study skills to assist students in the Student Success Center locations or online.

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

The following technology tools are used for follow-up services:

DegreeWorks -Coastline Community College is currently using DegreeWorks in conjunction with the other two colleges in our district, Golden West College and Orange Coast College. DegreeWorks is a tool used to create electronic Student Educational Plans. The Program Audit portion of DegreeWorks outlines all the course requirements toward a student's chosen program of study. The Student Educational Planner in DegreeWorks enables students and counselors to create plans that lay out a recommended sequence of courses that fulfill remaining program requirements. This helps to keep the students on track. DegreeWorks is accessible to students via their MyCCC portal site.

ASSIST - ASSIST is an online tool that provides Articulation data for all of California's Community Colleges with California State University (CSU) and University of California (UC) campuses. It is the official repository of articulation data for the state. It is a valuable and essential tool when building educational plans. In addition to course articulation, ASSIST provides an exploration tool that allows users to search for majors and major requirements at the CSU and the UC systems.

EUREKA - EUREKA is a computer web based system that serves as a valuable tool to both students and counselors. It provides the following: self-assessment tools to assist students with identifying careers; career information with both California and National job outlook; information on college majors; and a college and university program search tool.

CCC Transfer Counselor Website - This website is a one-stop repository of Transfer Counseling Tools and Resources. It includes such information as CSU and UC campus announcements and admissions requirements; Associate Degree for Transfer (ADT) degree information; college search links; CSU Certification and IGETC information.

SARS (Scheduling And Reporting System) - SARS is used to schedule counseling appointments, workshops, walk-in hours and other counseling related activities. It also has the ability to track services data and store counselor notes. SARS is being used by the entire Coast Community College system to track abbreviated and comprehensive plans as well as other related SSSP services.

Salary Surfer - An online tool available on the California Community Colleges Chancellor's Office website. It allows students to view aggregated median earnings of those who complete a certificate or degree in a specific community college discipline and then enter the workforce.

College Source/ TES - The College Source Transfer Evaluation System provides counselors and evaluators with access to college course descriptions of a large database of colleges and universities throughout the United States. This is essential when evaluating courses from other colleges. It also allows us to store and manage course equivalencies.

CCCConfer – An online web conferencing tool is available to tutors in the Student Success Center for online tutoring. This service has been utilized as a pilot in a few online math courses.

Skype – An application used for online communication that is currently in pilot by the Student Success Center as a tool for online tutoring.

ClockWork—Special Programs and Services is scheduled to implement ClockWork in the Fall of 2014.

ClockWork is a scheduling and data tracking software system to assist with efficiency of providing student service.

In development---In addition, the College is currently working with the **Education Advising Board (EAB)** to develop an onboarding platform which will include "nudges" once the student is registered to remind students to complete certain tasks such as to seek tutoring and/or see a counselor. Additionally, the College is currently working with **Civitas** to develop analytics to build a robust early alert system.

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

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

i. Instructional Research

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

The evaluation of the services will follow a mixed-methods (quantitative & qualitative) strategy which includes:

- Validity modeling of SSSP services on first term and continuing student academic performance and retention
- Comparative analysis of SSSP participants and non-participants in relation to academic performance and retention
- GRIT and survey/focus group analyses on SSSP services utilized
- Disproportionate impact and cut score analysis studies
- Frequency analysis of SSSP service usage
- Service Area Outcomes/Administrative Unit Outcomes assessment related to SSSP
- Departmental Review (comprehensive and annual)

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.

Services provided through the use of technology include:

- **Online Orientation** - - The College offers online orientations produced by the District. Students are required to pass eight quizzes to successfully complete the orientation. Orientations include information on all required core SSSP services including assessment, orientation, and counseling information.
- **DegreeWorks SEP/Program Audit -** Coastline Community College is currently using DegreeWorks in conjunction with the other two colleges in the District, Golden West College and Orange Coast College. DegreeWorks is a tool used to create electronic Student Education Plans. The Program Audit portion of DegreeWorks outlines all the course requirements toward a student's chosen program of study. The Student Educational Planner in DegreeWorks enables students and counselors to create plans that lay out a recommended sequence of courses that fulfill remaining program requirements. This helps to keep the students on track. DegreeWorks is accessible to students via their MyCCC portal site.
- **eChat -** Counselors are scheduled at various times during the week, Monday through Thursday, to answer questions in a synchronous, real-time, format. This is also intended for quick questions, such

as those in Walk-in counseling.

