The counseling services available online are as follows: (a) academic and progress probation/dismissal workshops and (b) online counseling. Services offered in person are (a) initial and comprehensive educational plan development, (b) prerequisite clearances, (c) matriculation exemptions, (d) overload requests, (e) probation counseling, (f) career counseling, (g) transfer counseling, (h) academic renewal requests, (i) graduation checks, (j) financial aid appeals, (k) international student counseling, (l) athletic counseling, etc. Group advisement is offered for (a) new students who have recently completed the assessment test, (b) students who have completed 15 units or less from SBVC and need a comprehensive educational plan, and (c) students who need a prerequisite clearance, matriculation exemption and/or unit overload. Students on probation/dismissal also are coded using a group within SARS but are seen by the counselor on an individual basis.

Drop-in counseling is not available at SBVC. Students are required to make a same-day appointment in order to see a counselor. Years ago, the department utilized a great deal of drop-in counseling and found that the wait time for students to be seen was far too long due to limited staffing. Therefore, it was decided that the use of appointments made greater sense. Additionally, it was found by the department that when students were permitted to make appointments in advance, they did not show on the day of their appointment, thus taking an appointment slot from a student who requested counseling that same day. As a result, it has been observed that same day appointments have seemingly worked the best for our population. Students are indeed given adequate access to counseling services each day. However, due to limited staffing, there sometimes are fewer appointments available to students, especially during peak registration periods. In order for students to make an appointment to see a counselor, they must either call or come in to the counseling department the day they wish to make the appointment. Students are encouraged to come in as early as possible, especially during peak periods. If a student has a scheduled appointment, there is typically no wait time associated with that appointment. The SBVC counseling department does not utilize paraprofessional advising.

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

The counselors are primarily responsible for collaboratively developing students' abbreviated educational plans. Students are asked to consider various course selections based on counselor recommendations and catalog descriptions as well as assessment results. However, the counselor ultimately creates both the abbreviated and comprehensive educational plans. The counseling department is currently piloting a group advisement session whereby students are given laptops to use for educational plan creation. The counselor then will sign on to Web Advisor, review their plan and immediately approve or modify the proposed educational plan. Therefore, at the end of the session, all students leave with an approved educational plan.

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

Students are strongly encouraged to make an appointment to see a counselor for the development of a comprehensive educational plan either while in progress or immediately after completing their first

semester's courses. When students come in for their initial/abbreviated educational plan, counselors encourage them to utilize online resources in an effort to identify a program of study and career interest (i.e. Career Café), Students are also encouraged to visit the transfer center and to take career assessments that are offered (i.e., Myers-Briggs Typology Inventory or Strong). It is then recommended that students bring printed results to their appointment for a comprehensive educational plan. The counselors interprets their results, discusses potential program(s) of study and career choices and ultimately craft a comprehensive educational plan reflective of the students reported interests. Additionally, within the Student Development courses, students are charged with spending a certain percentage of the term researching various careers and programs of study. Based on the research the student has conducted, the counselor then develops a comprehensive educational plan for the identified program of study.

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 general counseling faculty is comprised of 9 full-time counselors and 8 adjunct counselors. All counselors possess either a Master's of Arts or Master of Sciences in Counseling. The job title of all full-time counseling faculty is "Counselor/Instructor." The job title of adjunct counseling faculty is "Adjunct Counselor." The role of the counselors is to provide students with accurate and up-to-date information regarding academic programs, certificate and associate degree completion, transfer, and to develop comprehensive student educational plans. Additionally, the counselors serve as a continuous point of contact for students who have questions regarding the navigation of the community college system.

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 main technology used for initial and comprehensive education planning is Web Advisor. Additional features of the Web Advisor, such as, course planning and degree audit will be phased in gradually within the succeeding semesters. The course planning feature enables the students to communicate with their counselors online about their course options or changes to their education plans which subsequently need counselor approval. It is also used in group sessions where the counselor presents career choice considerations, requirements for certificate of completion, graduation, or transfer, and the like. The degree audit capability will be used as a feature for real time evaluation of courses that have been completed.
Online resources featured in the web pages of departments with the counseling component are used to support counseling, advising and education planning services.

