Student Success and Support Program Plan
(Credit Students)

2014-15

District: <u>San Mateo County Community College</u>

College: <u>Cañada College</u>

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

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan are 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: Cañada College

District Name: San Mateo Community College District

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

Signature of College SSSP Coordinator: _____

Name: _____   Date: _____

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

Name:_____   Date: _____

Signature of the Chief Instructional Officer: _____

Name:_____   Date: _____

Signature of College Academic Senate President: _____

Name:_____   Date: _____

Signature of College President: _____

Name:_____   Date: _____

Signature of District Chancellor: _____

Name:_____   Date: _____

Contact information for person preparing the plan:

Name:_____   Title: _____

Email:_____   Phone: _____

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.).

   Target Audience and Timing:
   New Student Orientation is provided prior to the start of the summer/fall and spring semesters. The target audience is all of our first-time student applicants that have indicated that their educational goal is to earn a certificate, associate's degree and/or transfer to a 4-year university/college (non-exempt). We purposely target students to attend orientation at the very beginning of their academic pathway, before taking their assessment tests. The purpose of New Student Orientation is to connect our new students with the college staff, services, and resources that can support their academic success at Cañada College.

   Annual Number Served:
   Each year we serve approximately 1,500 first-time students.

   Delivery Methods:
   The New Student Orientation sessions are provided to groups by our Welcome Center staff members using PowerPoint Presentation and the Student Online Services (WebSMART). In the calendar year 2013, we provided 70 in-person new student group orientations to approximately 1,500 students, serving up to 35 students in each session. We also provide online orientations to students who do not live near the College, and/or are taking online courses.

   Partnerships:
   Each year in April & May, we partner with our local Sequoia High School District to provide targeted orientations to soon-to-be high school graduates. The Priority Enrollment Program (PEP) provides priority registration status to all the students who participate. The PEP involves group orientations outlining how to register, financial aid presentations, a parent component and taking assessment tests in math, English, reading and/or ESL. This past spring 2014 semester we served 132 PEP students.

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

Name	Number of Positions	Job Title	Description
Kim Lopez	1	Dean, Counseling Services	Oversees the New Student Orientation Program
Jeanne Stalker	1	Program Services Coordinator	Manages the day-to-day scheduling and conducts the orientations
Loretta Davis	1	Office Assistant	Assists in scheduling and conducting the orientations sessions
Yesenia Haro	1	Office Assistant	Assists in scheduling and conducting the orientations sessions
TBA	1	Retention Specialist	Assists in follow-up with students who have attended orientation and have not yet registered

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.

Currently we use Moodle for our online orientation. The San Mateo Community College District has contracted with COMEVO to develop a new online version of our online orientation. COMEVO is an interactive 24/7 online orientation in which students will be able to demonstrate what they have learned through a quiz following each session. We plan to use the new online orientation in the fall 2014 to students who request it. It is primarily for our online students and as a supplement for our in-person orientation. The development of COMEVO required a one-time development fee.

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

Cañada College has a long history of mandating new student orientation, assessment and counseling services as part of the matriculation process for all non-exempt applicants. The process is evaluated extensively each year through program review and changes are made to improve this service.

Each year a New Student Handbook is developed and distributed at all of our New Student Orientations. The handbook contains important information, to include the following:
    1. College Directory
    2. Description of student support services and how to locate the offices on campus
    3. Information on our Student Online Services (WEBSMART)
    4. Directions on how to register and access the student email account
    5. Information on WebAccess (course management portal) WebSchedule (online course schedule) and DegreeWorks (online educational plan and degree audit system).
    6. Summary of the Student Grievance & Disciplinary Process and the Student Code of Conduct
    7. An Academic Planner

In each orientation session, the contents of the handbook are reviewed so that students are aware of important information about the college and, additional information is discussed through Power Point presentations including the following:
    1. Review of the college catalog, class schedule, academic calendar and fee schedule (including information on the BOGFW and Financial Aid)
    2. Information on how to prepare for the assessment tests
    3. Information on how to maintain priority enrollment status, which includes a discussion on academic and progress probation standards and educational planning

Following every orientation and assessment session, each student receives a 30 minute appointment with a counselor within a 48 hour period. The counselor discusses with students the assessment results and their educational goal(s), develops a preliminary educational plan, and assists the student in developing a first semester course schedule.

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.

    In Spring 2012, the SMCCD implemented the Plan Ahead/Pay Ahead program which requires all students to pay all their fees prior to each semester or they will be dropped from their classes. Students who have applied for the FAFSA, have been awarded a BOGFW or have enrolled in a payment plan are not dropped for non-payment. This information is covered in every orientation session as students need to be aware of the payment requirements.

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.).

