Credit

Student Success and Support Program Plan

2015-16

District: _____ San Diego Community College District __________________________
College: ___ San Diego Mesa College __________________________

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
INTRODUCTION
The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

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

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

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

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

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures

1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.
2 A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
3 The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.
are consistent with the SSSP Funding Guidelines or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college’s allocation expended by the district. The program and budget plans will also be compared with the colleges’ credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement—not supplant—any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

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

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

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

**Resources**

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor’s Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: San Diego Mesa College
District Name: San Diego Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the California Code of Regulations and California Education Code sections 78210-78219.

Signature of College SSSP Coordinator: __________________________ Date: 11/19/15
Name: Susan Topham

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: __________________________ Date: 11/19/15
Name: Peter White

Signature of the Chief Instructional Officer: __________________________ Date: 11/19/15
Name: Tim McGrath, JD

Signature of College Academic Senate President: __________________________ Date: 11/19/15
Name: Robert Fremland

Signature of College President: __________________________ Date: 11/19/15
Name: Pamela Luster, Ed.D.

Contact information for person preparing the plan:
Name: Ailene Crakes Title: Counseling Chair
Email: acrakes@sdccd.edu Phone: (619) 388-2740
SECTION II. PLANNING & CORE SERVICES

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

A. Planning

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

San Diego Mesa College seamlessly integrates and advance institutional effectiveness practices in a holistic manner that supports the overall mission, vision, and goals of the College and contributes to student success. Mesa College has a very strong tradition of engaging in participatory governance, by which administration, faculty, staff, and students are encouraged to join the discussion in their respective Senates and Councils. Each of the constituent group understands the process and its role in that process. In this way, all stakeholders contribute to the decision-making process. The graph below describes the process and how SSSP has been assimilated to the process. This provides the college an opportunity to understand and fully participate in the college-wide assessment and implementation of SSSP.

See below for Mesa College’s Annual Integrated Planning Cycle:

![Annual Integrated Planning Cycle](image-url)
Beforehand, Counseling faculty held a retreat whereby different initiatives and activities where explored to augment current services to students. Based on those discussions, activities and timelines were developed to be included in the 2015-16 SSSP Plan. In addition, through departmental meetings and dialogue with other Student Services areas the San Diego Mesa College SSSP has been enhanced.

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

Through the careful review and evaluation of data gathered through the District Office and the campus based Institutional Research Office, faculty, administrators and staff were able to identify gaps in service to students. Also student focus groups were used to measure the efficacy of the online orientation and advising modules implemented. The following factors were measured:

- Data as it related to number of students completing the core services
- Demographics of the students completing the core services in particular equity gaps
- Accessibility of information
- Ease of comprehension of the information being presented to students
- Technology

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

San Diego Community College District is comprised of San Diego City College, San Diego Mesa College, San Diego Miramar College and Continuing Education serving over 100,000 students district wide. Many of our students attend one or more colleges at the same time. District Student Services Council, a committee comprised of representatives from Mesa, Miramar, City, and Continuing Education VPSS, Academic Senate Representatives, and the SDCCD Vice Chancellor of Student Services meet on a regular basis to ensure that services are coordinated across the district and students are receiving the same information at all sites.

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

San Diego Mesa College prides itself in its robust integrated planning practices. Through the various committees, task forces and workgroups student success and equity have become common themes in the dialogue and practices of the college. Mesa College’s Educational Master Plan serves as the foundation for all college-wide planning, including the Strategic Plan, Facilities Master Plan, IT Strategic Plan, Staffing Plan, Enrollment Management Plan, Student Services Plan, Basic Skills Plan, and Student Equity Plan, in addition to direct and indirect impact upon annual unit-level planning via Program Review. The plan itself is informed by analysis of both internal and external data, as well as feedback from the College’s students, employees, industry partners, educational partners, and members of the surrounding community. The cornerstone of the plan is
the call to action in the form of the College’s data-informed mission, vision, values, strategic
directions, goals, and objectives. Strategic Goal 1.4 directly addresses Mesa’s practices as it relates
to Student Success initiatives.

**Strategic Goal 1.4: Advance practices in support of student success**

1.4.1. Assure implementation of Student Success and Support Program practices
1.4.1.a. Facilitate assessment, orientation, and a student education plan for entering students
1.4.1.b. Provide career and transfer education
1.4.2. Provide student services in support of student learning
1.4.3. Provide library services in support of student learning
1.4.4. Provide tutoring services in support of student learning

In the fall of 2014, San Diego Mesa College established the Student Success and Equity Committee.
The primary purpose of the Committee is to support and lead innovative campus initiatives that
strengthen student access, success, and equity. The Committee makes recommendations to the
President regarding student success and equity initiatives, including those outlined in the Student
Success and Support Program (SSSP) Plan, the Student Equity Plan, and the Developing Hispanic-
Serving Institutions (DHSI) Program - Title V Plan. The Student Success & Equity Committee
provides a platform for collaboration and communication across the College that result in the
integration of student success and equity efforts campus-wide. The committee is comprised of
faculty, students, staff and administrators which represent the categorical programs, basic skills
committees and the different stakeholder groups on campus.

2. Describe the college’s student profile.

As the largest credit college in the San Diego Community College District (SDCCD), Mesa College
enrolled nearly 36,000 students in the 2014-15 academic year. In the fall 2014 semester, over
24,000 students enrolled at the College. The Mesa College student population has become
increasingly diverse in recent years, with Latino students now comprising one third of the College’s
student population. White students comprise a similar proportion of the student population, and
as of fall 2014, 14% of Mesa students were Asian or Pacific Islander, and 7% were African
American. During the same time period, just over half of the student population was female, and
the majority of students were between the ages of 18 and 24 years of age.

In fall 2014, over one in four Mesa students (27%) were the first in their families to attend college,
and about half of the College’s students were receiving some form of financial aid. The College
generally enrolls a large number of veterans and dependents, with these two groups comprising
nearly 10% of the student population. Nearly half of all Mesa College students attend daytime
classes only, while 18% attend online classes only, and 10% attend evening courses only.
Traditionally, Mesa College has enrolled a large proportion of transfer-seeking students. Among
the College’s most popular programs of study are Biology, Business Administration, and
Engineering. While the majority of the College’s fall 2014 students indicated transfer as their
educational goal, only about one in four students (27%) was enrolled full-time at the College in fall
2014.
3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

San Diego Community College District and San Diego Mesa College has a memorandum of understanding (MOU) with San Diego Unified High School District. Through this MOU Mesa College collaborates with high school counselor and staff to coordinate the delivery of the core services on site. In 2014-15, we offered pre-enrollment services (pre-assessment workshops, assessment and orientation) to twelve (12) high schools. We served 2,635 students directly at the high schools. We host annual high schools principal’s breakfast inviting high school principals and counselors to our campus for a morning informational sharing, dialogue, engagement and collaboration. We hold activities throughout the year that bring high school students to campus to participate in the core services.

San Diego Mesa College collaborates with San Diego Continuing Education in delivering pre-assessment workshops and orientation sessions to students who are looking to transition from non-credit to credit.

B. Orientation

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

Based on the outcomes of San Diego Mesa College’s 2014-2015 program plan, the following are adjustments that were made:

- Workshops were implemented in spring and summer 2015 on students’ first two semesters at Mesa College. The department refers to them as “Counseling Zipline” since it’s an opportunity for students to receive assistance and not wait in line during peak registration times. The workshop is called “From Test Scores to Your Degree”.

These workshops are designed for students to attend after completing their assessment tests. The workshop covers the following topics:

- Resources such as the college catalog, online resources including assist.org, and GE patterns such as AA/AS, CSU, and IGETC.
- Planning their academic path
- Understanding key terms
- Understanding their English and Math Placement Test Scores
- Selecting a major
- Prerequisites, corequisite, and advisories
- Abbreviated and Comprehensive Education Plan
- Sequencing of courses
- Challenging one’s placement: Math Advancement Options, English Challenge Exam, and English 47A (English Acceleration Class)
Career services

At the conclusion of the workshop, all students will receive an abbreviated education plan which will help them with their first two semesters at Mesa College.

- During the workshop, students are also informed about services available in the counseling office and are encouraged to schedule a counseling appointment before their third semester in order to develop a comprehensive education plan.

- A Registration Workshop was developed for FYE students. The workshop was required for all FYE students and covers the following topics:
  - FYE common theme PERG 120 – College Success and Lifelong Learning courses
  - Information on instructors teaching the comment theme PERG 120 class
  - FYE Program Requirements and benefits
  - Important dates and deadlines
  - Registering for classes
  - GE Patterns (CSU, IGETC, AA/AS), and major preparation
  - Understanding your resources such as the college catalog
  - FYE contract and logistics
  - Education Planning
  - English and math placement test scores and sequencing
  - Important college terms
  - Career services
  - Abbreviated and Comprehensive Education Plans
  - Registering for classes through Reg-E
  - Important dates and deadlines

At the conclusion of the workshop, all students will receive an abbreviated education plan which will help them with their first two semesters at Mesa College.

- During the workshop, students are also informed about services available in the counseling office and are encouraged to schedule a counseling appointment before their third semester in order to develop a comprehensive education plan.

- The counseling department developed a registration tutorial which outlines the process for registering for classes at Mesa College. Students have found this helpful.

- As part of Mesa’s outreach efforts, orientation services were available to local feeder high schools. Student ambassadors assisted high school students with access and completion of the online orientation session at the site. The Office of Outreach and School Relations hosted drop-in orientation hours. High school students who needed help were able to stop by and receive assistance from the ambassador.
In a concerted effort to improve student success, particularly among underrepresented students, to address student completion disparities and to foster success for all students, San Diego Mesa College developed new student orientation program called Summer CRUISE. CRUISE stands for Create Rich and Unique Intellectual Student Experiences. The innovative, free, four-day support program engaged new students in empowering activities, workshops, and experiences to help them to succeed at Mesa.

- Through the program outcomes, students:
  - Were able to get a head start in core areas: Math, English, and Personal Development.
  - Worked directly with faculty who are committed to student success.
  - Gained an edge over other incoming students by having exposure to the campus.
  - Were introduced to the campus resources.
  - Created a unique support system (Peer Navigators, Faculty, Counselors, Staff).
  - Built community among peers, developing critical peer support and lifelong friendships.
  - Developed teamwork skills.

Over four days 160 students participated in the summer CRUISE with over 60 faculty, staff and administrators providing over 10 different types of activities:

- Math faculty helped students “Divide and Conquer” perceived barriers about math.
- English faculty helped students make “WAVES” by learning how Writing, Articulating, Verbalizing, and Engaging equals Success.
- Counselors helped student with Charting their Course.
- Students got on the “BOAT” to Build Academic Teams for success. They created culinary treats, investigated DNA, treasure hunted in the LRC, went marketing in the bookstore and competed in College Bowl Trivia.
- Community was built around lunches with faculty, staff and administrators and flying down giant slides and an obstacle course with the President.
- On the final day the teams traveled the campus in the “A-MESA-ing Race” to uncover all places and spaces for learning at Mesa College.

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

See the tables below for information on the number of students who were provided with orientation services in fall 2014, spring 2015, and 2014-2015 totals.

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>1,415</td>
</tr>
<tr>
<td>Transfer</td>
<td>941</td>
</tr>
<tr>
<td>Returning</td>
<td>492</td>
</tr>
<tr>
<td>Continuing</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>2,931</td>
</tr>
</tbody>
</table>
b. What percentage of the target population does this represent?

The population of students who received orientation services represents a combination of new, transfer, returning, and continuing students. A majority of the students who received orientation services during 2014-2015 were new, first time students who never attended college, which came out to 2,818. There were 1,925 transfer students, which is defined as those who have attended a college other than Mesa, Miramar, or City since we are part of the San Diego Community College District. There were 681 students who returned to the San Diego Community College District after an absence of more than two semesters, and 344 currently enrolled students who received orientation services.

See below for additional information:

<table>
<thead>
<tr>
<th>Fully Matriculated – Student has been Oriented, Assessed, and has an Ed Plan on file.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW – 1st time student – Has never attended college</td>
</tr>
<tr>
<td>TRANSFER – Has only attended a college other than City Mesa or Miramar College</td>
</tr>
<tr>
<td>RETURNING – Returning to SDCCD after an absence of more than 2 semesters.</td>
</tr>
<tr>
<td>CONTINUING – Currently enrolled (or may have not attended the last 2 semesters)</td>
</tr>
</tbody>
</table>

Exempted Student:
- Holds an Associate or Bachelor’s Degree
- Currently in High School.
- Has the following goals: Maintain certificate or license, Educational Development, GED, Concurrently enrolled in a 4-year institution
c. What steps are you taking to reduce any unmet need or to ensure student participation?