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.

See attachment D

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 Student Enhancement Workshop Follow-Up (SEW), The Graduation Initiative (GI) and Project ASSETS programs are designed to offer follow-up services for students who are at-risk per the requirements of the Student Success Act (SB 1456) and the Student Success Services and Programs (SSSP). Following-up with at-risk students would include working with students who are enrolled in basic skills courses, students who have not identified an educational goal and/or a course of study, and students who are on academic or progress probation facing loss of enrollment priority or a Board of Governors Fee Waiver, or facing dismissal. Part of the SSSP funding requires that we increase our efforts to follow-up with students who are on academic probation and increase the number of students who graduate or complete a certificate program.

The SSSP Coordinator will work with counselors to pilot two projects to follow up with students who are on probation and/or have student discipline related offences to check on their progress toward getting off probation. Additionally, a second pilot will be launched to target students with 30 or more units to invite them to meet with a counselor to evaluate their progress towards graduation or the completion of a certificate program. The Counseling Department's Project ASSETS is a pilot program aimed towards a systematic approach to providing follow-up services to approximately 200 new (first-time) and approximately 200 continuing college students. This project will afford new and continuing at-risk students developmental and comprehensive counseling services. More importantly, Project ASSETS will emphasize additional practices complementary to proven strategies employed by the Counseling Department that have been shown to increase the GPA of counseling services recipients. Several components of enhanced counseling services will comprise the strategic interventions that will tap into students' strengths, academic achievement, sustained motivation, and overall academic success. Combined, The Student Enhancement Workshop Follow-Up (SEW), The Graduation Initiative (GI) and Project ASSETS will serve over 1000 students.

Additionally, Valley College plans to assign a counselor to work with current and former foster students to assist them with successfully transitioning into college. The goal is to provide a comprehensive approach to counseling and advising foster youth. A counselor will be assigned to work with foster youth on developing life skills training, academic performance with the objective of achieving self-sufficiency, and assisting with college degree or certificate completion. The counselor will work with the following agencies:
- The Department of Children Family Services
- Local Foster/kinship caregivers association
- Feeder school districts

- Local churches and faith-based groups
- Valley College faculty, Student Services and Academic Affairs.

The counselor will work to develop partnerships to produce a large number of self-sufficient foster youth. The counselor will work to increase student success and retention of foster youth on campus by developing workshops and follow-up services to address the many challenges and obstacles faced because of abandonment, abuse, poverty, family addiction, and displacement, which conditioned foster youth to lack trust in our educational system. The counselor will work to provide support services to foster youth to assist them with accomplishing their educational goals in higher education.

The counselor will be charged with developing a Guardian Scholars Program on campus. Guardian Scholars is a comprehensive program with a goal of supporting foster youth in their efforts to gain a degree or certificate. The counselor will assist students in the Guardian Scholars Program with assessing the following:

- Full financial aid package – grants and scholarships cover tuition and living expenses
- Housing with community agencies
- Academic advising – assistance with class selection and registration
- Employment services, mentoring and career counseling – job placement, shadowing and advising
- Personal guidance, counseling, tutoring – regular contact with a consistent counselor to develop and monitor an educational plan
- Supplemental support services – child care, transportation help, book and supply voucher, etc.

The counselor will work to leverage the expertise and resources of on and off-campus agencies to achieve teams and forming partnerships with academic institutions, foundations, public agencies and private citizens. The counselor will work to create a powerful team dedicated to assisting deserving foster youth achieve their dreams of an education, realize true independence, and reach their full potential.