- **eAdvise -** Counselors provide answers to student posted questions on a portal accessible on the Counseling webpage. This is similar to walk-in counseling as it is intended for quick questions. As it is asynchronous, students post their questions anytime during the week and counselors respond during designated times, Monday through Friday.
- **Online Counseling Courses -** Counseling Courses that address career planning and college success strategies are available in a distance learning format.
- **MyCCC -** Students are able to login to their MyCCC for student email, registration, access to their Student Educational Plan on DegreeWorks, online classes (through Seaport), their personal calendar, financial aid, and important announcements.
- **ASSIST -** ASSIST is an online tool that provides Articulation data for all of California's Community Colleges with California State University (CSU) and University of California (UC) campuses. It is the official repository of articulation data for the state. It is a valuable and essential tool when building educational plans. In addition to course articulation, ASSIST provides an exploration tool that allows users to search for majors and major requirements at the CSU and the UC systems.
- **EUREKA -** EUREKA is a computer web based system that serves as a valuable tool to both students and counselors. It provides the following: self-assessment tools to assist students with identifying careers; career information with both California and National job outlook; information on college majors; and a college and university program search tool.
- **CCC Transfer Counselor Website -** This website is a one-stop repository of Transfer Counseling Tools and Resources. It includes such information as CSU and UC campus announcements and admissions requirements; Associate Degree for Transfer (ADT) degree information; college search links; CSU Certification and IGETC information.
- **SARS (Scheduling And Reporting System) -** SARS is used to schedule counseling appointments, workshops, walk-in hours and other counseling related activities. It also has the ability to track services data and store counselor notes. SARS is being used by the entire Coast Community College system to track abbreviated and comprehensive plans as well as other related SSSP services.
- **College Source/ TES -** The College Source Transfer Evaluation System provides counselors and evaluators with access to college course descriptions of a large database of colleges and universities throughout the United States. This is essential when evaluating courses from other colleges. It also allows us to store and manage course equivalencies.

In development---In addition, the College is currently working with the **Education Advising Board (EAB)** to develop an onboarding platform which will include "nudges" once the student is registered to remind students to complete certain tasks such as to seek tutoring and/or see a counselor. Additionally, the College is currently working with **Civitas** to develop analytics to build a robust early alert system.

IIc. Transitional Services Allowed for District Match

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

The college intends to apply 2014-15 funding for Admissions and Records, Transfer and Articulation Services, Career Services and Institutional Research towards the district match requirement.

Activities for each area that support SSSP include:

Admissions and Records:
All Admissions and Records staff who assist with applications, transcript evaluation and registration.

Transfer and Articulation Services:
Senior staff assistant in transfer services provides assistance to students to find SEPs that align with their four-year institution of choice. Half of one full-time counselor's workload is dedicated to articulation efforts.

Career Services:
The Staff Aide in the Career Services Center assists students in identifying degrees that match their interests and abilities. Students frequently attempt to determine majors based on understanding of potential careers. Career assessments are often the first-level contact. After completing the career assessment, students are directed to academic counseling. Determining career interests is often a necessary first step in determining majors.

Institutional Research (IR): IR Staff assist with research related to SSSP.

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.

A student may be exempt from one or more of the required services including orientation, assessment, educational planning based on one or more of the following. Student:

1. Has completed an associate degree or higher from a regionally accredited college.
2. Has enrolled at the college solely to take a course that is legally mandated for employment as defined in sections 55000 or necessary in response to a significant change in industry or licensure standards.
3. Has enrolled at the college as a special admit student pursuant to Education Code section 76001.
4. Has taken a placement test at a California Community College (including CCC) within the last two years and submit test scores to the Assessment Center for placement in math and /or English (excludes ESL). (Assessment exemption only)
5. Has received a score of "3" or above on an AP math and/or AP English exam and submitted test scores to Admissions and Records for placement in math and/or English. (Assessment exemption only)
6. Students who have successfully completed the prerequisite at another college and submit official or unofficial transcripts to the Admissions & Records Office to prove successful completion (grade of C or better) of the prerequisite course(s). (Assessment exemption only)

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Appeal to Reinstate Priority Registration

Students are assigned registration appointments in accordance with district board policy BP 5055and administrative procedure AP 5055. Pursuant to Title 5, Section 58108 a student may submit an appeal for consideration if they lose their registration priority due to not meeting necessary academic requirements. Exceptions may include one of the following:

1. Students have an extenuating circumstance - Approval is based on evidence of unavoidable extenuating circumstances beyond his/her control, such as a death in his/her family, serious accident, hospitalization, etc. To be considered, the student MUST provide documentation, which may include such items as medical documents, death certificates, funeral programs, etc.
2. Students provide all the necessary documentation to the Disabled Students Programs & Services (DSP&S) Office to verify his/her disability and educational/functional limitations but did not receive timely, reason able accommodations.
3. Student is a returning student and have significant academic and/or progress improvement since his/her last academic or progress probation (please attached transcripts from other colleges showing academic progress)
4. He/she is enrolled in a high unit Course of Study, such as Nursing or _____

Students may submit one petition per semester within the Coast Community College District, and the petition decision will apply at all three colleges in the district for that semester. Approved petitions are valid for only one semester, and denied petitions cannot be appealed, but can re-appeal the following semester. Students are notified of the results of their appeal via their student email account within ten business days.

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.

- The College Catalog outlines the establishment and review of the requisites and the ability of students to challenge prerequisites.
- The College's Curriculum Committee has approved procedures and forms for establishing prerequisites, including the use of content review.

Establishment of Prerequisites

Discipline faculty recommend the prerequisites, corequisites, and advisories for courses. These recommendations are reviewed and approved by the Curriculum Committee.

In certain instances, defined by Title 5 §55003(e), prerequisites and corequisites may be established without the use of either content review or statistical validation. Documentation of the exemption must be provided and attached to the course outline in CurricUNET. These instances include courses that have prerequisites or corequisites that are:

- required by statute or regulation
- part of a closely related lecture-laboratory course pairing within a discipline
- required by four-year institutions; or where baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite

In all other instances prerequisites and corequisites are established either through content review alone or

content review with statistical validation using the processes and forms established by the Curriculum Committee. The completed Requisite Proposal form and Content Review Worksheet must be attached to the course outline in CurricUNET.

Review of Prerequisites

Prerequisites, corequisites, and advisories for all non-CTE courses are reviewed every five years as part of the Program Review process to ensure their continued efficacy and compliance with board policy and other applicable statutes and regulations. Prerequisites, corequisites, and advisories for CTE courses are reviewed every two years.

Prerequisite Challenge Process

In accordance with Title 5 Section 55003(p) and (q), Student Challenge of Prerequisites or Corequisites, students may challenge a prerequisite or corequisite for a course by filing the Prerequisite Evaluation/Challenge Request form.

The challenge must be based on at least one of the following specific grounds:

- Student will provide evidence that a course, assessment test or A.P. examination from another college/institution meets the requirement.
- A student may also challenge a requisite on the following grounds:
  - Student has acquired through work or life experiences the skills and knowledge that is presupposed in terms of the course or program for which it is established. Documentation must be provided regarding specific skills and knowledge and how they were obtained.
  - Student would be subject to undue delay in attaining goals established in their educational plan because the college has not made the prerequisite or co-requisite course reasonably available.
  - Student can demonstrate that they do not pose a threat to themselves or others in a course which has a prerequisite established to protect health and safety.
  - The prerequisite has not been established in accordance with the District's process for establishing prerequisites and co-requisites, and has not been established in accord with Title 5.
  - The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.

4. Professional Development

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

Professional development for the Student Success and Support Program will primarily be conducted by the Vice President of Student Services, Dean of Counseling (SSSP Coordinator), Region VIII SSSP Coordinators, and the CCCCO's Office. The coordinator will attend SSSP trainings, conferences, webinars and region meetings and provide updates to faculty and staff during meetings and trainings including:

- Student Success Committee Meetings
- Counselor Faculty Meetings
- Counseling Deans Meetings (for all faculty and staff in Counseling, Career, Transfer, EOPS/CARE, CalWORKS and Assessment)
- Shared Governance Committees
- Student Services Wing Meetings

In addition, faculty and staff will attend regional and statewide conferences and trainings such as the Student

Success Conference, SSSP statewide training, CA Career Café Workshops on SSSP, California Community College Assessment Association Conferences, among others which cover SSSP training and updates.

5. 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.