    Target Audience:
    Assessment and Placement services are provided prior to the start of the summer/fall and spring semesters. The target audience is all of our new student applicants that have indicated that their educational goal is to earn a certificate, associate's degree and/or transfer to a 4-year university/college (non-exempt), as well as, returning and continuing students.

    Annual Number Served:
    In the calendar year 2013, we assessed approximately 800 first-time students and 700 continuing students.

    Assessment Process:
    We have designed our New Student Orientation and Assessment process to occur together. First, students participate in New Student Orientation and then they take the COMPASS assessment tests in math, English, reading and/or ESL. The purpose of New Student Assessment is to determine a student's current skill in mathematics, reading, English/English Second Language (ESL).

    Assessment services are provided four days a week throughout the year for our continuing or returning students. New students are mandated to attend a joint orientation and assessment session which are held up to three times a week during the registration periods. Students have the option of attending a day, evening, weekend or Spanish only orientation and assessment session. Our assessment center can serve up to 50 students.

    Partnerships:
    Once the COMPASS assessment tests can be completed online, we plan to offer assessment testing services at our local high schools. The initial assessment test is provided while students are still in high school (in April/May of their senior year) or during the registration period prior to the beginning of each semester.

    In addition, we are conducting research to use High School transcripts for placement. We are working closely with our primary feeder high school district to develop this process.

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 research services.

Name	Number of Positions	Job Title	Description
Kim Lopez	1	Dean, Counseling Services	Oversees the New Student Orientation/Assessment Programs
Jeanne Stalker	1	Program Services Coordinator	Manages the day-to-day scheduling and conducts the orientations and assessment sessions
Loretta Davis	1	Office Assistant	Assists in scheduling and conducting the orientations and assessment sessions
Yesenia Haro	1	Office Assistant	Assists in scheduling and conducting the orientations and assessment sessions
TBA	1	Retention Specialist	Assists in follow-up with students who have completed and assessment and have not yet registered

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.)

Test:
The ACT Compass Internet System 3.2 (converting to 5.0 this summer) test(s) are used for placement into English, mathematics, and ESL courses. English skills are assessed through reading, writing and grammar component and the ESL test also includes a listening portion. The mathematics test includes assessment of numerical skills, college algebra, geometry and trigonometry components.

Currently our computerized assessments in English, ESL and mathematics are administered individually or in groups' settings. Individualized placement results are given to each student immediately following their completion of the test(s).

Multiple Measures:
Other measures used for placement may consist of (if applicable) having students:
  - Provide their high school transcripts, AP and EAP scores when meeting with a counselor
  - Provide their assessments, prior coursework and transcripts from other colleges/institutions for review by a counselor

Counselors engage in conversations with students regarding their academic preparation in English, reading and math as another tool to assist in the placement process.

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 SMCCD's policy states that a student is exempt for taking our assessment test if they have taken an assessment test at two other sister colleges in the district – Skyline College or the College of San Mateo. In addition, If a student has completed the COMPASS or Accuplacer assessment test at another college in California, and can provide us with the scores, we are able to use these assessment scores for course placement.

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: Students are informed at the point that they sign-up for an orientation session of the pre-test practice information available on our Assessment website. All students are encouraged to review the test-prep information prior to attending an orientation and assessment session. Additionally, during orientation students are informed of our intersession Math Jams and Word Jams. Math/Word Jams offer students the opportunity to improve their placement test results. Each Jam is held a week prior to the beginning of the summer, fall and spring semesters and provides students with an intensive review of math and English. The students re-take the COMPASS assessment test after completing each Jam.

   Re-take: Students may retake the assessment test one time within a two-year period unless they are advised to re-take the test from a counselor or complete either Math Jam and/or Word Jam. Our college re-test policy is printed in the class schedule each semester

   Recency: Math tests are valid for two years from the test date. English, ESL and reading tests do not have a recency limit. The recency requirement for math is printed in the class schedule each semester.

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?

   Students are exempt for taking the assessment test if they can show evidence of completing the College Board Advanced Placement (AP) Test in English Language or English Literature with a score of 3, 4, or 5 or if they are a high school senior planning to attend summer or fall classes and have completed the Early Assessment Program (EAP) test at their high school. The EAP test results must place the student in "college ready" English or math

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.)

   Target Audience:
   All Cañada College students are provided with the opportunity to receive counseling, advising and other educational planning services. In the 2013 calendar year, approximately 27,000 student visits (duplicated) were made to counseling and/or advising services. Specifically, we target our counseling, advising and educational planning services to students who have declared an educational goal of earning a certificate, an AA/AS degree or transferring to a four-year institution.

   Services Provided:
   There are a variety of programs providing counseling services, these include the following: General Counseling, Associates to Bachelor's Degree (A2B), Beating the Odds (BTO) peer mentoring program, Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), Career Center, Educational Opportunity Program and Services (EOPS), Financial Aid counseling for students at-risk of losing their financial aid, International Student Center (ISC), Student Support Services (TRIO) and the Transfer Center.