SEW Follow-Up:
The goal of SEW Follow-Up is to decrease the number of students who are dismissed from the college because of unsatisfactory academic progress. The issue of students on academic probation continues to be a great concern with academic dismissal and student success. According to the Student Success Task Force, extensive research has documented the importance of assessment, orientation, and counseling to help students reach their educational/career goals. The plan is to create a tracking system to follow-up with students who attend the Student Enhancement Workshops to ensure that they are actively participating in student support services such as tutoring, advising, counseling, educational workshops. The activity is to implement a follow-up system that ensures regular monitoring for early detection of academic difficulty and make appropriate referrals for students to participate in the available support services on campus. Additionally, this project will allow the college to compare the success rates of students who respond and participate in these target advising sessions to those who do not. The SEW Follow-Up project consists of three main strategies:

Strategy #1: Outreach to students on academic probation via letter, email and phone calls. Invite Students to meet with SSSP coordinator to ensure that they are following their Student Educational Plan (SEP)

Strategy #2 Raise student, faculty and staff awareness of strategies to get students off of probation.

Strategy #3 Increase the overall success and retention rate of continuing students by connecting them to existing student services such as tutoring, workshops, advising, supplemental instruction, and a host of other services.

Impacts: 1. Provide institutional resources to support the Student Enhancement program
2. Follow-up with students who attended the Student Enhancement Workshops
3. Assist students in developing strategies to improve their overall grade point average.

Strategy #1 Outreach to and assistance for students on academic and/or progress probation. Students on academic and/or progress probation are informed of their substandard status by post cards, emails and phone calls each semester. Presentations on probationary policies are conducted during the New Student Orientations and in the Student Development courses. Flyers and Service Referral Forms are sent to each division and are distributed to the faculty as an Early Alert measure, so they can notify and refer at risk students to the Student Enhancement Program (SEP) and for counseling. Students report to the counseling desk to see the SSSP Coordinator who will provide them with one of the following: 1) Probationary Level 1 Contract, 2) Probationary Level 2 Contract, or 3) Reinstatement Petition Form and assign an appointment time for the Enhancement Workshop in SARS. Upon completion of this task, the SSSP Coordinator will refer the students to see a counselor to obtain an unofficial transcript and an Educational Plan to be presented in the Student Enhancement Workshop.

Student Enhancement Workshop:
The Enhancement Workshop is conducted by a counselor, intern, or the SSSP Coordinator who covers the following topics which are found in the Student Enhancement Program booklet that is distributed to each student in attendance. The SSSP Coordinator will be responsible for developing the following topics into a Power Point presentation:
1. SEP Terminology Outline
2. How to Calculate Your Cumulative GPA
3. Identifying Challenges
4. Time Planning
5. Learning Styles
6. 7 Steps in Decision Making
7. Goal Setting
8. Writing Smart Goals
9. My Goals
10. 7 Day Procrastination Plan
11. Note taking Hints
12. Writing A Basic Essay
13. Characteristics Associated

The counselor or SSSP Coordinator signs a form with the student's name, verifying that the student attended the workshop and had an educational plan and a print out of their academic history. The names of students who attended the workshop are recorded in SARS by the SSSP Coordinator, and the list is submitted to the Admissions and Records office that clears the student for registration in classes. This strategy is expected to generate a decrease in the number of students on academic or progress probation.

Strategy #2 Raise student, faculty and staff awareness of getting student off probation.
A pre and post survey conducted in the Student Enhancement Workshop indicates the progress of students who participate in the Student Enhancement Workshop. However, there is no follow- up to ascertain student academic progress after having participated in the Enhancement Workshop. Also, there is no research data to provide to faculty for the students who are identified during the early alert activity. To raise student, as well as faculty and staff awareness of getting students off academic or progress probation and ways to support student academic progress, the following action will be taken:
1. Faculty will receive information on the number of students who participate in the Enhancement Workshop
2. Faculty will distribute a flyer developed by financial aid on the impact of being on academic probation.
3. Faculty will distribute flyers developed by the counseling department in conjunction with the learning resource center announcing workshops to assist students to achieve academic success.
4. Student who are on probation and have attended a SEW workshop will be contacted and encouraged to attend a follow-up advising session to check on their progress towards getting off of probation.

Service Area Outcome (SAO):
A Service Area Outcome (SAO) is to decrease the number of students on academic or progress probation by 10%. The office of Institutional Research and/or Admissions Office will provide data to ascertain the decrease in probation rates.