During the 2014-2015 academic year, the Student Success Committee will begin to steward the integration of the SSSP Plan, Student Equity Plan, Basic Skills Initiative Annual Report, and other relevant plans and reports in order to ensure consistency and efficiency with the growth and development of the College. This is in conjunction with an awareness of and compliance with the Accreditation Self-Study and Follow-Up Reports and recommendations by ACCJC, and aligned with the goals and vision set forth in the College's Educational Master Plan.

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

The Coast Community College District has implemented districtwide Administrative Processes and Policies for:

- SSSP Exemptions
- Assessment and Placement
- Orientations
- Repeats and Appeals
- Prerequisites and Corequisites
- MIS and SARS Coding

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.

Admissions and Records
Jennifer McDonald, Director, Admissions and Records (Management)
Kelly O'Steen, Admissions and Records Technician III (evaluations), (Classified)

Assessment
Suzanne Blake, Staff Assistant (Classified)

Career Services Center
Mai Le, Staff Assistant (Classified)

Counseling
Heidi Lockhart, Dean of Counseling (Management)
Nancy Soto-Jenkins, Counselor, Counseling Department Co-Chair, Articulation Officer (Faculty)
Ailene Nguyen, Counselor and Counseling Department Co-Chair (Faculty)
Eric Garcia, Counselor (Faculty)
Susan Winterbourne, Counselor (Faculty)
Christy Nguyen, Counselor (Faculty)

Curriculum
Dan Johnson, Curriculum Chair and Professor of History (Faculty)

English as a Second Language
Linda Kuntzman, Professor, English as a Second Language (Faculty)

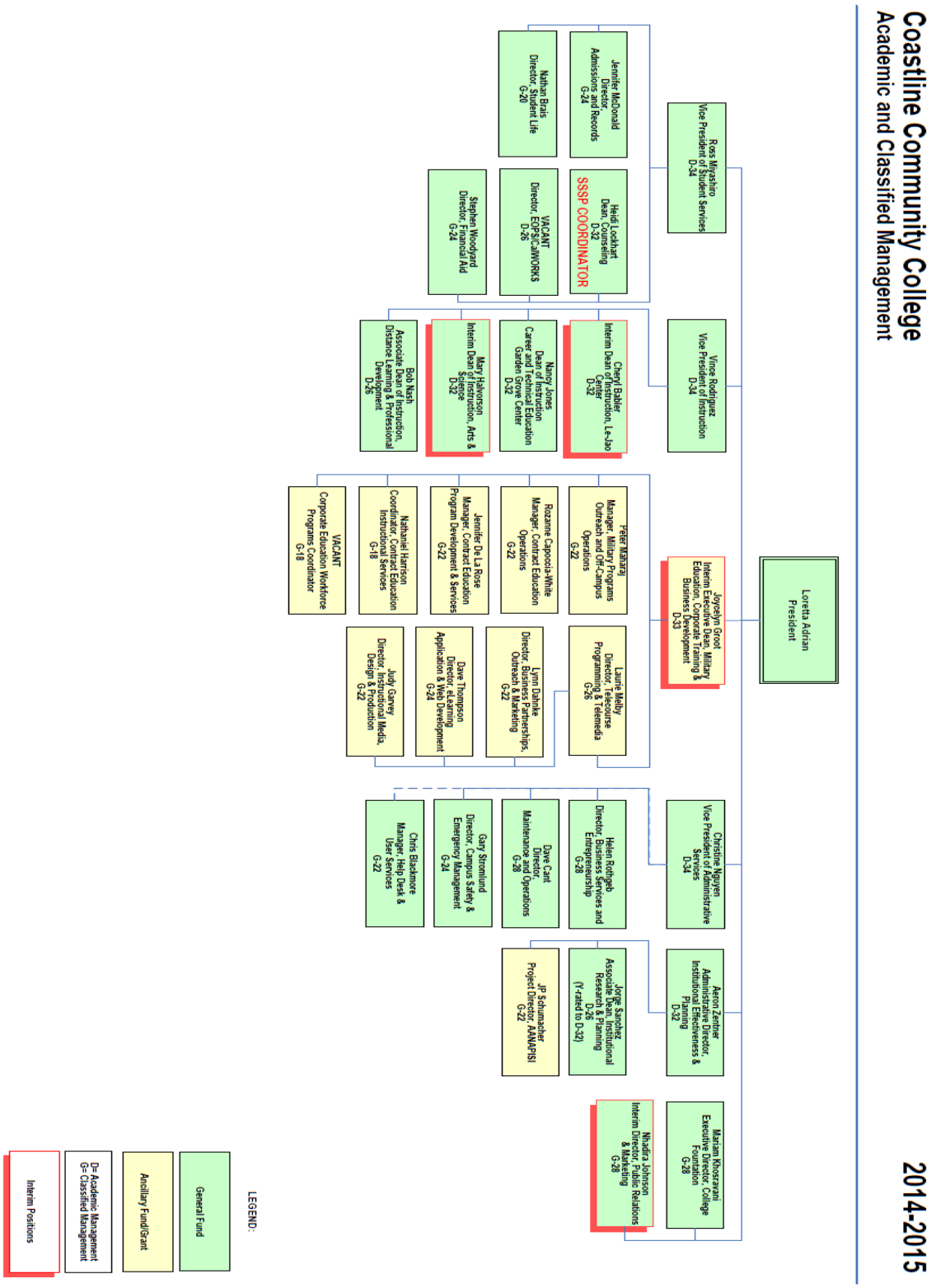
Institutional Effectiveness
Shañon Gonzalez, Senior Research Analyst (Classified)
Aeron Zentner, Administrative Director/Dean, Institutional Effectiveness (Management)