In order to reduce any unmet need or to ensure student participation, the following are being done:

- Students are encouraged to meet the required five steps to success outlined under the “New Students” tab at the San Diego Mesa College homepage.
- Non-exempt students are required to submit their proof of orientation completion form which is used as a ticket to take the assessment tests.
- District Student Services Council, a committee comprised of representatives from Mesa, Miramar, City, and Continuing Education VPSS, Academic Senate, and the SDCCD Vice Chancellor of Student Services worked collaboratively to develop a SSSP Follow-Up Timeline. Completion of the student success steps have been tied in to registration priority.

All currently enrolled, new, and continuing students (non-matriculated) receive communication on SSSP services and its impact on registration priority. Students who are missing SSSP services receive an email notifying them of the specific SSSP core service that they are missing and are strongly encouraged to complete the service. New students are notified to complete all SSSP steps for priority registration. See below for information on the SSSP Timeline:
In order to encourage students to participate in orientation services, the Counseling Department has made it convenient for students to complete orientation services by having it available online. This option has increased the number of student participants. The online orientation used to be offered through Blackboard. Although this was an affordable and convenient option, there were challenges associated with being able to track student progress. Since the availability of the MyMesa Online Orientation, the department has been able to track student progress and now has a more effective way of determining orientation completion among student participants.

Another way to reduce unmet need and ensure student participation in the orientation program is the availability of the student success screen. This screen, otherwise known as “SQSS”, allows counseling faculty to determine where students are with the completion of the student success steps.

A sample of “SQSS” screen is provided below which indicates a fully matriculated (“Full Matrc”) student, allowing the counseling faculty to see when a student has met their registration priority requirements.

However, the example below shows a non-matriculated student (“non matric”). In this case, the student will be prompted by the counseling faculty to complete the student success steps. The student will receive communication reminding him/her to complete these steps in order to obtain registration priority.
The Counseling Department sees the value of being able to provide options to students. In addition to having online orientation services, the department plans to have traditional, face-to-face orientations available to students.

The SSSP funds made a huge impact on the College’s ability to provide prospective students with pre-enrollment (assessment and orientation) services and support. The Outreach Department saw a monumental increase in the number of contacts made this year as well as the expansion of programs and services to ensure that students are making successful, informed transitions to Mesa College and that they are aware of the academic and support services and programs available to current students. In 2014-15, Outreach made 47,000 contacts – a 52.8% increase from the previous year.

Use of SSSP funds to support the Student Ambassador Program allowed the Office of Outreach and Student Relations Office to hire one additional ambassador for the year, which increased the team size as well as group’s ability to serve more high school and Continuing Education sites. The additional ambassador allowed outreach to provide student ambassador support and offer pre-enrollment services to twelve (12) high schools and two (2) Continuing Education sites (as opposed to 8 high schools and one continuing education site during the previous year). This also resulted in an increase in the number of students who benefitted from pre-enrollment services offered through the Student Ambassador program which shows a total of 2,635 students.
Student Ambassador Program Student Contact Data High School Outreach

While the new student orientation is online and completed individually, the student ambassadors assisted students with access and completion this year at their sites. While the majority of the students worked individually with ambassadors on orientation completion, some high schools allowed the ambassadors to host “drop in” orientation hours, where students who needed help could come and receive assistance from the student ambassador. These were held to support students in preparation for their placement tests and to help them complete the FYE prospective student process.

The SSSP funds also allowed outreach to expand the Prospective/New Student and Parent Information and Orientation Nights and offered six (6) separate sessions – three (3) in English and three (3) in Spanish. The orientation itself offered an overview of the college, academic and student services that are provided to students, transfer opportunities, career services, financial aid, as well as a walkthrough of the five steps to successful matriculation – application, orientation, assessment, meeting with counselors and developing a Student Education Plan to select classes, and payment of fees. There were sixty-nine (69) students and parents from nine (9) high schools who attended the sessions. Two of the schools represented were outside of Mesa’s feeder area (Castle Park High School and Montgomery High School). Based off of attendance and feedback from the sessions, the office will be looking at offering some sessions out in the community to reach out and engage with more prospective students in their environment.

3. a. Are orientation services offered online?

Yes, orientation services are offered online. There is a “New Students” tab available in the Mesa College website at http://sdmesa.edu
The “New Students” tab contains information on the “Five Steps to Success” at San Diego Mesa College. As you can see from the screen shot below, students are able to obtain information on the student success steps, in addition to the online pre-assessment workshop and online advisement. See below for weblinks to these resources.

Information on Assessment: [http://www.sdmesa.edu/students/services/testing-orientation/#3](http://www.sdmesa.edu/students/services/testing-orientation/#3)
Part II Pre-Assessment Workshop: [https://www.youtube.com/watch?v=6XSJTeWtos&feature=youtu.be](https://www.youtube.com/watch?v=6XSJTeWtos&feature=youtu.be)
Online Advising Component: [http://www.sdmesa.edu/new-student/online-advisement/](http://www.sdmesa.edu/new-student/online-advisement/)
Practice Tests: [http://www.sdmesa.edu/students/services/testing-orientation/sample-tests/](http://www.sdmesa.edu/students/services/testing-orientation/sample-tests/)
b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Effective June 2014, San Diego Mesa College launched the MyMesa Online Orientation through Cynosure New Media. This does not require an annual subscription. Staff support requirements for this online orientation occurred during the planning, development, and implementation stages of the project. The ongoing oversight will be handled by Cynosure New Media, along with the Counseling Faculty and Staff, Testing Coordinator, and the Dean of Student Development.

A technical assistant has been hired to help with the implementation and the piloting of the orientation module. They will continue working in enhancing the services and providing technical recommendations to the Counseling Department.

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

The MyMesa Online Orientation, in addition to the SSSP and FYE workshops include and incorporates the eight policies and practices as outlined in title 5.

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

In the spirit of student success and seamless delivery of services to students, all orientation modalities are integrated with counseling/advising services and the development of an abbreviated education plan. Each new Mesa College student will complete the assessment, orientation, and meet with a counselor to develop an abbreviated education plan. SSSP workshops were implemented in spring and summer 2015.

The Counseling Department is in the process of revisiting face to face orientations and plan to begin offering them in spring 2016. Currently, the primary mode of delivery for orientation is online. Students have the option of viewing the online orientation at home or in the testing lab. Once students complete the online orientation, they are able to print out a form indicating that they have completed orientation services and this will be their ticket to taking the English, ESOL and math placement test. Students can receive these services via drop-in. There are a total of 44 computer terminals in the testing lab, which allows us to serve a large volume of students. There is a smaller testing lab that has nine computers for students who wish to complete their orientation in the lab. After completing the online orientation, students can meet with a counselor to develop an abbreviated education plan.

The online orientation includes the following information:

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

The eight policies above are covered in the online orientation and are also available online through the links and/or information provided below.

**Orientation Checklist (Required Policy or Procedure)**
There is an orientation checklist available to students through the San Diego Mesa College Website under the “New Students” Tab. [http://www.sdmesa.edu/new-student/](http://www.sdmesa.edu/new-student/)
(1) Academic expectations and progress and probation standards pursuant to section 55031; Information on academic expectations, progress, and probation standards are available in the online orientation, and the college catalog. Students can meet with a counselor to develop a student academic contract.

Below is information regarding the Standards of Academic Progress:

Academic Standards Policy (page 1)
### CONDITIONS FOR READMISSION AFTER DISQUALIFICATION

**1st Disqualification**
- Student must meet with a counselor and complete a Student Academic Contract.
- Readmission will be based upon meeting contract conditions.
- Student will lose registration priority until they return to 'Good' Standing.

**2nd Disqualification**
- Student will be required to sit out for one full academic year; **NO EXCEPTIONS**.
- Student must meet with a counselor and complete a Student Academic Contract.
- Readmission is based upon meeting contract conditions.
- Student will lose registration priority until they return to 'Good' Standing.

**2nd or more Disqualification**
- Student will be required to sit out for one full academic year; **NO EXCEPTIONS**
- Student initiates a petition for readmission (see timeline below).
- If the petition is accepted for further consideration, the student will meet with a Hearing panel to present his/her case for readmission (see timeline below).
- If the petition is approved, the student will enter into a "last chance" agreement.
- If you are permitted to return, your registration priority will not resume until you return to 'Good' Standing.

#### Readmission Timeline for Students Eligible to Return: Fall 2015
(Tentative Dates)

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 13, 2015</td>
<td>Students must file Petition for Readmission in the Vice President, Student Services office no later than March 13, 2015.</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> Students must petition at the college that readmitted them last.</td>
</tr>
<tr>
<td>April 10 (begin notification)</td>
<td>Students notified of Petition for Readmission action. If the petition is denied, there is no appeal.</td>
</tr>
<tr>
<td>Late May-June</td>
<td>Panel hearings scheduled.</td>
</tr>
<tr>
<td>June 12, 2015</td>
<td>Students notified of hearing panel decision. The decision is final.</td>
</tr>
<tr>
<td>June 30, 2015</td>
<td>Deadline for students to file updated Application for Admission.</td>
</tr>
<tr>
<td>July 1, 2015</td>
<td>Fall 2015 Registration Appointments Generated</td>
</tr>
</tbody>
</table>

(continued)
Academic Standards Policy (Page 3)

Readmission Timeline for Students Eligible to Return: Spring 2016
(Tentative Dates)

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30, 2015</td>
<td>Students must file Petition for Readmission in the Vice President,</td>
</tr>
<tr>
<td></td>
<td>Student Services office no later than September 30, 2015.</td>
</tr>
<tr>
<td>NOTE: Students</td>
<td>must petition at the college that readmitted them last.</td>
</tr>
<tr>
<td>October 18 (begin</td>
<td>Students notified of Petition for Readmission action.</td>
</tr>
<tr>
<td>notification)</td>
<td>If the petition is denied, there is no appeal.</td>
</tr>
<tr>
<td>Late October-November</td>
<td>Panel hearings scheduled.</td>
</tr>
<tr>
<td>Late October-November</td>
<td>Students notified of hearing panel decision.</td>
</tr>
<tr>
<td></td>
<td>The decision is final.</td>
</tr>
<tr>
<td>November 6, 2015</td>
<td>Deadline for students to file updated Application for Admission.</td>
</tr>
<tr>
<td>November 6, 2015</td>
<td>Spring 2016 Registration Appointments generated</td>
</tr>
</tbody>
</table>

Student Support Services

<table>
<thead>
<tr>
<th>CalWorks</th>
<th>EOPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>(619) 388-3797</td>
</tr>
<tr>
<td>Miramar College</td>
<td>(619) 388-7770</td>
</tr>
<tr>
<td></td>
<td>(619) 550-7278</td>
</tr>
<tr>
<td>Counseling</td>
<td>(619) 388-2672</td>
</tr>
<tr>
<td>City College</td>
<td>(619) 388-7840</td>
</tr>
<tr>
<td>Mesa College</td>
<td>(619) 388-7840</td>
</tr>
<tr>
<td>Miramar College</td>
<td>(619) 388-7840</td>
</tr>
<tr>
<td>ECC</td>
<td>(619) 388-9056</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disabled Student Programs &amp; Services</th>
<th>Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>(619) 388-3513</td>
</tr>
<tr>
<td>Mesa College</td>
<td>(619) 388-2780</td>
</tr>
<tr>
<td>Miramar College</td>
<td>(619) 388-7312</td>
</tr>
<tr>
<td>ECC</td>
<td>(619) 388-8815</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutoring Center</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>(619) 388-2105</td>
</tr>
<tr>
<td>Mesa College</td>
<td>(619) 388-2105</td>
</tr>
<tr>
<td>Miramar College</td>
<td>(619) 388-2105</td>
</tr>
</tbody>
</table>

*Please check back periodically for deadline dates for future semesters*
(2) Maintaining registration priority pursuant to section 58108;

In the fall of 2013, District Student Services Council, along with campus representatives developed and implemented a new enrollment priority policy based on the new state requirements.