Strategy #3 Increase the overall success and retention rate
Valley College counselors are a necessary point of contact for students on probation/dismissal. Follow-up activities are essential to the overall success and retention of those students in reaching their educational goal. To reach out to these students, all counselors will see the students. Two full-time counselors, two part-time (adjunct) counselors and the SSSP Coordinator will be responsible for conducting the follow-up progress. Compensation for part-time counselors will equal 15 to 20 hours a week to ensure that students on academic/progress probation are following a plan to get them off probation. Two specific full-time counselors will be allocated 5 hours per semester to complete the assessment for the SAO. A plan may include repeating those classes where sub-standard grades were received and attending support service activities to assist students in their studies to achieve academic success.

After students completed the Student Enhancement Workshop, they will be contacted each semester via email, post cards and phone calls to meet with a counselor as a follow-up session until they get off probation. During the session, the counselor will have each student complete a Probation/Dismissal Form and determine if the student is following the recommended Educational Plan designed to get

them off probation. The Educational Plan may be modified to assist the students in getting off academic probation.

The Graduation Initiative:
The goal of the Graduation Initiative (GI) is to increase the number of San Bernardino Valley College (Valley College) students who complete an associate degree, certificate program, and/or who complete the requirements necessary to transfer. The overarching goal is to improve the college's graduation and completion rates by reaching out to students who have completed 30 or more units of coursework. Counselors are an essential point of contact for students who intend to complete a certificate program, graduate or transfer. Usually, counselors work very closely with the evaluators to award degrees. However, since many students continue taking classes without ever seeing a counselor, many may be close to completing graduation requirements without ever realizing that they may be close to graduating, completing a certificate and/or degree.

The plan uses two full-time counselors and two adjunct counselors to launch target outreach to students who have completed 15 or more units of coursework. The SSSP Coordinator working with admissions will generate the data for students to be contacted via email, phone and a letter mailed to the students' residence. The counselors assigned to this project will target students who have completed a minimum of 30 units and who enrolled in transferable math and English courses. After these students are identified, a letter and email will be sent inviting them to schedule a counseling session to develop an educational plan to complete an AA/AS degree within one and half years. Phone calls will be made by work-study students as a follow up to ensure that students see the counselors. Full-time counselors will work during the day and part-time counselors will work evenings. Each counselor will develop an extensive Student Educational plan (SEP) with a stated goal of AA /AS, AA-T/AS-T and/ or certificate to include the general studies AA degree requiring 18 units of general education. The SEP will identify the students' completion date for the degree and/or certificate. The degree plan will also include the requirements for CSU eligibility. Students will be encouraged to sign-up for a transfer workshop conducted by the Transfer Counselor. This component will focus on raising student, faculty, staff and community awareness of the benefits of an associate's degree as well as clarifying degree/career pathways, requirements and procedures to graduate.

Strategy #1 Outreach to and assistance for students who are close to completion.
Strategy #2 Raise student, faculty, staff and community awareness of degree benefits --"Get a Degree" campaign.
Impacts: 1. Alignment of institutional resources to support degree attainment.
          2. Re-engagement of students who completed 30 or more units
          3. Student, faculty/staff and community perception about value of associate's degree

Strategy # 1: Outreach to and assistance for students who are close to completion:
A number of current and former Valley College students may be eligible or very close to completing a college degree or certificate, but many may not be aware that they have completed the degree or program requirements. The pathway to pursue an associate's degree is particularly beneficial because it can allow students to either prepare for a well-paying career or prepare for transfer to a university at a later date.

Strategy # 2: Student, faculty, staff and community awareness of degree benefits

--"Get a Degree" campaign:

Informal student surveys conducted in class by English and mathematics faculty indicated that most students not only do not know the process of obtaining an associate's degree, but also do not understand the benefits of graduating with an associate's degree. Transfer-bound students are concerned with meeting transfer requirements. and they do not even try to match those requirements with the college's degree requirements, which could lead to accomplishing both. Other "undecided" students keep taking courses until they accumulate large numbers of units without realizing that they could be eligible for a degree.