   Delivery Method:
   For our new students who are required to meet with a counselor prior to registration, a 30 minute individual appointment is provided. At the end of this appointment, these new students have an abbreviated student educational plan (SEP) which is entered into Degree Works and a follow-up appointment is made to complete a comprehensive educational plan. In addition, students have opportunities to access these services through drop-ins, workshops or an in-person, phone, or online counseling appointment. In the upcoming year (2014/15), we are also including advising services provided by the Science, Technology, Engineering and Math (STEM) Center, and the English as a Second Language (ESL) and Community Based English Tutoring (CBET) programs. EOPS/CARE students are required to meet with an EOPS counselor at least three times in a semester. CalWORKs students are mandated to have at least one counseling contact per semester.

   Tracking Services:
   The San Mateo Community College District uses SARS to track all student contacts (drop-ins, appointments and workshops). The counselors throughout the District have access to view all counselor notes from our sister colleges (Skyline and the College of San Mateo), since many of our students also enroll in courses at two or three colleges simultaneously. SARS has the Alert function that allows for tracking at-risk students

   Points in the Academic Pathway:
   Prior to registration, all non-exempt students are required to meet with a counselor prior to their initial registration (before registration) and in order to receive priority registration a continuing student must have an updated educational plan. An updated educational plan requires that a student meet each semester with a counselor

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.

Appointments:
Counseling services are provided primarily through 30 minute individual in-person appointments, which are provided throughout the year. Students can schedule counseling appointments through the Welcome Center staff (either by phone or in person). The Welcome Center is open Monday & Thursdays from 8:00am-4:30pm, Tuesdays and Wednesdays from 8:00am-7:00pm and Fridays from 8:00am to 12:00pm. During the peak registration period (November & April) students are able to schedule a 30 minute appointment to meet with a counselor within 5 days. Outside of these timeframes, students can see a counselor within a 24 hour period.

Drop-In:
Drop-in counseling is made available a week before the start and during the first two weeks of the summer/fall and spring semester. During the first two days of each semester the average drop-in wait time is 45 minutes.

Online:
E-counseling is offered on a limited basis every fall and spring semester.

Other:
Academic and/or paraprofessional case management advising services are provided by many of our special programs such as Associates to Bachelors (A2B), Beating The Odds (BTO), College for Working Adults (CWA), EOPS/CARE/CalWORKs, Human Services, Honors, Transfer, STEM Center, International Student Center, TRIO, and the ESL & CBET Programs. Many of these programs hire program coordinators or supervisors that can provide advising and follow-up services for students in their specific student support program.

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

Abbreviated Plan Development:
All new students are required to attend an orientation and assessment session and meet with a counselor to develop an abbreviated student education plan prior to registering for classes. In the summer of 2012, significant changes were made in the structure of the new student success services to allow each new student a 30 minutes counseling appointment to ensure that an initial educational plan could be developed prior to enrollment in college for the first time.

Student Learning Outcome:
All students are required to provide complete a student learning outcome survey before orientation and after their counseling appointment so that we can measure if they learned the most important aspects taught at the orientation, assessment and counseling sessions. The 2013-14 post-survey results measured a 55% increase in students' ability to know what classes he/she needs to take to meet their academic, career and personal goal.

Scope and Content:
An abbreviated education plan is one or two terms in length and is typically used for entering first time students, student on academic or progress probation, or students who have short term educational goals at the college that can be completed by taking 1-4 courses (short term CTE certificates, ESL, or basic skills).

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.

    Comprehensive SEP Assistance:
    The comprehensive SEP is developed during a 30 minute counseling appointment, generally during a new student's first semester. A comprehensive education plan is at least 2 terms in length and reflects the number of units and terms required to achieve the student's declared course of study.

    Promotion of the SEP:
    The Counseling Department's Service Area Outcome (SAO) in 2011-14 is to increase the number of students who visit the counseling center to create a comprehensive Student Educational Plan (SEP) each semester. The "Got Priority" SEP campaign was launched in the spring of 2011 in order to increase the number of students with a comprehensive SEP on DegreeWorks.
    As a result of implementing this campaign, approximately 200 students met with a counselor and developed a comprehensive SEP in March/April, 2011. Since the spring of 2011, the department has institutionalized the SEP campaign each semester.

    Numbers Served:
    DegreeWorks is a web-based degree audit tool that assists students and counselors monitor progress toward degree, certificate and transfer completion. Recent data shows that over 4,175 Cañada students have a SEP on DegreeWorks as of May, 2014, of which 2,817 were enrolled in spring, 2014.

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 2 080).