Below is the policy:

Student Enrollment Policy (page 1)

SAN DIEGO COMMUNITY COLLEGE DISTRICT
Board of Trustees Policy
Chapter 5 – Student Services
BP 3002 – STUDENT ENROLLMENT

OPEN ENROLLMENT

1) All courses and classes of the San Diego Community College District shall be open for enrollment to any person who has been admitted.

2) Enrollment is limited to students meeting properly validated prerequisites and co-requisites, as approved and identified in the college catalog.

3) Other limitations on enrollment, established in accordance with statutes and regulations, may be placed upon specified courses and programs. Other limitations in enrollment courses and programs are also specified in the college catalogs and District policy.

4) All scheduled classes are advertised and open to the public unless special circumstances provide for an allowable restriction of enrollment in accordance with state regulations.

ENROLLMENT PRIORITY SYSTEM

1) A priority system for enrollment in credit classes has been established in accordance with state regulations as outlined in AP 3002.1, Enrollment Priority and Open Enrollment.

2) The enrollment priority system shall provide an equitable means for assigning enrollment priorities and reflect the core mission of the District.

3) All students will be subject to the criteria set forth in the enrollment priority system.

Adopted: March 14, 2013

Replaces: New Policy
College: San Diego Mesa College
District: SDCCD

Student Enrollment Policy (page 2)

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Administrative Procedure
Chapter 5 – Student Services

AP 3002.1 – ENROLLMENT PRIORITY AND OPEN ENROLLMENT

The San Diego Community College District registration priority system is intended to provide an equitable means for assigning registration priorities that is fair to all students and reflects the core mission of the District.

1. DEFINITIONS
   a. Active Duty Military - Student who has verified that he/she is currently on active duty and identified in the student system.
   b. Foster Youth - Students under the age of 25 who verify that they are current or former Foster Youth as identified in the student system.
   c. CalWORKs – Students who are recipients of California Work Opportunity and Responsibility to Kids (CalWORKs).
   d. Disability Support Programs and Services (DSPS) - Students who are receiving Disability Support Programs and Services.
   e. Extended Opportunity Programs and Services (EOPS) - Students who meet the eligibility criteria for EOPS services and are verified in student system.
   f. Continuing Student - Student who has not had more than one consecutive semester lapse in enrollment in a given year.
   g. Educational Plan - Students with a declared major who have developed an academic plan as identified in the student system.
   h. Fully-Matriculated - Students who have completed assessment, orientation and have an educational plan on file as identified in the student system.
   i. New Students - Students entering City, Mesa or Miramar college for the first time with no previous academic history at City, Mesa or Miramar.
   j. Non-Matriculated - Students who have NOT completed the following services: Orientation, Assessment or an Educational Plan.
   k. Returning Students - Students returning to City, Mesa or Miramar college after an absence of one year or longer.
   l. Concurrently Enrolled - Students who are concurrently enrolled at a four-year institution or high school while attending community college.
   m. Students with 100+ Units - Students who have earned 100 or more units including transfer units, but excluding basic skills units.
Student Enrollment Policy (page 3)

n. Veteran - Student who has verified that he/she has been discharged from military service within the past four years as identified in the student system.

o. High Unit Majors – Academic programs that require more than 50 units in the major.

2. PRIORITY GROUPS

   In accordance with Title 5, Section 56108, students are assigned to a priority group for registration purposes as follows:

1) Fully-Matriculated Active Duty Military & Veterans and Foster Youth students who meet the eligibility criteria as defined in statute, and students who are participants in the Disability Support Programs and Services (DSPS), CalWORKs or Extended Opportunity Programs and Services (EOPS).

2) Fully-Matriculated Continuing students;

3) Fully-Matriculated New and Returning students;

4) Non-Matriculated Continuing, New and Returning students;

5) Students with 100+ Units;

6) Concurrently Enrolled students at a 4-Year Institution or High School;

7) Students possessing:
   a) Four (4) or more Certificates of Achievement
   b) Two or more Associate Degrees
   c) A Baccalaureate Degree or higher

8) Students who lose priority due to Academic Standing.

   Note: Active Duty Military, Veterans, Foster Youth, DSPS, CalWORKs, and EOPS students will have first priority in groups 4-8.

3. UNIT RANGE

   Students will be further prioritized within each of the priority groups according to cumulative units, including transfer units and coursework in progress, as follows:

1) 50.0 to 72.0 units

2) 30.0 to 49.9 units

3) 15.0 to 29.9 units

4) 00.0 to 14.9 units

5) 72.1 to 89.9 units

6) 90+ units
Student Enrollment Policy (Page 4)

Reference: Title 5 Sections 51006, 59106, and 59108
Education Code 66229.8

Approved by
the Chancellor: August 8, 2013

Superseded: Procedure 3002.1 – 3/22/13
(3) Prerequisite or co-requisite challenge process pursuant to section 55003;

Information on prerequisite, corequisite, and challenge process is available in the online orientation, SSSP Workshops, FYE Workshops catalog, and website. Below are the process and information available to students:

All prerequisites are approved by the campus and district Curriculum and Instruction Committee. The San Diego Community College District has adopted a policy for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The college follows the district policy. The board recognizes that, if these prerequisites, corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed.

**Challenge Procedures**

Students who believe they have sufficient grounds may challenge a prerequisite, corequisite, or limitation on enrollment in a specific course (the student does not get units for a challenged class). A student may obtain a Petition to Challenge in the Admissions Office. The completed petition with supporting documentation must be filed in the Admissions Office AT LEAST 10 working days prior to the start of the primary term/semester. Contact the Admissions Office for additional information.

In addition, students can clear prerequisites and corequisites through the counseling office. The goal is for the student to meet with a counselor first to determine the best way to handle his/her situation.

The Admissions Office handles requests for petitioning to challenge a class.

Students can refer to pages 23 and 296 of the 2015-2016 San Diego Mesa College Catalog for information.

(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621

Information on the Board of Governors Fee Waiver is available to students online through the financial aid website, through the student’s online registration account – otherwise known as Reg-E, and through the online orientation.
• E BOGW - https://studentweb.sdccd.edu/e-bogw/
• My Mesa Online Orientation – Financial Literacy: http://mesa.studentpathway.com/mesafli/

(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;

Information on available programs, support services, financial aid, and campus facilities are available through the San Diego Mesa College catalog, website, online orientation, and the student handbook.

• Mesa College Catalog - http://studentweb.sdccd.edu/index.cfm?action=catalogs
• Student Services Website - http://www.sdmesa.edu/students/services/
• MyMesa Online Orientation – http://mesa.studentpathway.com/mesa/
• Campus Programs - http://mesa.studentpathway.com/mesacp/
• College Success Basics - http://mesa.studentpathway.com/mesacsb/
• Campus Map - http://sdmesa.edu/directories/campus-map/
• Veteran Students - http://mesa.studentpathway.com/mesasv/
• Student Athletes - http://mesa.studentpathway.com/mesasa/
• International Students - http://mesa.studentpathway.com/mesais/
• First Year Experience - http://mesa.studentpathway.com/mesafye/
• Reg-E - https://studentweb.sdccd.edu/reg-e/
• Schedule of Classes - http://schedule.sdccd.edu/
• Student Web Services - http://studentweb.sdccd.edu/
• Student Handbook - http://sdmesa.edu/index.cfm/students/services/student-handbook/

(5) Academic calendar and important timelines.

• The academic calendar is available online at: http://admin.sdccd.edu/acadcal/index.cfm?action=College

• Important dates and deadlines can be found online at: http://studentweb.sdccd.edu/index.cfm?action=registration#deadlines

(7) Registration and college fees.

Registration and college fees can be found online through Reg-E - online registration website, the college catalog through the links below:

• Reg-E: https://studentweb.sdccd.edu/reg-e/

• Catalog: http://studentweb.sdccd.edu/index.cfm?action=prevcatalogs

(8) Available education planning services
Information on education planning services can be found online through the San Diego Mesa College Counseling website, and by visiting the counseling office. Further detail is available in the Education Plan section under “Counseling, Advising, and other Education Planning Services”.

http://www.sdmesa.edu/students/services/counseling/services/

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

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
</table>
| 1.0      | Senior Student Services Assistant | • Greet and process students with assessment appointments.  
• Prepare schedule for placement tests and or proctors to meet student need.  
Organize and coordinate day to day operation of the Testing Office.  
• Administer and proctor English and math assessment tests to all students, including the local feeder high schools.  
• Provide technical assistance and information to students regarding testing, orientation, workshops, and admissions. Screen students to determine appropriate assessment needs or repetition.  
• Collaborate with Counseling Supervisor and Testing Coordinator (Counseling Faculty) to discuss items pertaining to assessment and orientation.  
• Compile data for statistical analysis and assessment planning for instruction and student services upon request. Retrieve and download data to be used in the evaluation of the Testing Program and services.  
• Ensure and maintain accurate test records, student attendance, database, and archiving procedures on ASAP, SARS, and Accuplacer. | GF |
<p>| 1.0      | Student Services Assistant –   | • Assist students at counter/or on the telephone with general information on testing, admission and registration | SSSP |</p>
<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schedule, administer and proctor students Accuplacer tests.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintain accurate test records, student attendance, database and archiving.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Scan test results and upload documents to webxtender.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create and prepare flyers, memos and letters promoting testing/assessment services.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Troubleshoot smart classroom equipment, ASAP computer and Accuplacer program when needed.</td>
<td></td>
</tr>
</tbody>
</table>

| 1.0      | Student Services Assistant | Currently Vacant – to be filled                                         | SSSP                           |
|          |                            | • Position will be support the Testing Office to ensure that the office is properly staffed throughout its advertised hours of operation. |                                |
|          |                            | • Position will help the Testing Office scale up testing services to students. |                                |

| 4.0      | Ambassadors                | • Facilitate online orientations at the local feeder high schools.     | SSSP                           |

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

Dollars were expended in order support orientation activities on campus, feeder high schools and San Diego Continuing Education

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials/printing</td>
<td>SSSP/GF</td>
<td>$48,794</td>
</tr>
<tr>
<td>5000</td>
<td>Operating Expenses/conference travel, mileage, field trips</td>
<td>SSSP/GF</td>
<td>$52,746</td>
</tr>
<tr>
<td>6000</td>
<td>Equipment (Computers for new hires, orientation sessions, pre-assessment workshops, hot spots)</td>
<td>SSSP/GF</td>
<td>$53,000</td>
</tr>
</tbody>
</table>

| Total       |                                                            |                                | $154,540 |
C. Assessment for Placement

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

Based on the 2014-2015 plan, the following adjustments were made to Mesa College’s assessment for placement process and/or procedures:

- Previously, the math retest policy was every three years. Beginning July 2015, students are now able to retake the math placement test within a year.
- Students who wish to retake the math placement test earlier than one year must take a refresher session/workshop/course or advancement exam.

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

See the tables below for information on the number of students who were provided with assessment services in fall 2014, spring 2015, and 2014-2015 totals.

### FALL 2014 SD MESA COLLEGE ASSESSMENT STUDENT CONTACTS

<table>
<thead>
<tr>
<th>SD MESA COLLEGE</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
<td>Alternate Measures</td>
</tr>
<tr>
<td>NEW</td>
<td>631</td>
</tr>
<tr>
<td>TRANSFER</td>
<td>1,019</td>
</tr>
<tr>
<td>RETURNING</td>
<td>111</td>
</tr>
<tr>
<td>CONTINUING</td>
<td>172</td>
</tr>
<tr>
<td>Mesa Totals:</td>
<td>1,933</td>
</tr>
</tbody>
</table>

### SPRING 2015 SD MESA COLLEGE ASSESSMENT STUDENT CONTACTS

<table>
<thead>
<tr>
<th>SD MESA COLLEGE</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
<td>Alternate Measures</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. What percentage of the target population does this represent?

The population of students who received assessment services represents a combination of new, transfer, returning, and continuing students. A majority of the students who received assessment services during 2014-2015 were new, first time students who never attended college, which came out to 2,031. 750 transfer students were assessed, which is defined as those who have attended a college other than Mesa, Miramar, or City since we are part of the San Diego Community College District. There were 162 students who returned to the San Diego Community College District after an absence of more than two semesters, and 295 continuing students who received assessment services.