To raise students' as well as faculty's and staff's awareness of degree benefits, processes and ways to support student degree attainment, a number of actions will be taken:

1. Degree information and pathway will be included in the schedule of classes to make it more visible and conveniently available to students (right now it is only included in the catalog).

Service Area Outcomes (SAO)

A service Area Outcome (SAO) is to increase the graduation and completion rate by 10%. The office of Institutional Research will provide data to ascertain the increase in graduation and completion rate.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).
   - 15 Counselors (Fulltime and Adjunct)-Assist with planning follow-up activities, SEPs, workshops and presentations.
   - 2 Student Services Technicians-Assist with contacting students, scheduling appointments, data entry and outreach.
   - SSSP Coordinator-Assist with planning follow-up activities, contacting students, workshops, recruitment, data entry, and presentations.
   - Interns and Student Workers-Assist with recruitment.

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

SARS is used to schedule appointments, workshops and track student participation in follow-up activities.

Campus student email is used to contact students' regarding follow-up appointments, academic status, announcements, etc.

Facebook is used to inform students of program application deadlines, graduation information, transfer alerts, etc.

College and Program web pages are used to communicate with students regarding overall Student Services programs and Instructional Departments information to enhance student retention and success.

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.

See Attachment D

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 following may be conducted related to the SSSP services - outcome studies using comparative approaches to see if significant positive impact occurred; efficacy studies of interventions/services on GPA's, completion, and success of students; satisfaction surveys; correlational studies on factors that influence success of SBVC students, etc.

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.

Academic advising, orientation, education planning, counseling, as well as, follow-up services via online workshops for underachieving students are provided using technology as described below --
a.   online application for admission, online notification of student's ID, online orientation, online appointment for assessment, online assessment using Accuplacer.
b.   use of WebAdvisor for abbreviated education plan after group advising session
c.   online appointment for comprehensive education plan
d.   use of WebAdvisor for comprehensive education plan
e.   use of WebAdvisor course planning feature for comprehensive education plan
f.   use of Web Advisor degree audit for graduation check
g.   online workshops for probation and dismissal students prior to counseling.

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.

SBVC will not have transitional services for District match since the college is ready to implement its student success and support programs plan.

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.

Students are exempt from participating in the required Student Success & Support Program services by following the college procedures:

Matriculation Exemption Request Form: The form allows a student to be exempt from orientation, assessment, and advisement.

Orientation exemption is based on the following criteria: Completion of an AA degree or higher.

Assessment Exemption is based on the following criteria: An earned score of 3 or higher in Advanced Placement Tests in English and math, submission of assessment placement scores from another community college taken within two years, submission of transcripts from another regionally accredited college or university showing satisfactory completion of a math and/or English course (the assessment will be required for the subject area of which a course had not yet been successfully completed. Courses in progress will not be considered for exemption and/or prerequisite clearance), Enrolling in courses to achieve or maintain certificate or license requirements, which do not require math, reading, or English prerequisites, enrolling in courses for personal enrichment which do not require math, reading, English prerequisites (a maximum of 12 units may be taken prior to assessment).

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

Students may appeal for re-assessment to the department chair or division dean; if appeal is granted, students may retake the test. Additionally, students may re-assess when recommended by the Student Policy and Scholastic Standards Committee in accordance with the exemption permitted by the SBVC Policy on Assessment as well as Swhen recommended by counseling faculty.