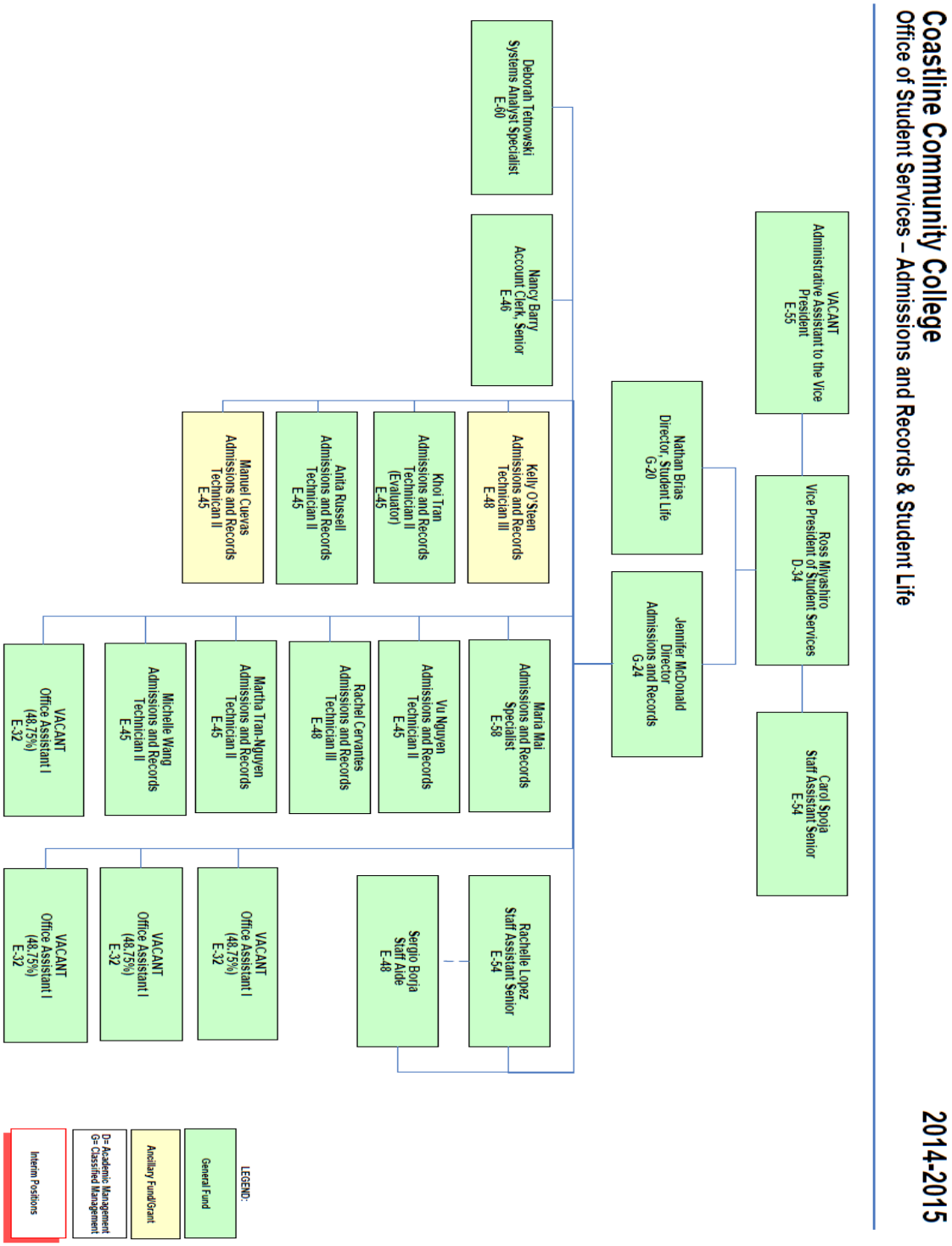
Division of Military Education, Corporate Training & Business Development
Rozanne Capoccia-White, Manager, Enrollment Services & Program Development (Management)
Jennifer De La Rosa, Manager of Student Services, Outreach and Partnerships (Management)
Joycelyn Groot, Executive Dean (Management)