See below for additional information:

| Fully Matriculated – Student has been Oriented, Assessed, and has an Ed Plan on file. |
| NEW – First time student – Has never attended college |
| TRANSFER – Has only attended a college other than City Mesa or Miramar College |
| RETURNING – Returning to SDCCD after an absence of more than 2 semesters. |
| CONTINUING – Currently enrolled (or may have not attended the last 2 semesters) |
| Exempted Student: |
| • Holds an Associate or Bachelor’s Degree |
| • Currently in High School. |
| • Has the following goals: Maintain certificate or license, Educational Development, GED, Concurrently enrolled in a 4year institution |

c. What steps are you taking to reduce any unmet need or to ensure student participation?
In order to reduce any unmet need or to ensure student participation, the following are being done:

- Students are encouraged to meet the required five steps to success outlined under the “New Students” tab at the San Diego Mesa College homepage.
- District Student Services Council, a committee comprised of representatives from Mesa, Miramar, City, and Continuing Education VPSS, Academic Senate, and the SDCCD Vice Chancellor of Student Services worked collaboratively to develop a SSSP Follow-Up Timeline. Completion of the student success steps have been tied in to registration priority.

All currently enrolled, new, and continuing students (non-matriculated) receive communication on SSSP services and its impact on registration priority. Students who are missing SSSP services receive an email notifying them of the specific SSSP core service that they are missing and are strongly encouraged to complete the service. New students are notified to complete all SSSP steps for priority registration. See below for information on the SSSP Timeline:

- In order to encourage students to participate in assessment services, the Counseling Department has made it convenient for students to obtain testing services by having it available via drop-in.
This option has increased the number of students who are assessed. Students can stop by anytime, to be assessed, as long as they arrive two hours prior to closing to receive these services.

- Another way to reduce unmet need and ensure student participation in the assessment program is the availability of the student success screen. This screen, otherwise known as “SQSS”, allows counseling faculty to determine where students are with the completion of the student success steps. A sample “SQSS” screen is provided below, which indicates a fully matriculated (“Full Matrc”) student, allowing the faculty to when a student has met his/her registration priority requirements.

Sample Student Success Screen for a Matriculated Student: The fully matriculated notation (“full matrc”) indicates that the student will receive and or maintain his/her registration priority.

![Student Success Screen](image)

However, the example below shows a non-matriculated student (“non-matric”). In this case, the student will be prompted by the counseling faculty to complete the student success steps. The student will receive communication reminding him/her to complete these steps in order to obtain registration priority.
Another way that the Testing Office tries to reduce unmet need and increase student participation is by scaling up assessment services on and off campus. The Office of Outreach and Student Relations has been providing assessment services at the feeder high schools to help provide testing services to prospective students. In addition, the Testing Office has hired an additional Student Services Assistant so that the office is no longer staffed by just one person. Furthermore, an additional full-time staff will be hired to help scale up testing services. The office is now open Monday to Thursday from 8 AM to 7 PM and Friday from 8 AM to 3 PM.
3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

**Assessment Process:**

Completion of the English and Math Placement tests are required for all new San Diego Mesa College students wishing to obtain a degree or certificate, enroll in an English or math course, or take courses that have English or math prerequisites. Assessment and Testing services are provided year round.

Most placement tests are administered by the staff in the Testing Office. In response to SSSP and increasing testing services at the high schools, the staff in the Office of Outreach and Community Relations started providing testing services at the local feeder high schools this past spring 2014. This is an effort that we plan to continue to provide and expand.

In addition, part of the International Student Orientation Week includes providing English, Math, and ESOL testing services to the international students.

All students are required to have a college student ID number and a current application in order to receive testing services.

Other plans in the area of assessment includes working with instruction to analyze assessment data in order to assess basic skills needs and continue to work with faculty to explore options. All students are required to take the English and math assessment tests unless they are exempt from the process. See below for information on exempt and non-exempt students:

- **Exempt**
  - Students with the following education goals: preparation for a new career, advancement in their current job/career, maintenance of a certificate or license, education development, or completion of credits for high school diploma
  - Students enrolled in an apprenticeship program
  - Students who have an associate degree or higher
  - Students concurrently enrolled at a four-year college or university

- **Non-exempt**
  - First time students who never attended college
  - Students in the following programs:
    - Puente
    - Mesa Academy
    - MAAP – Mesa Academics Athletics Program
    - International Students
    - Veterans
    - FYE – First Year Experience
    - International Students
    - Honors
- STAR/Trio
- EOPS – Extended Opportunities Programs and Services
- Foster Youth
- DSPS – Disability Support Programs and Services
- Partnership programs that benefit from orientation and assessment services include:
  - ACE2 – Accelerated College and Continuing Education English Program
  - Kearny Fast Track
  - Twain
  - MET – San Diego Metro Career and Tech School
  - Gear-Up

The Assessment and Orientation Office which is housed under General Counseling is located on the second floor of the Student Services building. An assessment lab is available for computerized, individualized walk-in and small group assessment. An orientation lab is available for students to complete the online orientation prior to completing the assessment test. The classified staff that proctors and administers the assessments is permanently housed in this office.

Assessment and placement services are delivered through the following:
- The Testing Office by providing English, Math, and ESOL placement tests.
- Through outreach efforts at the high schools, in conjunction with the Office of Outreach and Student Relations. Assessment services are offered at the high schools.
- Multiple measures by meeting with a counseling faculty. This includes review of standardized tests scores such as SAT, ACT, and AP scores, in addition to the availability of a challenge process through the instructional departments and Admissions Office.
- The utilization of the Counselor Assessed Skills Levels for reviewing placement test scores from students who complete assessments at other California Community Colleges.
- During the Summer of 2015, the Assessment Office at Mesa College began piloting a remote-testing function native to the Accuplacer assessment platform currently used. This service allowed the Assessment Office to remotely authorize Math and English assessments for students who indicated they were not in the San Diego area, and allowed the Assessment Office to help find an appropriate testing site near them. To date, several students have successfully availed themselves of this function, completing tests in Maryland, Oregon, Texas, Ohio, Colorado, Connecticut and Washington, among others.

Once an agreeable remote testing site is found, the Testing Office is able to generate a “voucher” that allows the remote site to test Mesa College students using all of the criteria – multiple measures, cut scores, and many others – with scores immediately available to the office whenever the student completes the exam. The exam is identical in every way to an exam given here at Mesa despite the test-takers' location. This process has allowed the Assessment Office to more fully serve the non-local student population. It also helps prospective students complete part of the student success steps prior to their move to San Diego.
Remote testing is a service that the Assessment Office plans to continue providing to prospective Mesa College students.

The following are partnership programs that benefit from assessment services:

- **First Year Experience (FYE)** – The First Year Experience Program provides on-site admissions, assessment, orientation, and early registration date, and first year education planning for students. This prescriptive program is designed to enroll first year students in an English, Math, Personal Growth, and general education courses during their first year of college. Students receive individual counseling, improved priority registration, tutorial support, and support services.

  Students in this program are required to enroll in a minimum of 12 units (full-time status), attend a combination of 15 total hours of workshops throughout the fall semester, attend two academic planning workshops in the fall as part of the 15 hours, and assist with obtaining information for a mid-semester progress report.

SSSP services to include assessment, orientation and education planning are provided to students in the following partnership programs:

- **Kearny Fast Track** – The Kearny Fast Track Program provides an opportunity for juniors and seniors at Kearny High School to enroll in advanced scholastic and technical courses at Mesa College. A counselor works with students on their course selections. Participating high school juniors are required to have a 3.5 grade point average and seniors a 3.0 grade point average. The majority of students complete 24 units of college credit upon graduation from high school. Hundreds of students participate in this successful program.

- **MET** – San Diego Metropolitan Regional Career and Technical High School (The MET) is a vocationally oriented middle college high school in its sixth year of operation located on the Mesa College campus. A maximum of 200 students participate in college preparation courses and a variety of internships related to career opportunities. MET students also enroll in a wide variety of college level courses starting in tenth grade. Mesa College counselors work with MET staff to prepare students for college classes and integration into campus life, and some students pursue internships offered directly on the Mesa College campus.

- **Outreach Efforts** – The Office of Outreach and School Relations at Mesa College collaborates with Clairemont, Kearny Education Complex, Madison, Mission Bay, Point Loma, and Twain High Schools to provide orientation and assessment services.

**Test Preparation**

Below are resources available to students to help them prepare for the placement tests:
There are sample tests available in the Testing Office and online that students can review. [http://sdmesa.edu/index.cfm/students/services/testing-orientation/sample-tests/](http://sdmesa.edu/index.cfm/students/services/testing-orientation/sample-tests/)

There are FAQs available in the Testing Website for students who have questions about the placement test. [http://sdmesa.edu/students/services/testing-orientation/faq/](http://sdmesa.edu/students/services/testing-orientation/faq/)

The Office of Outreach and Student Relations facilitates pre-assessment workshops at the local feeder high schools.

Students who are interested in the math advancement exams a.k.a. “Challenge Exams” are able to view test preparation information available through the math department website at: [http://sdmesa.edu/students/academic-programs/math/math-challenge-exams/](http://sdmesa.edu/students/academic-programs/math/math-challenge-exams/)

Students interested in challenging a course can take the Math Refresher courses. There are topics, descriptions, and websites available online at: [http://sdmesa.edu/students/academic-programs/math/math-challenge-exams/](http://sdmesa.edu/students/academic-programs/math/math-challenge-exams/)

The Mesa College Counseling Department launched the online pre-assessment workshops designed to prepare students for the placement test. There are two parts to the workshop. Below are details about each workshop.

  
  **Part 1 covers the following topics:**
  - Purpose of the Pre-Assessment Workshop
  - Information about the Assessment Office
  - Preparing for Placement
  - What is Placement, and Why is it Important
  - Basic Skills/Foundation Courses
  - Common Myths
  - Overcoming Test Anxiety

- **Part II** – [https://www.youtube.com/watch?v=6XSJTeWeTos&feature=youtu.be](https://www.youtube.com/watch?v=6XSJTeWeTos&feature=youtu.be)

  **Part II covers the following topics:**
  - Overcoming Test Anxiety (continuation from Part I)
  - Common Facts
  - FAQs
  - Next Steps
  - Applause
  - Workshops pertaining to the development of an abbreviated, two-semester education plan

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.
The placement tests utilized by the San Diego Mesa College include the following:

Mathematics
- Accuplacer Arithmetic Assessment (online)
- MDTP – I Pre-Algebra Assessment (paper/pencil)
- Accuplacer Elementary Algebra Assessment (online)
- MDTP- III Intermediate Algebra Assessment (paper/pencil)

The online Accuplacer Arithmetic test or the paper and pencil MDTP-I Pre-Algebra test may be used to place students into basic skills math courses. Students who place at skill level M10 and M20 are advised to take basic skills Math 34A and Math 38, respectively.

Students who place at skill level M30 are eligible to take basic skills Math 46. The online Accuplacer Elementary Algebra test or the paper and pencil MDTP – III Intermediate Algebra Assessment may be used to place students into Associate level math courses (84, 85, 96, and 98) with a skill level of M40 and transfer level math courses (104, 107, 116, 118, 119, and 210A) with a skill level of M50. Students taking one of the advanced math tests for placement into an Associate or transfer level course are directed to take the basic skills math test with a score below the recommended cut score (skill level MA).

Reading
- Accuplacer Reading Comprehension Assessment (online)
- Companion Reading Comprehension Assessment (paper/pencil)

The online Accuplacer Reading Comprehension or the paper and pencil Companion Reading Comprehension Assessment test may be used to place students into basic skills or Associate/transfer level reading courses. Students who have a score of 50 or below are recommended to receive English advising (skill level R2) or are recommended to take the ESOL test if they indicate that English is their second language (skill level R1).

Students who place at skill levels R3 and R4 are eligible to take basic skills English 42 and English 48, respectively. Students who place at both reading skill level R5 and writing skill level W5 are eligible to take Associate/transfer level English 101 and 105. Additionally, students with R3, W3, R4 and/or W4 are eligible to take English 47A, and accelerated course in reading, writing, and reasoning.

Writing
- Accuplacer Sentence Skills Assessment (online)
- Companion Sentence Skills Assessment (paper/pencil)

The online Accuplacer Sentence Skills test or the paper and pencil Companion Sentence Skills Assessment may be used to place students into basic skills or Associate/transfer level writing courses.
Students who have a score of 52 or below are recommended to receive English advising (skill level W2) or are recommended to take the ESOL test if they indicate that English is their second language (skill level W1).