The Cañada Counseling Department consists of the following staff (2014-15):

Name	Number of Positions	Job Title	Description
Kim Lopez	1	Dean, Counseling Services	Oversees the Counseling Department
Maggie Baez	1	Division Assistant	Provides assistance to the Dean in managing the day-to-day operations of the Counseling Department
TBA	1	Retention Specialist	Provides assistance to the Dean in following up with at risk students
Claudia Dorantes	1	Office Assistant-EOPS/CARE/CalWORKs	Provides clerical support for the EOPS/CARE & Cal WORKs programs
Jose Romero	1	Program Services Coordinator	Coordinates the day-to-day activities of the EOPS/CARE programs and provides follow-up support to students in the CalWORKs program
Jeanne Stalker	1	Program Services Coordinator	Manages the Welcome Center and day-to-day scheduling of counseling appointments and directing students to campus services
Loretta Davis	1	Office Assistant-Welcome Center	Assists in scheduling counselor appointments and directing students to campus services
Yesenia Haro	1	Office Assistant-Welcome & Transfer Center	Assists in scheduling counseling appointments and directing students to campus services. Provides support to the Transfer Center
Bob Haick	1	Program Supervisor	Serves as the Program Supervisor for the Career Center
Jessica Boyle	.50	Part-time Career Resources Aide	Serves as the part-time aide in the Career Center

Soraya Sohrabi	1	Program Supervisor	Serves as the Program Supervisor for the Transfer Center
Karen Olesen	1	General Counselor (1 FTE)	Provides general counseling and serves as the e-counselor and career counselor
Sandra Mendez	1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and serves as the Honors Transfer counselor
TBA	1	Transfer Counselor (1FTE)	Provides Transfer Services counseling for the Transfer Center
Nick Martin	1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and serves as the Veterans and Athletics counselor
Gloria Darafshi	1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and serves as the Early Alert and Probation/Dismissed/Reinstatement counselor
Lorraine Barrales-Ramirez	1	EOPS/CARE Coordinator & Counselor (1 FTE)	Serves as the counselor and coordinator for the EOPS/CARE programs
Sarah Aranyakul	1	EOPS/Cal WORKs Counselor & Cal WORKs Coordinator (1 FTE)	Serves as a counselor for the EOPS & Cal WORKs programs and as the coordinator for the Cal WORKs program
Nadya Sigona	1	Basic Skills Coordinator & Counselor (1 FTE)	Serves as the counselor and coordinator for the Basic Skills program
Melissa Alforja	1	TRiO Coordinator and Counselor (1FTE)	Serves as the counselor and coordinator for the federally funded TRiO student support services program
Tony Basques	.412	Part-time counselor	Serves as a part-time general counselor
Lyn Belingheri	.303	Part-time counselor	Serves as a part-time general counselor
TBA	.412	Part-time counselor	Serves as a part-time counselor for the College for Working Adults and the Career Advancement Academy-MEDA program
Caitlin Escobar	.240	Part-time counselor	Serves as a part-time counselor for the Associates to Bachelor degree program(A2B)
Cindy Mata	.240	Part-time counselor	Serves as a part-time counselor for the EOPS program
Byron Ramey	.240	Part-time counselor	Serves as a part-time counselor for general students and athletes
Will Reyes	.488	Part-time counselor	Serves as a part-time counselor for the STEM & Beating The Odds peer mentoring program (BTO)
Sandra Rodrigues	.343	Part-time counselor	Serves as the part-time counselor for the Disability Resource Center (DRC) and general counseling
Soraya Sohrabi	.333	Part-time counselor	Serves as the part-time counselor for Human Services, Transfer and the Menlo Park Center

All full-time counselors work 30 hours per week during the academic calendar of which 25 hours each week are student contact hours.

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.

Online Orientation:
Prior to the in-person orientation and advisement session, students will be (starting fall, 2014) referred to an online orientation and advisement module (developed by COMEVO) which will greatly supplement the in-person orientation and counseling session. After new students complete the orientation and assessment session they will meet with a counselor and develop an abbreviated educational plan on DegreeWorks.

Degree Audit:
DegreeWorks is a web-based degree audit tool that assists students and counselors monitor progress toward degree, certificate and transfer completion. Once a student has met with their counselor and developed a first semester educational plan they are eligible to register for their classes using WebSMART. WebSMART is an online student portal (that interfaces with Banner) that allows students to register, order textbooks, access DegreeWorks, request transcripts, pay fees and update their personal information and educational goal.

Service Tracking:
The San Mateo Community College District (SMCCD) uses the Schedule And Reporting System (SARS) GRID to schedule appointments, track the content and length of each student appointment, remind students of their counseling appointments via phone calls and emails and provide queries on how many and how students are served each day. Counselors and advisors use SARS on a daily basis as an electronic student file that can be shared with counselors throughout the district. SARS Alerts are used to track students who are on probation and/or dismissal status.