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

Prerequisites fall under the purview of the Vice President of Instruction and the Instruction Curriculum Committee. The curriculum committee periodically reviews prerequisites as part of the content review process. To ensure that the SSSP services are current, the SSSP Advisory Committee also periodically reviews prerequisites and makes recommendations to the curriculum committee as needed. Students may challenge prerequisites by submitting a Prerequisite & Corequisite Challenge Form. The student completes the form and attaches documentation to establish their right to challenge the prerequisite or co-requisite. The student must identify the course they wish to register and the prerequisite or co-requisite they wish to challenge. The student submits all forms to the appropriate division office for review. Upon receipt of the forms the division office has five (5) working days to render a decision. However, it is the students' responsibility to return to the division office within five (5) working days from submission to receive the challenge decision. A student may also request a prerequisite waiver if the prerequisite course was taken and passed with a "C" grade or higher at an accredited community college or university. The student is required to meet with a counselor and to bring transcripts from the college or university to verify satisfactory completion of the prerequisite course. The counselor will complete a Prerequisite Clearance Form and attach the documentation verifying successful completion of the prerequisite. Upon receipt of the form it is the

students' responsibility to submit the paper work to the Admissions and Records Office for input into Datatel.

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

Work with the campus Professional Development Coordinator to continue with and enhance the number of workshops related to the SSSP and services. Continue with collaborative dialogue pertaining to SSSP in Student Services counselor meetings, student services departmental meetings, counselor liaison meetings with instructional departments, instructional and student services deans meetings, and training for adjunct counseling faculty, etc. Attend SSSP conferences and/or workshops, illustrate information on campus webpages particularly in Student Services, create literature, etc.

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.

It is imperative that the SSSP goals and the required core student services coincide, supplement, and integrate with the goals and objectives of other planning efforts (i.e., strategic plans, Basic Skills Initiative, educational master plans, etc.). Particularly, as the program goals relate to partnerships, access, and student success. The sharing of ideas and innovate ways to enhance programs, services, and to maintain current and challenging curriculum to a diverse student population will be coordinated through the following collaborative efforts: SSSP Advisory Committee, Student Services Council, instructional and student services deans meetings, Student Services Division meetings, instructional departmental meetings, Basic Skills meetings, Enrollment Management, etc. Collegial consultation will lead to an optimum learning environment, evaluation of goals, action plans, process, and services necessary for the success of students.

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 following are examples of joint college efforts: effective coordination that has transpired in the service area high school assessment outreach component. Both colleges (CHC and SBVC) test prospective students at the high school sites, and counselors from each campus generated student educational plans. Personnel from both colleges had various meetings to assess, develop, and implement student Academic Dismissal Standards. Additionally, it was agreed that students with academic dismissal status at one college would not impact their status or enrollment at the other college. Collaborative efforts have also been made in standardizing the counseling reason codes for MIS reporting. Personnel from both colleges and District Computing Services form the District Application Work Group (DAWG) Committee. The group meets weekly and they have been instrumental in the coordination and implementation of various items (i.e. student Web advisor, Degree Audit, Educational Planning module, etc.).

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: Dr. Ricky Shabazz   Title: Vice President, Student Services