Students who place at skill levels W3 and W4 are eligible to take basic skills English 43 and English 49, respectively. Students who place at both reading skill level R5 and writing skill level W5 are eligible to take Associate/transfer level English 101 and 105.

ESOL
- Combined English Language Skills Assessment (CELSA) (paper/pencil)

The paper and pencil Combined English Language Skills Assessment (CELSA) is used to place students into credit ESOL courses which are between two to five levels below the English transfer level. Students who place at skill level 19 are eligible to take ESOL 19. Students who place at skill level 20 are eligible to take ESOL 20, 21, or 22. Students who place at skill level 30 are eligible to take ESOL 30, 31, or 32. Finally, students who place at skill level 40 are eligible to take ESOL 40.

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

The following information were obtained from the California Community Colleges Chancellor’s Office website under 2015 Approved Assessment Instruments (July 27, 2015)

http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/Approved%20List_7-27-15%20for%20Web.pdf

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Type of Approval</th>
<th>Approval Date</th>
<th>Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined English Language Skills Assessment (CELSA) (paper/pencil)</td>
<td>Full</td>
<td>7/1/1993</td>
<td>3/1/2019</td>
</tr>
<tr>
<td>MDPT Algebra Readiness (Forms AR50/86 and AR 50/90)</td>
<td>Full</td>
<td>7/1/1993</td>
<td>3/1/2019</td>
</tr>
</tbody>
</table>
c. When were disproportionate impact and consequential validity studies last completed?

The last disproportionate impact study for English, math, and ESOL was conducted in 2011. Information on the Disproportionate Impact Study prepared by the Office of Research and Planning can be accessed using this link: http://research.sdccd.edu/docs/Rsrch%20Reports/Assessment/Disproportionate%20Impact%20Study_2011_final_081511.pdf

The last Consequential Validity Study was also conducted in 2011. The Fall 2011 Consequential Validation Study prepared by the Office of Institutional Research and Planning can be accessed using this link: http://research.sdccd.edu/docs/Rsrch%20Reports/Assessment/Consequential%20Validation%20Study_2011_v4.pdf

5. a. What multiple measures are used?
There are several ways that multiple measures are used in the assessment process. See below for additional information.

Assessment-Placement Alternative Measures

- Standardized Test Scores
  The San Diego Community College district accepts select standardized test as an alternative measure for assessment skill levels.

Students are exempt from the English and math placement tests if they have earned an Associate degree or higher, have completed English and math courses, or have received a qualifying score on an SAT, ACT, EPT, ELM, or EAP test taken within the past two years. Below is information on the test and the minimum required score.

<table>
<thead>
<tr>
<th>Test</th>
<th>Minimum Score Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>College ENGL AP</td>
<td>3, 4 or 5</td>
</tr>
<tr>
<td>SAT - ENGL</td>
<td>500</td>
</tr>
<tr>
<td>SAT - MATH</td>
<td>560</td>
</tr>
<tr>
<td>ACT - ENGL</td>
<td>22</td>
</tr>
<tr>
<td>ACT - MATH</td>
<td>23</td>
</tr>
</tbody>
</table>
Multiple measures are used in assessing students and determining placement. Students can meet with a counselor in order to discuss previous pertinent experience, review standardized test scores including SAT, ACT, AP, and IB tests, discuss process for challenging prerequisites, etc…

- **Multiple Measures Assessment Project (MMAP)**
  In addition to the above information, San Diego Community College District is one of the pilot districts/colleges for the statewide Multiple Measures Assessment Project pilot (MMAP), which is modeled after the Long Beach Promise. The district Office of Institutional Research and Planning has identified the first pilot group of students, as well as the process for upgrading their skills levels.

There were 378 students in math, and 321 in English who qualified to be bumped to a **transfer level course (R5, W5, M5O)** as a result of MMAP modeling (see tables below for the counts by college). These are students who placed below transfer on the Accuplacer, but placed in transfer level using the modeling from the Multiple Measures Assessment Project (MMAP), using high school transcript data which consisted of math grades, GPA, and CST test scores.

The Office of Institutional Research and Planning pulled a file of applicants for fall 2015. These included students who applied between January 1 to June 24 and sent the file to CalPASS. CalPASS ran the file through the algorithms and sent the file of those students who qualified to be placed at transfer level back to the San Diego Community College District. The students' placement skill levels were upgraded and noted in the system so that counseling faculty will see that the student had one or both of their skill levels upgraded as a result of the pilot.

Because MMAP uses data from high school transcripts, this method of placement is only available to students whose high school districts participate in the data sharing facilitated by CalPASS Plus. Currently, the following K-12 districts in our region are active participants:

- San Diego Unified School District
- Poway Unified School District
- Sweetwater Union High School District
- Grossmont Union High School District

The MMAP protocol will be used as another measure so that students may be placed at the higher level of two assessments.

<table>
<thead>
<tr>
<th>MMAP Pilot – Transfer Math Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>071 City College/ECC</td>
</tr>
<tr>
<td>072 Mesa College</td>
</tr>
</tbody>
</table>
• **Mesa College English Pilot**

Researcher John Hetts says, “Standardized assessment has led us to systematically and substantially underestimate student capacity...” Overall, the work we are doing with mitigating disproportionate impact in placement and progression through basic skills. In the coming months/year, we are coordinating and combining our work and state the Multiple Measures Assessment Project - MMMAP efforts for efficiency and scalability.

During summer, 2015, the collaborative efforts between the Mesa College English Department, Title V Grant (Proyecto Exito), Testing Office, and Counseling Department resulted in the development of the Mesa College English Pilot.

The group began the inquiry process with the goal of taking steps to immediately mitigate disproportionate impact for a current cohort of students. The team focused on writing because most students place below college and/or transfer level in writing (a much smaller percentage place below college and/or transfer level in reading).

Using High School grade point average, 127 students were identified as placing into transfer/degree Level English (using cumulative high school GPA has shown to be a more accurate placement tool than testing, and is one of the recommended practices for narrowing the equity gap).

- These students' placement information was adjusted to reflect this new level.
- These students were contacted by mail, email and phone to inform them that they should enroll in a Mesa College English 101 (or 105 when appropriate) class for Fall 2015.
- These actions occurred prior to the beginning of registration, so the process should be seamless for our students.
- Students who did not change into Transfer/Degree level English received letters and emails encouraging them to register for ENGL 47A - Accelerated Reading, Writing, and Reasoning.

Mesa had about 127 students who were placed into Transfer/Degree level English based on high school grade point average.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?
San Diego County Common College-Ready On-Demand Writing Assessment

The College Ready Writing Alignment committee (CRWA) is an intersegmental group of Language Arts, English, and Rhetoric instructors with representation from the K12, Community College, and CSU sectors. The work of this group has focused on defining and then assessing written student work. These assessments can be used for placement or other purposes, as each segment sees fit. In the San Diego Community College District – specifically at Mesa College – the assessment will be used to place students into the English course that best suits individual ability. These assessments will occur prior to the beginning of each semester.

English and Math Placement Tests at Mesa College

For the current placement tests in place, multiple measures are implemented automatically in the assessment process. There are two background questions relating to high school grade point average and length of time since the last math class was taken are used to award additional points to the raw scores. Points are added to the aggregate raw scores to determine the “scaled score”, which is measured against a series of cuts decided upon by the English and math departments. Those cuts will then determine which of the five placement levels (four levels for ESOL) the student should be placed in.

These measures are incorporated into Accuplacer/CELSA, MDTP in the cut-off scores. Points may be added to raw score point totals depending on responses to local background questions in regards to high school GPA and the length of time since the student took the last math course.

The placement the student receives on the printout from the testing center includes these additional points. Our math and English placement tests are “validated” and they have been approved by the CCCCO, and with the high school GPA data, we are using “other measures in the course placement process.

See below for information on the cut scores.

<table>
<thead>
<tr>
<th>ACCUPLACER MULTIPLE MEASURES POINTS ADDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q12: High School GPA</strong></td>
</tr>
<tr>
<td>0 – 1.4</td>
</tr>
<tr>
<td>1.5 – 1.9</td>
</tr>
<tr>
<td>2.0 – 2.9</td>
</tr>
<tr>
<td>3.0 – 4.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACCUPLACER SCALED READING CUT SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Level</strong></td>
</tr>
<tr>
<td>R1</td>
</tr>
<tr>
<td>R2</td>
</tr>
</tbody>
</table>
ACCUPLACER SCALED WRITING CUT SCORES

<table>
<thead>
<tr>
<th>Writing Level</th>
<th>Course</th>
<th>Accuplacer Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>Take ESOL Test*</td>
<td>0–52</td>
</tr>
<tr>
<td>W2</td>
<td>Need Advising</td>
<td>0–52</td>
</tr>
<tr>
<td>W3</td>
<td>English 50</td>
<td>53–82</td>
</tr>
<tr>
<td>W4</td>
<td>English 51</td>
<td>83–105</td>
</tr>
<tr>
<td>W5</td>
<td>English 101 with R5</td>
<td>106+</td>
</tr>
</tbody>
</table>

*If English is a second language.

Per the language of title 5 section 55502, San Diego Mesa College is using multiple measures. The Multiple Measures Assessment Project (MMAP) algorithm, along with the Mesa College English Pilot are steps in the right direction, resulting in a big improvement towards meeting multiple measures.

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

San Diego Mesa College accepts test scores from California community colleges and placement test results within a multi-college district that are completed within the last three years. Counselors are available to review and determine placement based on scores received and they are processed through the Counselor Assessed Skill Levels Form.

Students are able to either fax their test scores or meet with a counselor in person (either through drop-in or counseling appointment) to discuss placement test results and multiple measures.

Students are also able to email counselors to submit their placement test results, or work with the Testing Office staff to have their placement test scores entered in the system.

Students are exempt from the English and math placement tests if they have earned an Associate degree or higher, have completed English and math courses, or have received a qualifying score on an SAT or EAP test taken within the past two years. Students should bring or send official copies of their SAT or EAP test scores directly to the District Student Services office to determine readiness for English 101 or 105 and for courses with a Math 096 prerequisite. All tests must have been completed with the past 2 years. Please note that the SAT component is still in the pilot phase.
<table>
<thead>
<tr>
<th>Test</th>
<th>Minimum Score Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>College ENGL AP</td>
<td>3, 4 or 5</td>
</tr>
<tr>
<td>SAT - ENGL</td>
<td>500</td>
</tr>
<tr>
<td>SAT - MATH</td>
<td>560</td>
</tr>
<tr>
<td>ACT - ENGL</td>
<td>22</td>
</tr>
<tr>
<td>ACT - MATH</td>
<td>23</td>
</tr>
<tr>
<td>EPT</td>
<td>151</td>
</tr>
<tr>
<td>ELM</td>
<td>50</td>
</tr>
<tr>
<td>EAP</td>
<td>Ready for CSU College-level English/Math Course</td>
</tr>
<tr>
<td>EAP Conditional</td>
<td>Conditional status does NOT meet the criteria</td>
</tr>
</tbody>
</table>

A qualifying score from the College Board Advanced Placement English or Math Exam may be taken directly to the college Counseling office for consideration. Students can refer to the College Catalog for AP exam score requirements.

2. How are the policies and practices on re-takes and recency made available to students?

The policies and practices on retakes and recency are made available to students through the following:

- San Diego Mesa College Catalog – see below
Social Security Number
Your Social Security Number (SSN) or Individual Tax Identification Number (ITIN) is required for Federal and State reporting, and for students applying for Financial Aid. It is maintained in a secure manner and will not be visible or released to third parties for identification purposes for any reason.

Section 483 and 484 of the Higher Education Act of 1965, as amended, also gives the Financial Aid Office the authority to collect your SSN. The U.S. Department of Education uses your Social Security Number to verify your identity and retrieve your records. Providing incorrect information may result in penalties from the IRS.

All students will be assigned a unique 7-digit College Student IDentification (CSID) number upon successful submission of their application that will be required to conduct all college business.

Important Reminder
Every male citizen of the U.S. and male immigrant residing in the U.S., ages 18 through 25, must register with the Selective Service.

2. Orientation
The orientation provides important information for students about the programs and services available at the college as well as strategies for student success. Orientation includes assessment and program planning. Non-Exempt students who have been admitted to the college are expected to attend an assessment/orientation session before registering for classes.