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.

Target Audience:
The target student audience that is provided follow-up for at-risk students are those students who are either on probation 1 (one semester on academic or progress probation), probation 2 (two semesters on academic or progress probation), dismissed (three semester on academic or progress probation) or have been granted reinstatement status after being dismissed. At the end of each semester students are contacted via email to notify them of academic/progress status and encouraged to see a counselor if they are on probation 1 or 2 and required to see a counselor if they have been dismissed.

Services:
All students who have been determined to be at-risk are contacted by counseling services. Students who have been dismissed are required to meet with a counselor and complete a student success contract which requires regular contact and a mid-semester progress report as a condition of continued enrollment.

Strategies:
Students are required to meet with one of two Early Alert counselors to assist them in achieving academic stability. Both counselors work one-on-one with each student to identify the issues that contributed to their academic status and then assist them in identify strategies to overcome each issue. The students are accountable to their counselor throughout the semester and must provide their counselor with a mid-semester progress report.

Service Delivery:
All services for at-risk students are in person and one-on-one.

Early Alert:
The Early Alert counselors work closely with instructional faculty to identify and communicate with students who are showing signs early on that they are not on track to successfully complete the course. Both the faculty and the counselor reach out to the students via email and phone calls. Each academic year approximately 200 contacts are made via the Early Alert system and 100 reinstatement contracts are developed for students who have been dismissed. Additionally, each semester follow-up is provided to Probation 1, Probation 2 and dismissed students.

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

The following staff provide follow-up services for all at-risk students:

Maggie Baez	1	Division Assistant	Provides clerical support in contacting students who are on Probation 1, Probation 2 and Dismissed students each semester.
TBA	1	Retention Specialist	Provides support to counselors in following up with students on Probation 1, Probation 2 and Dismissed students each semester
Gloria Darafshi	1	General Counselor (1 FTE)	Provides general counseling and serves as the Early Alert and Probation/Dismissed/Reinstatement counselor
Nadya Sigona	1	Basic Skills Coordinator & Counselor (1 FTE)	Serves as the counselor and coordinator for the Basic Skills program. Serves as the Early Alert and Probation/Dismissed/Reinstatement counselor for students enrolled in basic skills courses
Karen Olesen	1	General Counselor (1 FTE)	Provides general counseling and serves as the e-counselor and career counselor
Sandra Mendez	1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and serves as the Honors Transfer counselor
TBA	1	Transfer Counselor (1FTE)	Provides Transfer Services counseling for the Transfer Center
Nick Martin	1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and serves as the Veterans and Athletics counselor
Lorraine Barrales- Ramirez	1	EOPS/CARE Coordinator & Counselor (1 FTE)	Serves as the counselor and coordinator for the EOPS/CARE programs
TBA	.412	Part-time counselor	Serves as a part-time counselor for the College for Working Adults and the Career Advancement Academy-MEDA program
Caitlin Escobar	.240	Part-time counselor	Serves as a part-time counselor for the Associates to Bachelor degree program(A2B)

Sarah Aranyakul	1	EOPS/Cal WORKs Counselor & Cal WORKs Coordinator (1 FTE)	Serves as a counselor for the EOPS & Cal WORKs programs and as the coordinator for the Cal WORKs program
Melissa Alforja	1	TRiO Coordinator and Counselor (1FTE)	Serves as the counselor and coordinator for the federally funded TRiO student support services program
Tony Basques	.412	Part-time counselor	Serves as a part-time general counselor
Lyn Belingheri	.303	Part-time counselor	Serves as a part-time general counselor
Cindy Mata	.240	Part-time counselor	Serves as a part-time counselor for the EOPS program
Byron Ramey	.240	Part-time counselor	Serves as a part-time counselor for general students and athletes
Will Reyes	.488	Part-time counselor	Serves as a part-time counselor for the STEM & Beating The Odds peer mentoring program (BTO)
Sandra Rodrigues	.343	Part-time counselor	Serves as the part-time counselor for the Disability Resource Center (DRC) and general counseling
Soraya Sohrabi	.333	Part-time counselor	Serves as the part-time counselor for Human Services, Transfer and the Menlo Park Center

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

Follow-up Services:
The Early Alert system interfaces with the online student portal (WebSMART). Students receive an email directly from their instructors indicating that they have been issued an alert regarding their academic progress (quality of work, attendance, and/or homework). Students also receive an email and a phone call from one of two Early Alert counselors.

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 Office of Planning, Research, and Institutional Effectiveness (PRIE) assists in providing the following in support of the provision or evaluation of SSSP Services:

- Developing student surveys in measuring and assessing Student Learning Outcomes for the Orientation, Assessment and Counseling departments.