Special Programs (DSPS)
Celeste Ryan, Instructor/Coordinator, Special Programs and Services (Faculty)

Student Success Center
Daniel Pittaway, Student Success Coordinator and Instructor, Student Success Tutorial Services (Faculty)

Attachment B
Organizational Charts




Coastline Community College
Office of Student Services – Admissions and Records & Student Life
2014-2015
VACANT
Administrative Assistant to the Vice President
E-55
Ross Miyashiro
Vice President of Student Services
D-34
Carol Spoja
Staff Assistant Senior
E-54
Nathan Brias
Director, Student Life
G-20
Jennifer McDonald
Director
Admissions and Records
G-24
Deborah Telnowski
Systems Analyst Specialist
E-60
Nancy Barry
Account Clerk, Senior
E-46
Kelly O'Steen
Admissions and Records
Technician III
E-48
Khoi Tran
Admissions and Records
Technician II
(Evaluator)
E-45
Anita Russell
Admissions and Records
Technician II
E-45
Manuel Cuevas
Admissions and Records
Technician II
E-45
Maria Mai
Admissions and Records
Specialist
E-58
Vu Nguyen
Admissions and Records
Technician II
E-45
Rachel Cervantes
Admissions and Records
Technician III
E-48
Martha Tran-Nguyen
Admissions and Records
Technician II
E-45
Michelle Wang
Admissions and Records
Technician II
E-45
VACANT
Office Assistant I
(48.75%)
E-32
Rachelle Lopez
Staff Assistant Senior
E-54
Sergio Borja
Staff Aide
E-48
VACANT
Office Assistant I
(48.75%)
E-32
VACANT
Office Assistant I
(48.75%)
E-32
VACANT
Office Assistant I
(48.75%)
E-32
LEGEND:
General Fund
Ancillary Fund/Grant
D= Academic Management
G= Classified Management
Interim Positions