For additional information call or stop by the Testing Office on campus.

Student Learning Outcomes (SLOs)
The Assessment and Orientation faculty and staff have identified the following Student Learning Outcomes (SLOs) for the various services available in the Assessment Office:

- Students will identify the appropriate English and Math courses in which to begin college studies.

3. Assessment
Assessment is a tool used to assist students in selecting courses best suited to their abilities and educational goals. Specifically, assessments help students identify their skill levels in English, mathematics, and ESL.

Assessment is a process that includes tests and other measures and is intended to assist students in meeting course prerequisites. Students may also meet course prerequisites based on other factors such as past educational achievements in mathematics or English course completion, and other standardized tests.

In order to ensure proper course selection, all new students should go through assessment and orientation unless they already possess an associate degree or higher.

Students are strongly urged to take the assessment tests seriously. Take advantage of preparatory workshops, refresher courses, practice exams and tutoring services prior to taking the assessment tests.

- English assessment tests may be retaken after one year.
- Math assessment tests may be retaken after one year. Students who want to retest in math earlier than one year must take a refresher session/workshop/course or advancement exam.

Assessment-Placement Alternative Measure
The San Diego Community College District accepts select standardized test as an alternative measure for assessment skill levels. Students should bring or send official copies of their SAT, ACT, EPT, ELM, and/or EAP report directly to District Student Services to determine readiness for English 101 or 105 and for courses with a Math 96 prerequisite. All tests must have been completed within the past 2 years.

<table>
<thead>
<tr>
<th>Test</th>
<th>Minimum Score Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT - ENGL</td>
<td>500</td>
</tr>
<tr>
<td>SAT - MATH</td>
<td>560</td>
</tr>
</tbody>
</table>

B. Assessment
Your success as a college student depends, to a large degree, on enrolling in courses that match your abilities and skills. Assessment includes testing, as well as other measures, and is intended to assist students in determining the best fit between your skills and class requirements. In order to ensure proper course selection, all new students should go through assessment and orientation unless they already possess an associate degree or higher.

Students are strongly urged to take the assessment tests seriously. Take advantage of preparatory workshops, refresher courses, practice exams and tutoring services prior to taking the assessment tests.

- English assessment tests may be retaken after one year.
- Math assessment tests may be retaken after one year. Students who want to retest in math earlier than one year must take a refresher session/workshop/course or advancement exam.

- District Office website - [http://studentweb.sdccd.edu/index.cfm?action=admissions#steps](http://studentweb.sdccd.edu/index.cfm?action=admissions#steps)
• Through the Mesa College Testing Office website: [http://www.sdmesa.edu/students/services/testing-orientation/#3](http://www.sdmesa.edu/students/services/testing-orientation/#3)
• Students can also obtain this information by meeting with a counseling faculty or a testing staff. This is often discussed with students as they go through the student success steps.
• This information is also available through the pre-assessment workshop conducted at the high schools. It is also available through the online pre-assessment workshop available through Mesa College’s website.
  - New Students link - [http://www.sdmesa.edu/new-student/](http://www.sdmesa.edu/new-student/)
  - 6 Steps to Student Success (New Student Checklist) - [http://www.sdmesa.edu/01/assets/File/welcome/newstudentchecklist%209-9-15.pdf](http://www.sdmesa.edu/01/assets/File/welcome/newstudentchecklist%209-9-15.pdf)

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

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Senior Student Services Assistant</td>
<td>Testing Staff</td>
<td>GF</td>
</tr>
<tr>
<td>1.0</td>
<td>Student Services Assistant</td>
<td>Testing Staff</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Student Services Assistant</td>
<td>Currently Vacant – to be filled</td>
<td>SSSP</td>
</tr>
<tr>
<td>2.0</td>
<td>Ambassadors</td>
<td>Facilitate pre-assessment workshops at the local high schools.</td>
<td>SSSP</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials/printing</td>
<td>SSSP/GF</td>
<td>$48,368</td>
</tr>
<tr>
<td>5000</td>
<td>Operating Expenses/conference travel, mileage, field trips</td>
<td>SSSP/GF</td>
<td>$29,905</td>
</tr>
<tr>
<td>6000</td>
<td>Equipment (Computers for new hires, equipment to assist in the delivery of assessments)</td>
<td>SSSP/GF</td>
<td>$27,000</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>$105,273</td>
</tr>
</tbody>
</table>
1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Adjustments were made to counseling services process and/or procedures based on the outcomes of the 2014-2015 plan. The Mesa College Counseling Department provides comprehensive counseling services year round. The department takes pride in having counseling appointments available throughout the year and drop-in counseling services throughout the day.

In the past, although the department provided these services, the huge demand often resulted in longer wait times and delays. It was not uncommon for students to sign in to see a counselor and return six hours later. It is also common for the student sign-in to fill up by noon. See below:

The ability to hire additional contract and adjunct faculty has resulted in decreased wait times.
However, due to SSSP funding, the department was able to hire additional counseling faculty, resulting in the department’s ability to scale up counseling services and availability. The wait times have dramatically decreased, and the department has been able to focus on providing additional drop-in, counseling appointments, and workshops, resulting in an increase in the number of students served in the counseling office.

Workshops were implemented in Spring and Summer 2015 on students’ first two semesters at Mesa College. The department refers to them as “Counseling Zipline” since it’s an opportunity for students to receive assistance and not wait in line during peak registration times. The workshop is called “From Test Scores to Your Degree”.

These workshops are designed for students to attend after completing their assessment tests. The workshop covers the following topics:

- Resources such as the college catalog, online resources including assist.org, and GE patterns such as AA/AS, CSU, and IGETC.
- Planning their academic path
- Understanding key terms
- Understanding their English and Math Placement Test Scores
- Selecting a major
- Prerequisites, corequisites, and advisories
- Abbreviated and Comprehensive Education Plan
- Sequencing of courses
- Challenging one’s placement: Math Advancement Options, English Challenge Exam, and English 47A (English Acceleration Class)
- Career services

At the conclusion of the workshop, all students will receive an abbreviated education plan which will help them with their first two semesters at Mesa College.
The counseling department has been able to hire counseling faculty to fill vacancies and retirements, in addition to adjuncts to help with SSSP implementation. Due to this, the department has been able to maintain its operation smoothly without much interruption in services.

See below for details on the number of students served by general counseling in 2014-2015.

The ability to fill vacancies has resulted in an increase in the number of students served via drop-in. The Counseling Department served 29,079 during drop-in in 2013-2014, and 32,275 in 2014-2015. There was an increase of 3,196 students served in 2014-2015 due to the additional resources made possible with SSSP funding.

<table>
<thead>
<tr>
<th>San Diego Mesa College Counseling Student Contacts</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Appointments</td>
<td>7153</td>
</tr>
<tr>
<td>Group Appointments</td>
<td>780</td>
</tr>
<tr>
<td>Drop-in</td>
<td>32,275</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40,208</strong></td>
</tr>
</tbody>
</table>

Furthermore, the department has been able to implement SSSP Workshops designed to help students understand their placement test scores and develop an abbreviated ed plan.

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

See the tables below for information on the number of students who were provided with counseling, advising and education planning services in fall 2014, spring 2015, and 2014-2015 totals.

<table>
<thead>
<tr>
<th>Fall 2014 Counseling, Advising, and Education Planning Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MESA</strong></td>
</tr>
<tr>
<td><strong>Student Type</strong></td>
</tr>
<tr>
<td>NEW</td>
</tr>
<tr>
<td>TRANSFER</td>
</tr>
<tr>
<td>RETURNING</td>
</tr>
<tr>
<td>CONTINUING</td>
</tr>
<tr>
<td><strong>Mesa Totals:</strong></td>
</tr>
</tbody>
</table>
b. What percentage of the target population does this represent?

The population of students who received counseling, advising, and education planning services represents a combination of new, transfer, returning, and continuing students. A majority of the students who received these services during 2014-2015 were new, first time students who never attended college, which came out to 4,149. There were 3,505 transfer students, which is defined as those who have attended a college other than Mesa, Miramar, or City since we are part of the San Diego Community College District. There were 1,940 students who returned to the San Diego Community College District after an absence of more than two semesters, and 10,962 currently enrolled students who received orientation services.

See below for additional information:

| Fully Matriculated – Student has been Oriented, Assessed, and has an Ed Plan on file. |
| NEW – First time student – Has never attended college |
| TRANSFER – Has only attended a college other than City Mesa or Miramar College |
| RETURNING – Returning to SDCCD after an absence of more than 2 semesters. |
| CONTINUING – Currently enrolled (or may have not attended the last 2 semesters) |
Exempted Student:

- Holds an Associate or Bachelor’s Degree
- Currently in High School.
- Has the following goals: Maintain certificate or license, Educational Development, GED, Concurrently enrolled in a 4year institution

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

In order to reduce any unmet need or to ensure student participation, the following are being done:

- Students are encouraged to meet the required five steps to success outlined under the “New Students” tab at the San Diego Mesa College homepage.
- District Student Services Council, a committee comprised of representatives from Mesa, Miramar, City, and Continuing Education VPSS, Academic Senate, and the SDCCD Vice Chancellor of Student Services worked collaboratively to develop a SSSP Follow-Up Timeline. Completion of the student success steps have been tied in to registration priority.

All currently enrolled, new, and continuing students (non-matriculated) receive communication on SSSP services and its impact on registration priority. Students who are missing SSSP services receive an email notifying them of the specific SSSP core service that they are missing and are strongly encouraged to complete the service. New students are notified to complete all SSSP steps for priority registration. See below for information on the SSSP Timeline:
In order to encourage students to participate in assessment services, the Counseling Department has made it convenient for students to obtain counseling and education planning services by having comprehensive services year round. Students can count on being able to meet with a drop-in counselor throughout the day on Monday to Thursday from 8 AM to 7 PM and Fridays from 8 AM to 3 PM. This option has increased the number of students who receive counseling services. Students also have the option of scheduling a counseling appointment if needed.

In order to encourage student participation on SSSP services, the office will be open on Saturday prior to the beginning of each semester from 8:00 AM to 1:00 PM. Students will be notified of this service each semester.

In light of SSSP, the department continues to promote the education plan campaign. Students who meet with a counselor and develop an education plan will be provided with a flash drive bracelet that contains their education plan and other student success resources such as GPA calculator and GE advising sheets. The department voted and the ed plan campaign is called “Flash Forward Your Future”. Students appreciate having their ed plan and resources included in the flash drive. This has and continues to be a hit among students.
The online advising component has been launched on April 2015. This is a wonderful addition to the MyMesa online orientation. Students will be able to enter their placement test results and go through the online advising component with Miss Olympia. The new student online advising component will take students approximately 45 minutes and will help students with course selection for their first semester, in addition to introducing students to online resources. After completion of this online advising component, students will be directed to a workshop that will result in the development of an abbreviated education plan.

http://www.sdmesa.edu/new-student/online-advisement/
• The Counseling Department implemented a “Counseling Zipline”. Students can sign up for workshops without waiting in line. These workshops are available during peak registration times and are designed to assist students with understanding the placement scores and developing an abbreviated education plan.

• The department purchased a cart with laptops for use with the workshops planned. Availability of this technology has allowed the counseling department to expand education planning services provided to students and reach the students in their environment.

• Collaborative efforts between Chicano/Chicana Studies and Puente Project have resulted in the development of Puente Hot Spots. The Puente Project Coordinator will be doing Puente drop-ins in the Chicano/Chicana Studies department and will be available to meet with students who need general assistance and abbreviated education plans.

• College Counseling Department’s Mesa Academy/Umoja Program is working collaboratively with the Black Studies department in increasing access to students in the Black Studies program by providing specified drop-in and appointment times to students who need education plans.

• Another way to reduce unmet need and ensure student participation in counseling, advising, and education planning services is the availability of the student success screen. This screen, otherwise known as “SQSS”, allows counseling faculty to determine where students are with the completion of the student success steps.

As you can see from the sample screen below, education planning services have not been provided. In addition, the student below is not matriculated (“non matric”). The counseling faculty knows that the student below will need to be informed about the importance of completing the SSSP services in order to obtain his/her registration priority.
On the other hand, the sample screen below shows that an ed plan is on file (designated by a “y” next to “Ed Plan on File”. The student below is fully matriculated (“full matrc”). The counseling faculty knows that the student below will be all set with his/her registration priority.