- Providing an analysis of the SLO data to be included in the annual Program Plans.

- Tracking the number of students who apply, complete orientation, assessment, counseling and register for classes.

- Training staff to use the Data Dashboard in the writing of our annual Program Review documents.

- Conducting Assessment Validation Studies and determining the effectiveness of using multiple measures for course placement.

- Providing follow-up services for students who are not persisting at Cañada College each semester.

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.

Admissions Application:
Students complete an online application for admissions (using CCC Apply) and receive an email confirming their application. New students who have a goal/plan of earning a certificate, AA/AS degree or transfer, are undecided or pursuing basic skills development (English/Math/Reading) are directed to attend a mandatory orientation and assessment session.

Supplemental Online Orientation:
Prior to attending the required in-person orientation session, the students will be (starting fall, 2014) referred to an online orientation (developed by COMEVO) which will greatly supplement the in-person orientation.

Online Degree Audit Tool:
After new students complete the orientation and assessment session they will meet with a counselor and develop an abbreviated educational plan on DegreeWorks.
DegreeWorks is a web-based degree audit tool that assists students and counselors monitor progress toward degree, certificate and transfer completion. Once a student has met with their counselor and developed a first semester educational plan they are eligible to register for their classes using WebSMART. WebSMART is an online student portal that allows students to register, order textbooks, access DegreeWorks, request transcripts, pay fees and update their personal information and educational goal.

Counseling/Advising Scheduling and Tracking Tool:
The San Mateo Community College District (SMCCD) uses the Schedule And Reporting System (SARS) GRID to schedule appointments, track the content and length of each student appointment, remind students of their counseling appointments via phone calls and emails and provide queries on how many and how students are served.

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.

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 Student Success Process if on their college application they indicate one of the following:
    - Have completed an Associate or higher degree
    - Have enrolled in classes for personal enrichment only and do not intend to earn a degree or certificate, or
    - Are primarily a student at another educational institution and taking courses at Cañada College to meet requirements of that institution.

- Appeal Policies
    Describe the college's student appeal policies and procedures.
New students may petition to be exempt from participating in orientation, assessment and/or counseling. A student must submit a Petition for Exemption Form to the Office of Admissions & Records that includes the following documentation/information:

Orientation:
- Evidence of having completed 12 or more college applicable units at another accredited college or university in the United States and know the Cañada College system and procedures (Attach a copy of official or unofficial transcripts).

Assessment:
- Evidence of completing the placement tests in English, ESL, or math in the SMCCD within the last two years and test results are available for review.
- Evidence of completed coursework in English and/or math with a grade of "C" or better at an accredited college or university in the United States (Attach a copy of official or unofficial transcripts).
- Evidence of Advanced Placement (AP) scores of 3, 4, or 5 in English and/or math (Attach a copy of the test scores).
- EAP test results placing students in transferrable English and/or math.

- Evidence of having completed 12 or more college applicable units at another accredited college or university in the United States and know the specific coursework you must complete to achieve your educational goals (Attach a copy of official or unofficial transcripts).

All students must sign the petition and have a counselor sign the petition (if needed).

2. 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 Academic Senate of Cañada College requires a routine review and updating of Course Outlines of Record for CTE courses every two years and for all other courses at least once every five years. During the routine review of the required and recommended preparation, a department should:
   1. Determine whether prerequisites, corequisites, and/or courses have changed
   2. Check to see if the content of any preparatory courses have changed
   3. Add or delete prerequisite, corequisite, and/or advisory courses, as necessary
   4. Make any other revisions in the course, such as changes to current textbooks
   5. Submit the revised Course Outline of Record for approval

Procedures for Challenging Prerequisites and Corequisites:

Students who wish to challenge a prerequisite or corequisite course must complete a "Petition to Challenge a Prerequisite" form. To file a petition, the completed Petition, a letter justifying the challenge, and all documentation (transcripts, samples of work, letters) must be submitted to the Counseling or Admissions & Records Office. Students will be notified of the results of the petition within 5 working days. If denied, an appeal to the decision may be made through the Office of the Vice President of Student Services.

A petition to challenge a prerequisite or corequisite must be submitted prior to the first day of the term, and must be based on one of the following grounds.
   1. The prerequisite or corequisite is not established in accordance with district policies or Title 5 regulations.
   2. The student has the knowledge and ability to succeed in the course despite not meeting the course prerequisite.
   3. The student is subject to the undue delay in goal attainment because the prerequisite or corequisite has not been made reasonable available.
   4. The prerequisite or corequisite is unlawfully discriminatory or applied in an unlawfully discriminatory manner.
   5.
Prerequisite Challenge Petition forms are available on the Cañada College website and in the Counseling Department and Office of Admissions and Records.