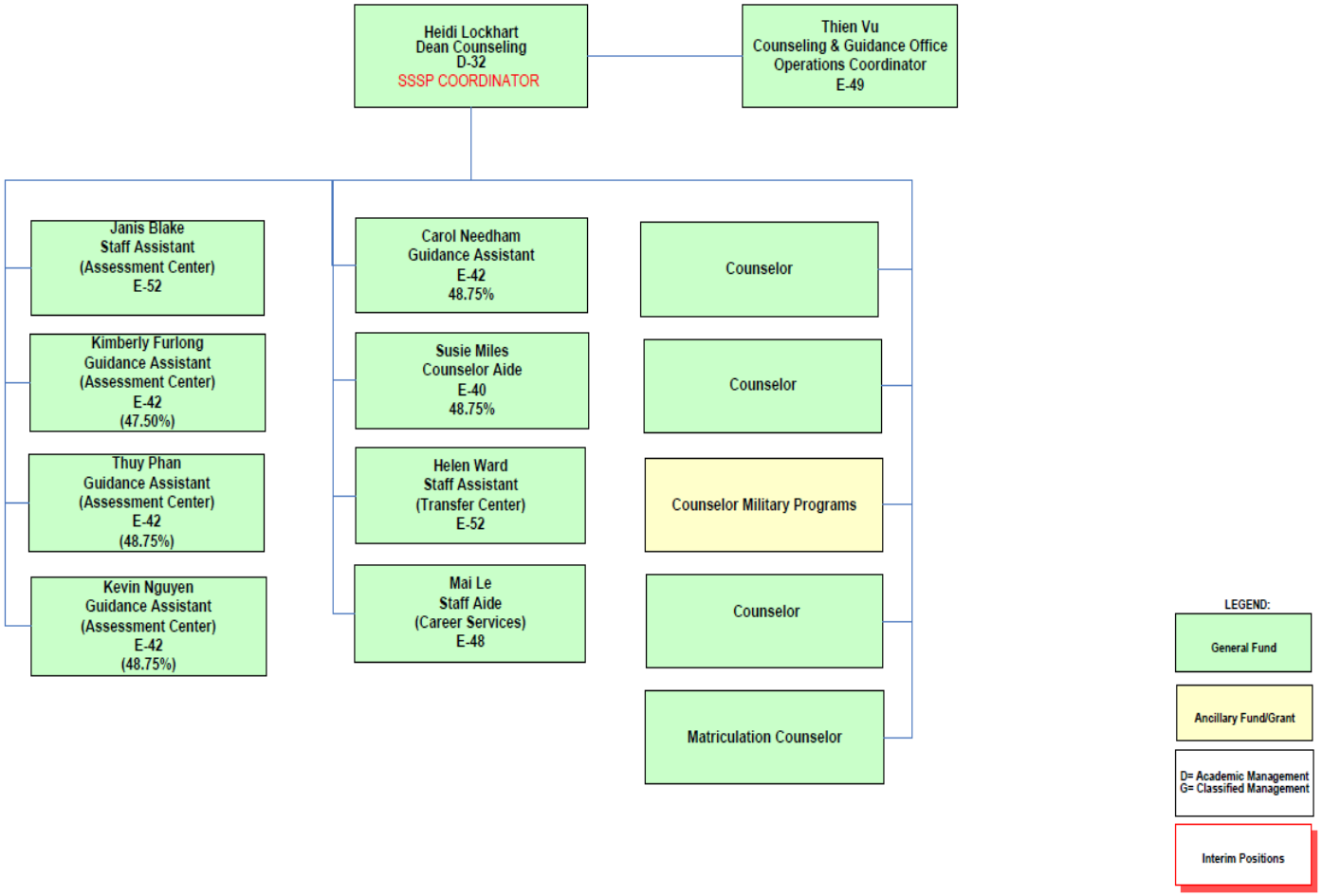
District: Coast Community College District