The two examples below show the different designations for students who have an abbreviated ed plan on file (“A – Abbreviate”) and comprehensive (“X – prev provd” – stands for previously provided).

Students are notified that they need to have a comprehensive on file within three semesters of obtaining an abbreviated education plan in order to maintain registration priority.
3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

The San Diego Mesa College Counseling Department is proud of the comprehensive, year round, counseling services that are available to students. The office is open Monday to Thursday from 8:00 AM to 7:00 PM and Friday from 8:00 AM to 3:00 PM. As part of the SSSP efforts, the office extended its hours of operation on Monday to Thursday, previously closed at 6 PM and now extended to 7 PM and Fridays, previously closed at noon and now extended to 3:00 PM. In addition, the office is open until 5:00 PM on the Friday prior to the beginning of the semester during the drop deadline date. The office has Saturday hours from 8:00 AM to 1:00 PM on the Saturday prior to the beginning each semester.

Counseling appointments and drop-in services are available year round to all students. Counselors are available to meet with students in a variety of ways to assist them in achieving their personal, education and career goals. The department is committed to providing a positive college experience for students through several counseling methods. From a certificate of achievement, Associates degree, transfer from Mesa to a university, or personal counseling/development the counseling department is here to support student success.

A. Counseling Appointments

Counseling Appointments are available to provide students with personal, academic, and career counseling. Counselors work with students individually and holistically to explore career options, review related degree and certificate programs, and to set long term education and career goals. During individual appointments, counselors guide students through the process of developing a comprehensive education plan that reflects their choice of major and transfer institution, and personal dynamics. It outlines the students’ program of study, and includes both the general education and major preparation requirements.
Counselors play a key role by providing guidance, and assisting with student success by referring them to appropriate support services as necessary. Additionally, counseling appointments are also used to discuss students’ academic standing and progress. Assistance is provided with necessary paperwork such as graduation petitions, modification of major, transfer process, and many others. Another key role that counselors play is the provision of personal and crisis counseling services. This includes assisting students with the decision making process, stress management, and crisis intervention to help students progress with their long term goals.

The Counseling Department has collaborative efforts with Mesa’s Health and Psychological Services office. There are times when the Health Services Office refers students in crisis to the Counseling Office and counselors assist with providing students in crisis with immediate assistance.

Due to the increased demand for counseling services, students are required to have completed the following in order to be eligible for a counseling appointment:

1. Must be enrolled in at least one class in the current semester. (A counselor can use his/her professional discretion and refer a student to schedule an appointment.)
2. Completed the math and English assessments OR an English and math class.
3. Official transcripts of all colleges attended on file.
4. Official transcripts must be evaluated for course equivalency.

Appointments are made one week in advance by calling or coming into the office, early in the day, to schedule an appointment.

B. Drop-in Counseling

Throughout the year, counselors are available for brief advisement sessions, commonly referred to as drop-in counseling. These services are designed to help students with prerequisite clearance, assistance with registration, general information about programs and certificates, petitions, etc. Students can stop by for drop-in services anytime during the hours of operation. During peak registration times, it is to the students’ best interest to come earlier since there are times when the office is unable to add any more students to the list due the increased demand and during the end of the day. Students can check-in for drop-in services by standing in line and checking in with the staff at the front counter. There is a large monitor that allows students to view their place in line. Students are served on a first come, first serve basis. Drop-in services are designed to be brief in nature, lasting approximately fifteen minutes.
However, during peak registration times, since most students are served during drop-in basis, students can wait up to an hour or so to access this service.

The department will continue to hire more adjunct counselors to assist with drop-in services and SSSP mandates.

C. **Transfer Center** (also covered under counseling retention programs)

A counseling faculty serves as the Transfer Center Coordinator for Mesa College. The Transfer Center provides drop-in and counseling appointments to students. Transfer Center Drop-in services are available twice a day, one hour in the morning and an hour in the afternoon. Appointments are available for ½ and 1 hour and are scheduled one week in advance. Appointments are scheduled from referrals, follow–up from workshops, and Transfer Center staff directed.

The Transfer Center offers a myriad of workshops available to meet a variety of students’ needs and they include the following:

- UC TAG
- General UC Transfer
- UCSD Transfer
- UCSD U Links Program
- SDSU Transfer
- General CSU Transfer
- SDSU Supplemental App
- UC Applications
- CSU Applications
- Admission Appeals

D. **Online Counseling Services:**

1. **MOCC – Mesa Online Counseling Center**

Mesa Online Counseling Center (MOOC) - This service is designed to provide Mesa College online students with a resource to ask general counseling questions that pertain to reaching their education and personal goals. This service is available to students seeking general, basic, non-intrusive form of counseling assistance.

Responses are handled in a timely manner based on counselor availability. Information provided by counseling is subject to the limitations of current and available material. Online Counseling IS appropriate for information such as:

- Clarification of college procedures and policies
- Certificate, degree and transfer requirements
- Course prerequisites
- Course offerings and majors available
- Referrals to other programs/services
Transferability of Mesa courses

2. Email Counseling
Students have the option of contacting a counselor through email if they have general questions. They can email a counselor at mesacoun@sdccd.edu. There is a counselor assigned three hours per week to answer email inquiries. Responses can take up to three business days during peak registration times.

In addition, the department was able to hire a counseling faculty who also serves as a liaison to the VA student population. An email address has been established and students can email the VA counselor at mesavacounselor@sdccd.edu.

3. iMesa Mobile App
The My Mesa App was launched at the end of spring 2014. Current and future San Diego Mesa College students, faculty and staff now have college information at their fingertips thanks to the college’s new iMesa mobile application. Students can use the app to view the upcoming schedule and to register for classes.

The free iMesa app is available now for Android devices through the Google Play Store, and iPhone through the Apple App Store (search for iMesa mobile). The iMesa mobile app's modules – based on last fall’s student survey results – currently include:

- The schedule, links to Reg-E
- Interactive Google maps (Android platforms only)
- Links to online services for students
- Event information, and news updates
- Connections to the college's social media tools
- Academic deadlines and announcements
- Emergency information

4. IntelliResponse Virtual Agent (to be launched in fall 2015)
IntelliResponse is a web based and multi-channel interactive Q&A response system at Mesa. IntelliResponse allows prospective and current students and staff to ask questions through the Mesa website, Facebook, and on mobile devices, and receive ‘One Right Answer’ in return, 24/7.

5. My Mesa Advising Component
The My Mesa Advising Component is a much improved version of the first semester advising workshop. Students are led through the first semester course planning with the assistance of an avatar, Ms. Olympia. Students are able to enter their placement test results and the online advisement tool will guide the student through the course selection process. http://www.sdmesa.edu/new-student/online-advisement/
E. **Career Component**

Individual career counseling is the primary method utilized in the Career Center to assist students in identifying their major and career goal. Workshops on career research and decision making additionally provide increased access for students. Approximately five individual career counseling appointments are available each week, with an additional two hours of career workshops each week. Walk-in career counseling is available between 0-3 hours each week with less than a 15 minute wait time. Guidance for self-directed career assessment and research on a walk-in basis from career center staff is available to students approximately 40 hours per week. Online assistance is available through workshops, and career assessment, exploration and research tools.

SSSP funds allowed the Career Center to hire two adjunct counselors who provided a total of 26 hours of career counseling, workshops and/or in-class presentations per week. The funding received substantially contributed to an increase in number of career counseling appointments, classroom presentations and the facilitation for career panels and workshops all designed to encourage undeclared students to seek services and obtain their education plans.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Appointments Per Week</th>
<th>Semester Appointments</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>6</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Spring 2015 (SSSP)</td>
<td>15</td>
<td>238</td>
<td>248%</td>
</tr>
</tbody>
</table>

To support SSSP the outreach efforts to the Mesa College faculty, staff and students focused on providing information on the critical role career counseling plays in assisting students with major and career identification. The outcomes of this outreach are demonstrated below in the significant increase from 28 major/career exploration appointments in Fall 2014 to 122 appointments in the Spring 2015 semester. Career advising, assessment interpretation, and follow-up also tend to be appointments that support the major and career exploration process – making 83% of all Spring 2015 appointments be associated with major and career exploration assistance. The remaining 17% of appointments were for job search/job readiness assistance.

<table>
<thead>
<tr>
<th>Appt. Type</th>
<th>Fall 2014 (n)</th>
<th>Fall 2014 (%)</th>
<th>Spring 2015 (n)</th>
<th>Spring 2015 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Advising</td>
<td>11</td>
<td>11%</td>
<td>35</td>
<td>15%</td>
</tr>
<tr>
<td>Major/Career Exploration</td>
<td>28</td>
<td>29%</td>
<td>122</td>
<td>51%</td>
</tr>
<tr>
<td>Assessment Interpretation</td>
<td>24</td>
<td>25%</td>
<td>30</td>
<td>13%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>4</td>
<td>4%</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>67</strong></td>
<td><strong>4%</strong></td>
<td><strong>197</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Classroom Presentations*

SSSP funding during the Spring 2015 provided the Career Center staff the capacity to increase outreach to faculty through presentations at various School Meetings that led to quadrupling
the number of classroom presentations provided by Career Center staff. The in-class presentation request came from a variety of academic disciplines including: psychology, business, dental assisting, geography, ESOL, museum studies, computer and information sciences, and personal growth. The presentations were designed to reach out to undeclared students and promote career services.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total Presentations</th>
<th>Student Contacts</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>4</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Spring 2015 (SSSP)</td>
<td>16</td>
<td>354</td>
<td>472%</td>
</tr>
</tbody>
</table>

**Career Center Walk-ins**
Depending on staffing availability the Career Center will provided assistance to undeclared students. Front office staff will also provide information on Focus2, a self-directed career exploration tool, and instructions for the administration of the Myers-Briggs Type Indicator and the Strong Interest Inventory are also provided on a walk-in basis.

<table>
<thead>
<tr>
<th>Walk-in Reason</th>
<th>Fall 2014 (n)</th>
<th>Fall 2014 (%)</th>
<th>Spring 2015 (n)</th>
<th>Spring 2015 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Career Assistance</td>
<td>104</td>
<td>30%</td>
<td>197</td>
<td>47%</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>80</td>
<td>23%</td>
<td>86</td>
<td>21%</td>
</tr>
<tr>
<td>Focus 2</td>
<td>23</td>
<td>7%</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>CA Career Zone</td>
<td>18</td>
<td>5%</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>MBTI Administration</td>
<td>19</td>
<td>6%</td>
<td>17</td>
<td>4%</td>
</tr>
<tr>
<td>PG Assignment</td>
<td>9</td>
<td>3%</td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>253</strong></td>
<td><strong>340</strong></td>
<td><strong>81%</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Workshops and Panel Presentations*
The Career Center offers a variety of workshops throughout the semester to help students with major and career exploration, resume writing, interviewing skills, internship and job search strategy and social media presence. In addition, as part of the Career Opportunities Expo the Career Center provides students a venue to explore and learn more about various career paths including panels in Careers in Business, Design Careers, Careers in Hospitality and Culinary Arts, Careers in the U.S. State Department, Careers in Psychology, STEM Careers, Health and Nutrition Careers and a Path the CPA Career. Due to a different programming schedule between fall and spring semesters, a comparison between Spring 2014 and Spring 2015 is a more accurate reflection of the effect SSSP had in Career Center services provided.

<table>
<thead>
<tr>
<th>Workshop/Career Panel Attendance</th>
<th>Spring 2014 Attendance</th>
<th>Spring 2015 Attendance</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>304</td>
<td>336</td>
<td>110%</td>
</tr>
</tbody>
</table>

**Veterans Resource Center Outreach**
Starting with the Spring 2015 semester the Career Center initiated a new veteran outreach strategy called VRC Career Hour. Twice a month career counselors spend an hour at the Veterans Resource Center answering career development and major exploration questions. Career counselors see an average of 3 – 4 students during that hour.

F. Counseling Retention Programs
There are several counseling retention programs housed in the Counseling Department. These programs are coordinated by counseling faculty with reassigned time. Below is information regarding these programs.