3. Professional Development
   Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.
The following is the 2014-15 plan for professional development for each area related to the Student Success and Support Program:

Orientation: The Welcome Center staff will provide faculty and staff trainings each semester to share the content of a new student orientation and seek feedback for improvement.

Assessment: The college has hosted several regional meetings regarding the use of multiple measures (high school transcripts) in the placement of students. We will continue to work closely with our local high school district and

CalPASS to develop a rubric for placing recent high school graduates into math, reading and English courses. Training will be provided to all counselors and Welcome Center staff once a rubric has been developed.

Counseling: Continued trainings in using the Get Focused/Stay Focused – My10yearPlan curriculum in our CRER courses will be provided throughout the 2014-15 year to all counselors teaching a CRER course. Bi-weekly Counseling Department meetings provide trainings on updates and changes regarding the Student Success and Support Act. In addition, to annual trainings and updates on transfer, career, EOPS, CalWORKs, TRIO and other program specific conferences.

Follow-up Services: Researching best practices in working with at-risk students and sharing these practices at counseling department trainings. Three to four trainings each semester are scheduled for the counseling department staff.

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

The Dean of Counseling serves on the Student Equity Committee, the Accreditation Steering Committee, the Educational Master Plan and Basic Skills committee, as well as, provides leadership in the development of all program reviews in the Counseling Division. This position will serve as the primary bridge ensuring that coordination of effort (including financial resources) occurs in the key areas of the Student Success and Support Program. In addition, all the plans noted above must participate in the shared governance process at the college to ensure that all faculty and staff have the opportunity to learn about and provide input into the development of each plan. The Dean of Counseling will serve on both the Student Equity Plan and Student Success and Support Program Plan development task forces in summer of 2014. A draft of both plans will be reviewed by the Budget and Planning Council, the Instructional Council, the Student Services Planning Council, the Academic Senate, the Associated Students of Cañada College and the Classified Senate in the early fall semester of 2014.

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

The San Mateo Community College District (SMCCD) is comprised of three colleges: Cañada, Skyline and the College of San Mateo. The three colleges coordinate policies and Student Success and Support Program services through the Enrollment Services Committee (ESC). The ESC meets monthly and the committee is comprised of all the Vice Presidents of Student Services, Deans of Counseling and Enrollment Services, Registrars and Institutional Technology (IT) staff. The ESC directed the development of the SSSP MIS data reporting elements, updating the districts priority enrollment policy and the development of the SSSP Plans. The ESC will continue to serve as the main coordinating body for the implementation of the SSSP at the three colleges in the San Mateo Community College District.

SECTION IV. ATTACHMENTS

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

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

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

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

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

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

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

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

Attachment A
Student Success and Support Program Plan Participants

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

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____
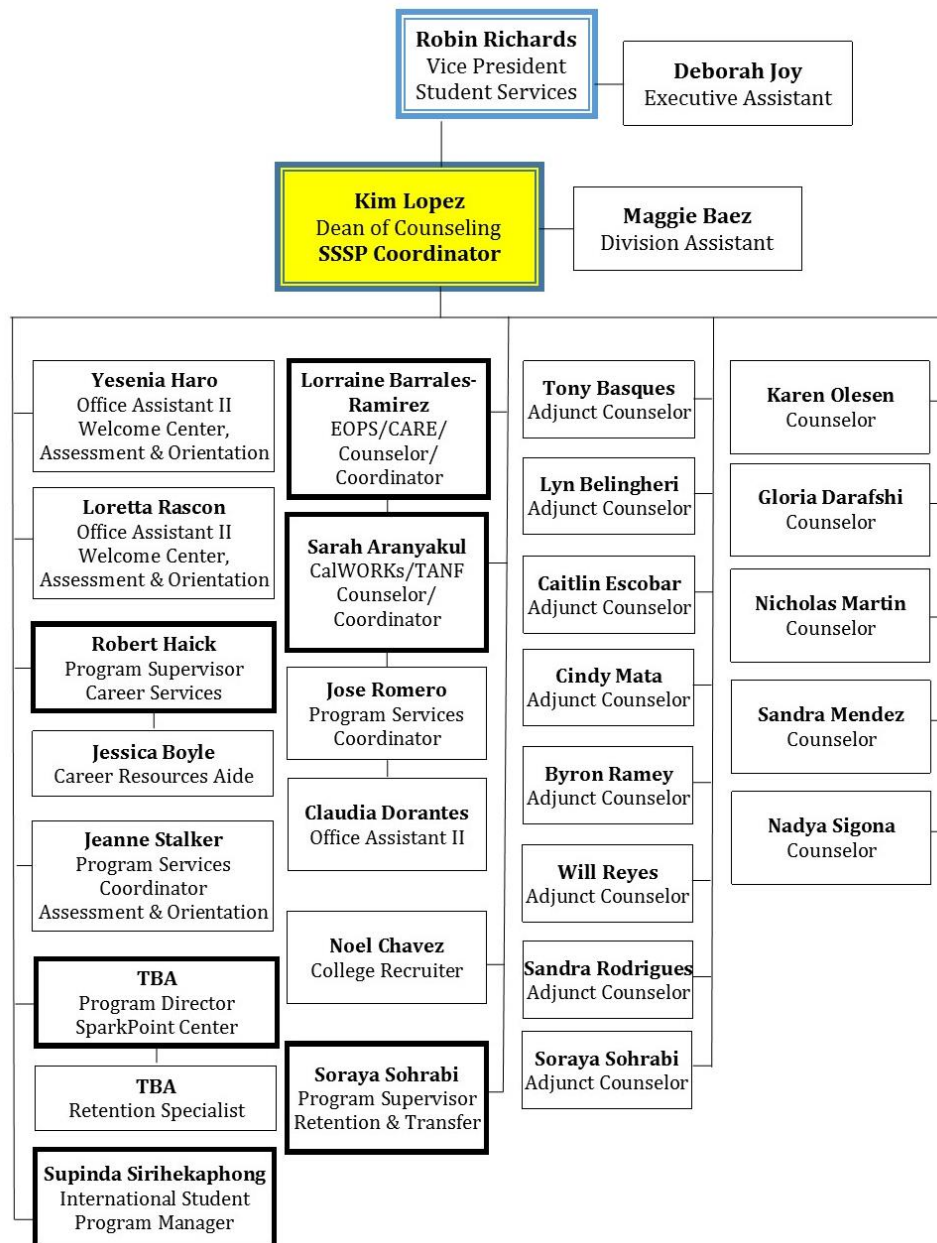
Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