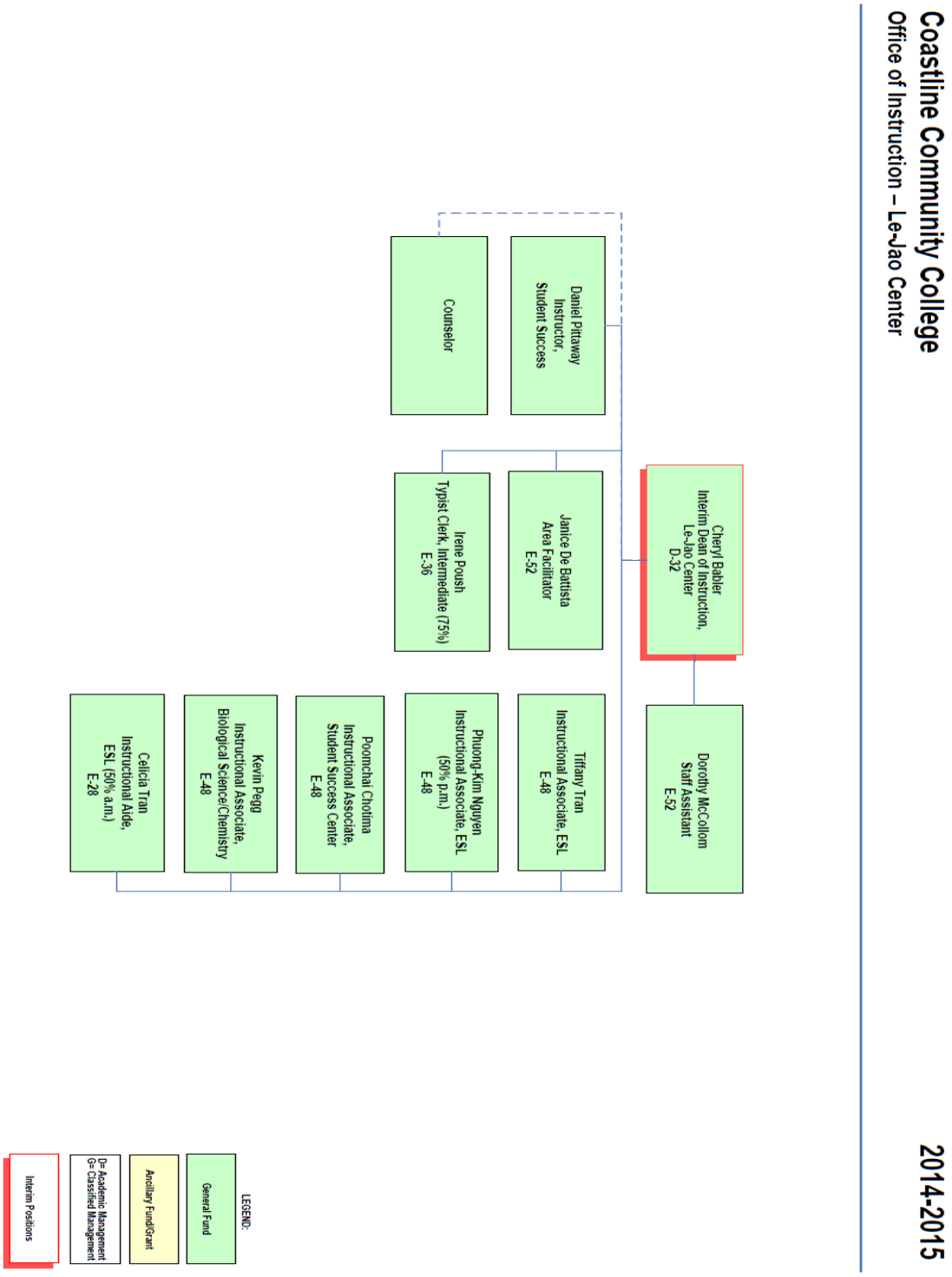
College: Coastline Community College

Coastline Community College

Office of Student Services – Counseling & Matriculation

2014-2015




Coastline Community College
Office of Instruction – Le-Jao Center
2014-2015
Cheryl Babler
Interim Dean of Instruction, Le-Jao Center
D-32
Dorothy McCollom
Staff Assistant
E-52
Janice De Battista
Area Facilitator
E-52
Tiffany Tran
Instructional Associate, ESL
E-48
Daniel Pittaway
Instructor, Student Success
Counselor
Irene Poush
Typist Clerk, Intermediate (75%)
E-36
Phuong-Kim Nguyen
Instructional Associate, ESL (50% p.m.)
E-48
Poomchai Chotima
Instructional Associate, Student Success Center
E-48
Kevin Pegg
Instructional Associate, Biological Science/Chemistry
E-48
Celicia Tran
Instructional Aide, ESL (50% a.m.)
E-28
LEGEND:
General Fund
Ancillary Fund/Grant
D= Academic Management
G= Classified Management
Interim Positions

Attachment C
Student Success and Support Program Advisory Committee

At Coastline Community College, our Student Success Committee serves as our SSSP Advisory Committee. The committee members are:

Academic Senate President or Designee (Ann Holliday)
Classified (Career Services) (Mai Le)
Classified (Matriculation Technician) (Kelly O'Steen)
Classified (EOPS) (Tina Xa)
Counselor (Ailene Nguyen)
Dean, Institutional Effectiveness (Aeron Zentner)
Director, Admissions & Records (Jennifer McDonald)
Faculty (English) (Marilyn Fry)
Faculty (Communication Studies) (Josh Levenshus)
Faculty (CTE) (VACANT)
Faculty (ESL) (Linda Kuntzman)
Faculty (DSPS) (Celeste Ryan)
Faculty (Mathematics) (Fred Feldon)
Faculty (Science) (David Devine)
Faculty (Social Science) (Michael Bach)
Faculty (Visual and Performing Arts) (David Lee)
Librarian or Designee (Cheryl Stewart)
Military Representative (Jennifer De La Rosa)
Research Department (Shannon Gonzalez)
Student (ASG) (Shelley Mackay)
Student (ASG) (Vong Nguyen)
Student Success Center (Danny Pittaway)
VP, Instruction (Vince Rodriguez)
VP, Student Services (Ross Miyashiro)