Stakeholder Group: SSSP Committee

Name: Marco Cota   Title: Dean, Counseling and Matriculation

Stakeholder Group: Co-Chair, SSSP Committee

Name: Dr. Kathryn Weiss   Title: Dean, Humanities

Stakeholder Group: SSSP Committee

Name: Dr. Diane Hunter   Title: Chair, Professor, English

Stakeholder Group: SSSP Committee

Name: Dr. Yvette Lee   Title: Professor, English

Stakeholder Group: SSSP Committee

Name: Dr. Ailsa Aguilar-Kitibutr   Title: Chair, Counseling

Stakeholder Group: Executive Board Member, Academic Senate

Name: Dr. Leonard Lopez   Title: Professor, Philosophy

Stakeholder Group: SSSP Coordinator

Name: Gina Curasi   Title: Counselor, Instructor

Stakeholder Group: Co-Chair, SSSP Committee

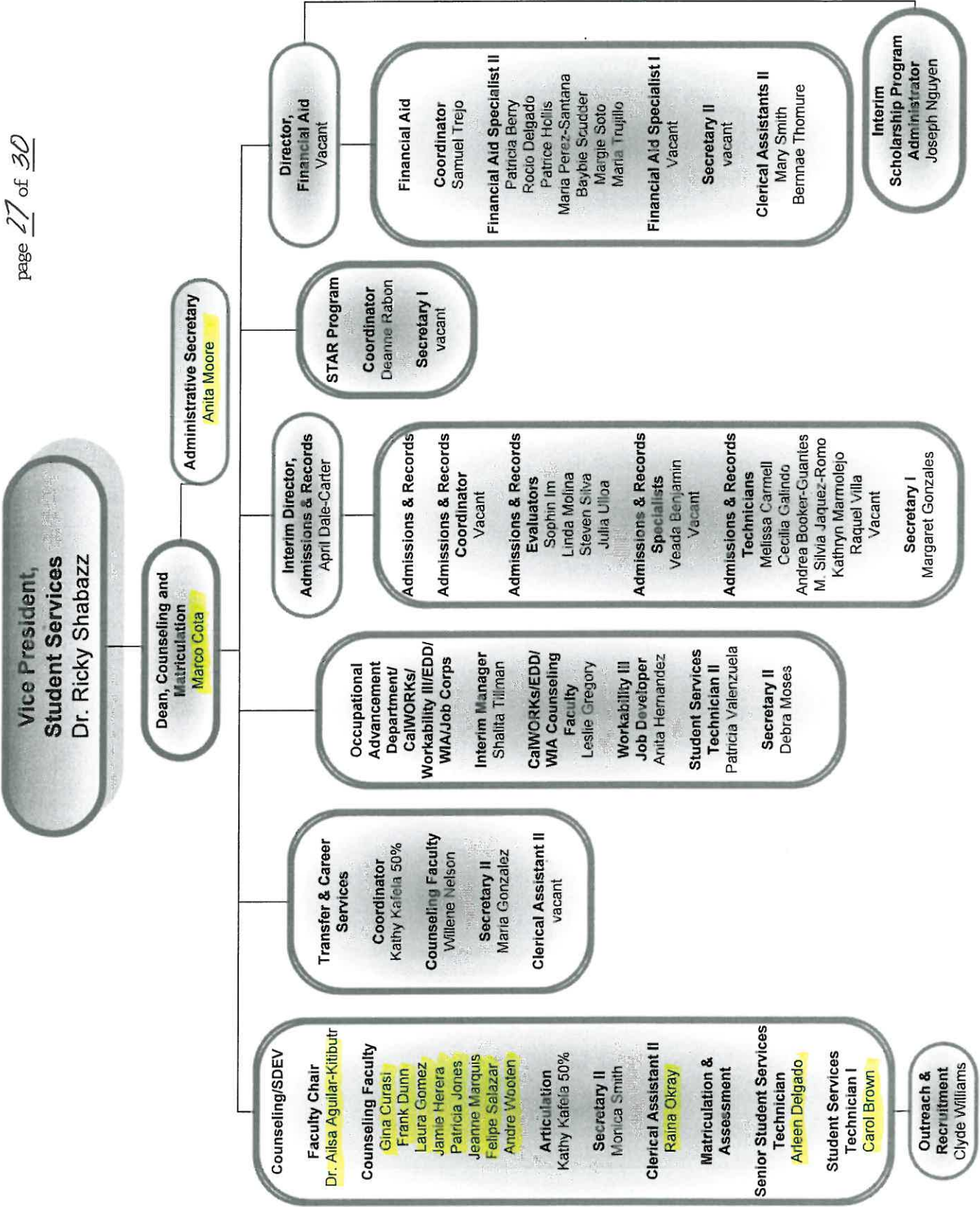Name: April Dale-Carter   Title: Interim Director, Admissions & Records

Stakeholder Group: SSSP Committee

Name: Arleen Delgado   Title: Senior Student Services Technician II

Stakeholder Group: SSSP Committee

Name: Carol Brown   Title: Student Services Technician I

Stakeholder Group: SSSP Committee

Vice President, Student Services
Dr. Ricky Shabazz

Administrative Secretary
Anita Moore

Dean, Counseling and Matriculation
Marco Cota

Director, Financial Aid
Vacant

Financial Aid

Coordinator
Samuel Trejo

Financial Aid Specialist II
Patricia Berry
Rocio Delgado
Patrice Hollis
Maria Perez-Santana
Baybie Scudder
Margie Soto
Maria Trujillo