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.

Robin Richards
Vice President
Student Services

Deborah Joy
Executive Assistant

Kim Lopez
Dean of Counseling
SSSP Coordinator

Maggie Baez
Division Assistant

Yesenia Haro
Office Assistant II
Welcome Center,
Assessment & Orientation

Loretta Rascon
Office Assistant II
Welcome Center,
Assessment & Orientation

Robert Haick
Program Supervisor
Career Services

Jessica Boyle
Career Resources Aide

Jeanne Stalker
Program Services
Coordinator
Assessment & Orientation

TBA
Program Director
SparkPoint Center

TBA
Retention Specialist

Supinda Sirihekaphong
International Student
Program Manager

Lorraine Barrales-Ramirez
EOPS/CARE/
Counselor/
Coordinator

Sarah Aranyakul
CalWORKs/TANF
Counselor/
Coordinator

Jose Romero
Program Services
Coordinator

Claudia Dorantes
Office Assistant II

Noel Chavez
College Recruiter

Soraya Sohrabi
Program Supervisor
Retention & Transfer

Tony Basques
Adjunct Counselor

Lyn Belingheri
Adjunct Counselor

Caitlin Escobar
Adjunct Counselor

Cindy Mata
Adjunct Counselor

Byron Ramey
Adjunct Counselor

Will Reyes
Adjunct Counselor

Sandra Rodrigues
Adjunct Counselor

Soraya Sohrabi
Adjunct Counselor

Karen Olesen
Counselor

Gloria Darafshi
Counselor

Nicholas Martin
Counselor

Sandra Mendez
Counselor

Nadya Sigona
Counselor

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

STUDENT SERVICES PLANNING COUNCIL

Melissa Alforja	Faculty Coordinator (Trio)
Sarah Aranyakul	Counselor/Coordinator (CalWORKs)
Regina Blok	Director (DRC)
Lizette Bricker	Program Supervisor (A2B)
Luanne Canestro	Financial Aid Reconciliation Specialist
Margie Carrington	Director (Financial Aid)
Noel Chavez	College Recruiter
Gloria Darafshi	Counselor
Patricia Guevarra	Program Services Coordinator (Veterans, TRiO, BTO)
Robert Haick	Program Supervisor (Career Center)
Chialin Hsieh	Dean of Planning, Research and Institutional Effectiveness
Deborah Joy	Executive Assistant, VPSS Office
Kim Lopez	Dean of Counseling Services
Carlos Luna	Library Support Specialist
Misha Maggi	Student Life and Leadership Manager
Ruth Miller	Registrar
Jeffrey Rhoades	Program Services Coordinator (A2B)
Robin Richards	Vice President of Student Services
Supinda Sirihekaphong	International Student Program Manager
Soraya Sohrabi	Transfer Program Services Supervisor
Jeanne Stalker	Program Services Coordinator (Assessment and Orientation)
Diva Ward	Learning Center Manager

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](#)