Financial Aid Specialist I
Vacant

Secretary II
vacant

Clerical Assistants II
Mary Smith
Bernnae Thomure

Interim Scholarship Program Administrator
Joseph Nguyen

STAR Program

Coordinator
Deanne Rabon

Secretary I
vacant

Interim Director, Admissions & Records
April Dale-Carter

Admissions & Records

Admissions & Records Coordinator
Vacant

Admissions & Records Evaluators
Sophin Im
Linda Molina
Steven Silva
Julia Ulloa

Admissions & Records Specialists
Veada Benjamin
Vacant

Admissions & Records Technicians
Melissa Carmell
Cecilia Galindo
Andrea Booker-Guantes
M. Silvia Jaquez-Romo
Kathryn Marmolejo
Raquel Villa
Vacant

Secretary I
Margaret Gonzales

Occupational Advancement Department/ CalWORKs/ Workability III/EDD/ WIA/Job Corps

Interim Manager
Shalita Tillman

CalWORKs/EDD/ WIA Counseling Faculty
Leslie Gregory

Workability III Job Developer
Anita Hernandez

Student Services Technician II
Patricia Valenzuela

Secretary II
Debra Moses

Transfer & Career Services

Coordinator
Kathy Kafela 50%

Counseling Faculty
Willene Nelson

Secretary II
Maria Gonzalez

Clerical Assistant II
vacant

Counseling/SDEV

Faculty Chair
Dr. Alisa Aguilar-Kitibutr

Counseling Faculty
Gina Curasi
Frank Dunn
Laura Gomez
Jamie Herera
Patricia Jones
Jeanne Marquis
Felipe Salazar
Andre Wooten

Articulation
Kathy Kafela 50%

Secretary II
Monica Smith

Clerical Assistant II
Raina Okray

Matriculation & Assessment

Senior Student Services Technician
Arleen Delgado

Student Services Technician I
Carol Brown

Outreach & Recruitment
Clyde Williams

Attachment C
Student Success and Support Program
Advisory Committee

Dr. Ailsa Aguilar-Kitibutr	Chair, Counseling Department
Kenneth Blumenthal	Professor, Physical Education
Carol Brown	Student Services Technician I
Marco Cota	Dean, Counseling & Matriculation
Gina Curasi	Counselor, Instructor
April Dale-Carter	Interim Director, Admissions & Records
Arleen Delgado	Senior Student Services Technician II
Dr. Diane Hunter	Chair, Professor, English
Kathy Kafela	Coordinator, Transfer & Career Services
Dr. Yvette Lee	Professor, English
Dr. Leonard Lopez	Professor, Philosophy
Dr. Mustafa Kanawati	Professor, Mathematics
Marty Milligan	Interim Coordinator, Disabled Student Program & Services
Anita Moore	Administrative Secretary, Counseling & Matriculation
Dr. Ricky Shabazz	Vice President, Student Services
Dr. James Smith	Dean, Research & Planning
Dr. Kathryn Weiss	Dean, Humanities

Attachment D
Student Success and Support Program
Program Budget

Total Allocation: **$612,742**

1000	Non-instructional Hourly	$165,000
2000	Classified Employees	186,791
3000	Employee Benefits	70,495
4220	Reference Books	2,000
4500	Non-instructional Supplies	15,000
4551	Printing	2,500
5113	Consultant	5,000
5200	Conferences	8,000
5210	Personal Mileage	2,500
5350	Postage and Freight	3,000
5611	Bus/Car Rentals	8,000
5620	Accuplacer Tests	72,500
5637	Maintenance Agreement-Office Equipment	1,000
5801	Advertising	30,000
5809	Other Expenses & Fees	20,000
5830	Software/On-Site/Internet Service	3,000
6400	Additional Improved Equipment	9,949
6420	Computer/Info. Technology	8,007

Total: **612,742**

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