- **International Student Program**
  The International Student Program (ISP) is comprehensive student retention and success program that acknowledges that student learning is best affected when an array of teaching and delivery approaches is employed. As such, students have access to 24-hour online access via Blackboard's virtual International Student Center (International Connection) as well as both personal and group advising services when seeking academic and immigration assistance. One such group delivery approach is the mandatory international student orientation week (3 full days), which not only serves to address student success mandates of testing, orientation, and education planning for all, but provides students the intrinsic rewards of establishing themselves into a community of learners while building on their skills of inquiry and communication, the latter also being the program's focus on learning outcomes each semester.

  The ISP goes above and beyond student success mandates by not only providing comprehensive assessment, orientation and education planning for all students but also offers regular access to follow up services throughout the matriculation of each student culminating in the international student Departure Workshops each semester at the conclusion of the student's study abroad experience.

  The International Student Counselor has international drop-in times available to students needing with inquiries regarding their paperwork, status, immigration, visas, etc.

- **MAAP – Mesa Academics and Athletics Program**
  The Mesa Academic and Athletics Program (MAAP) at San Diego Mesa College assists student-athletes in achieving their education, career and personal goals. MAAP aims to help students obtain an education degree and meet eligibility requirements based on the California Community Colleges Athletic Association rules and regulations. Most importantly, MAAP helps students succeed in the classroom and the athletic arena.
The MAAP counselor has specified MAAP drop-in and MAAP appointments available to student-athletes needing assistance with education planning, athletic eligibility, and other student-athlete related needs.

- **Mesa Academy/UMOJA**

Mesa Academy/UMOJA is an academic program created to provide African American students enrolled at Mesa College with career and counseling services, assist students in developing their reading and writing skills, and provide students with an equitable education in order to increase student success at San Diego Mesa College. The Mesa Academy provides an opportunity for students to identify how to be successful through becoming self-disciplined, eliminating perceived barriers to success, utilizing effective communication, and managing time with the effort of eliminating procrastination. The Mesa Academy is open to all students enrolled at Mesa College. Students are able to meet with the Mesa Academy/UMOJA counselor on drop-in, appointments, and through the counseling hot spots.

- **Transfer Center**

The San Diego Mesa College Transfer Center provides a learning environment that encourages students’ successful transfer to any university by serving as a resource center for the campus community in all aspects of transfer. The center provides up-to-date information, resources, and opportunities for students to become experts of their individual transfer goals.

Services are provided directly to students via, staff, counselors, workshops, classroom visits, published materials and the campus website.

Transfer Services include application assistance, many transfer workshops and classroom visits. Transfer Center services also include transfer counseling from the Transfer Coordinator. This is accomplished through drop-in opportunities and appointments. The drop-ins are available both in the morning and afternoon. The appointments are made through referrals from the Transfer Center Staff, Coordinator and as follow ups from Transfer Center Workshops.

- **Puente Project**

Puente is a nationally recognized academic program designed to help students adjust to college life and prepare for transfer to four-year colleges and universities. The program is unique in that it explores the Latino/a experience. However, Puente is open to, and welcomes, all students. The program has four major components: Writing instruction, Personal Growth instruction, counseling, and mentoring. Puente’s goal is to provide students with a strong academic foundation and the support needed in order to be successful at San Diego Mesa College and beyond.
The Puente Project Coordinator has Puente drop-in times available to current and future Puentistas needing counseling assistance. There are also Puente Hot Spots available in the Chicano/a Studies Department.

- **Veteran Students (VA)** - Designated counselors are available to help veteran students. The VA office and Counseling work closely together in providing services to students who need help with education planning and counseling services. The VA Counselor will be working with students in the VRC – Veterans Resource Center in increasing counseling presence through the implementation of VA Hot Spots.

- **Kearny Fast Track** – The Kearny Fast Track Program provides an opportunity for juniors and seniors at Kearny High School to enroll in advanced scholastic and technical courses at Mesa College. Matriculation includes admission, assessment, and orientation. A counselor works with students on their course selections. Participating high school juniors are required to have a 3.5 grade point average and seniors a 3.0 grade point average. The majority of students complete 24 units of college credit upon graduation from high school. Hundreds of students participate in this successful program.

- **MET** – San Diego Metropolitan Regional Career and Technical High School (The MET) is a vocationally oriented middle college high school in its sixth year of operation located on the Mesa College campus. A maximum of 200 students participate in college preparation courses and a variety of internships related to career opportunities. MET students also enroll in a wide variety of college level courses starting in tenth grade. Mesa College counselors work with MET staff to prepare students for college classes and integration into campus life, and some students pursue internships offered directly on the Mesa College campus.

b. Is drop-in counseling available or are appointments required?
Drop-in counseling is available and appointments are not required, but both services appointments are available to students year round.

**Drop-in Counseling**

Throughout the year, counselors are available for brief advisement sessions, commonly referred to as drop-in counseling. These services are designed to help students with prerequisite clearance, assistance with registration, general information about programs and certificates, petitions, development of abbreviated ed plans, etc. Students can stop by for drop-in services anytime during the hours of operation. During peak registration times, it is to the students’ best interest to come earlier since there are times when the office is unable to add any more students to the list due the increased demand and during the end of the day. Students can check-in for drop-in services by standing in line and checking in with the staff at the front counter. There is a large monitor that allows students to view their place in line. Students are served on a first come, first serve basis. Drop-in services are designed to be brief in nature, lasting approximately fifteen minutes. However,
during peak registration times, since most students are served during drop-in basis, students can wait up to an hour or so to access this service.

Students who do not have official transcripts on file and evaluated, those who have not completed an orientation session and assessment, those who do not have skill levels and are currently not eligible to schedule a counseling appointment are welcome to meet with a counselor on a drop-in basis.

The counseling department plans to continue hiring more adjunct counselors to assist with drop-in services and SSSP mandates.

**Counseling Appointments**

Counseling Appointments are available to provide students with personal, academic, and career counseling. Counselors work with students individually to explore career options, review related degree and certificate programs, and to set long term education and career goals. During individual appointments, counselors guide students through the process of developing a comprehensive education plan that reflects their choice of major, transfer institution, and personal dynamics. It outlines the students’ program of study, and includes both the general education and major preparation requirements.

Counselors play a key role by providing guidance, and assisting with student success by referring them to appropriate support services as necessary. Additionally, counseling appointments are also used to discuss students’ academic standing and progress. Assistance is provided with necessary paperwork such as graduation petitions, modification of major, transfer process, and many others. Another key role that counselors play is the provision of personal and crisis counseling services. This includes assisting students with the decision making process, stress management, and crisis intervention to help students progress with their long term goals.

The Counseling Department has collaborative efforts with Mesa’s Health and Psychological Services office. There are times when the Health Services Office refers students in crisis to the Counseling Office and counselors assist with providing students in crisis with immediate assistance.

Due to the increased demand for counseling services, students are required to have completed the following in order to be eligible for a counseling appointment:

1. Must be enrolled in at least one class in the current semester. (A counselor can use his/her professional discretion and refer a student to schedule an appointment.)
2. Completed the math and English assessments OR an English and math class.
3. Official transcripts of all colleges attended on file.
4. Official transcripts must be evaluated for course equivalency.

Appointments are made one week in advance by calling or coming into the office, early in the day, to schedule an appointment.

c. What is the average wait time for an appointment and drop-in counseling?
The average wait time for an appointment and drop-in counseling varies throughout the semester, depending on the time of the year. During peak registration times, it is common to have a three to four hour wait to see a drop-in counselor since there is a large volume of students seeking counseling services, and Mesa is the largest campus in the San Diego Community College District. In addition, many students in the San Diego Community College District are concurrently enrolled. Many students are enrolled in two different colleges at the same time, often resulting in students requesting assistance from counseling offices within the district.

Students tend to seek counseling services through Mesa College since the department offers the most comprehensive services year round, allowing students to meet with a counselor via drop-in, appointment, and workshops throughout the day. San Diego Miramar and City Colleges do not offer appointments during peak registration times which result in increased demand from students attending our sister campuses.

During non-peak times (after the semester has started), the department typically has three to four drop in counselors available each hour throughout the day. The wait time is brief and students can count on being served in fifteen to twenty minutes at the latest.

Counseling appointments during peak registration times are booked in thirty minutes or less. During non-peak times, appointments are booked by 10 AM in the morning.

The counseling department plans to continue hiring additional contract and adjunct faculty to increase the amount of services and decrease current wait times, in addition to filling the void by providing the necessary leadership to support counseling retention programs such as First Year Experience, Persistence and Retention (Second Year Experience), and Career Services.

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

Students have following options to develop an abbreviated student education plan:

- **Drop-in** – Students are welcome to stop by the counseling office for drop-in services after completing assessment and orientation to develop their abbreviated education plan.

- **Counseling Appointments** – Students have the option of scheduling a counseling appointment to develop their abbreviated education plan.

- **Counseling Zipline Workshops, also known as “From Test Scores to Your Degree”** allow students to bypass the line in the counseling office and attend a workshop designed to help them develop their abbreviated student education plans.

These workshops are designed for students to attend after completing their assessment tests. The workshop covers the following topics:
- Resources such as the college catalog, online resources including assist.org, and GE patterns such as AA/AS, CSU, and IGETC.
- Planning their academic path
- Understanding key terms
- Understanding their English and Math Placement Test Scores
- Selecting a major
- Prerequisites, corequisites, and advisories
- Abbreviated and Comprehensive Education Plan
- Sequencing of courses
- Challenging one’s placement: Math Advancement Options, English Challenge Exam, and English 47A (English Acceleration Class)
- Career services

At the conclusion of the workshop, all students will receive an abbreviated education plan which will help them with their first two semesters at Mesa College.

- **FYE Registration Workshop** - A Registration Workshop was developed for FYE students. The workshop was required for all FYE students and covers the following topics:
  - FYE common theme PERG 120 – College Success and Lifelong Learning courses
  - Information on instructors teaching the comment theme PERG 120 class
  - FYE Program Requirements and benefits
  - Important dates and deadlines
  - Registering for classes
  - GE Patterns (CSU, IGETC, AA/AS), and major preparation
  - Understanding your resources such as the college catalog
  - FYE contract and logistics
  - Education Planning
  - English and math placement test scores and sequencing
  - Important college terms
  - Career services
  - Abbreviated and Comprehensive Education Plans
  - Registering for classes through Reg-E
  - Important dates and deadlines

At the conclusion of the workshop, all students will receive an abbreviated education plan which will help them with their first two semesters at Mesa College.

The online advising component has been launched on April 2015. This is a wonderful addition to the MyMesa online orientation. Students will be able to enter their placement test results and go through the online advising component with Miss Olympia. The new student online advising component will take students approximately 45 minutes and will help students with course selection for their first semester, in addition to introducing students to online resources. After completion of this online
advising component, students will be directed to a workshop that will result in the development of an abbreviated education plan.

The abbreviated education plan is a two semester education plan that students develop with a counseling faculty. It includes courses that a student can take for their first two semesters at San Diego Mesa College, in addition to the degree that they wish to pursue and the program that they are participating in which may include FYE – First Year Experience, International Students, MAAP – Mesa Academics and Athletics Program, Mesa Academy/Umoja, and Puente Project.

The abbreviated education plan also indicates the type of class that is on the education plan, whether it’s a general education course or major preparation requirement.

It also includes a space for counseling faculty to write additional notes and reminders as needed. See below to see the abbreviated education plan.
In addition, students in EOPS (Extended Opportunities Programs and Services) and DSPS (Disability Support Programs and Services) can obtain assistance with education plan development with counselors in these departments.

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

Counseling Appointments are available to provide students with personal, academic, and career counseling. Counselors work with students individually to explore career options, review related degree and certificate programs, and to set long term education and career goals. During individual appointments, counselors guide students through the process of developing a comprehensive
education plan that reflects their choice of major and transfer institution. It outlines the students’ program of study, and includes both the general education and major preparation requirements.

Counselors play a key role by providing guidance, and assisting with student success by referring them to appropriate support services as necessary. Additionally, counseling appointments are also used to discuss students’ academic standing and progress. Assistance is provided with necessary paperwork such as graduation petitions, modification of major, transfer process, and many others. Another key role that counselors play is the provision of personal and crisis counseling services. This includes assisting students with the decision making process, stress management, and crisis intervention to help students progress with their long term goals.

Appointments are available to students needing assistance with the development of a comprehensive education plan through the following:

- General Counseling
- Puente
- Mesa Academy/UMOJA
- MAAP – Mesa Academics and Athletics Program
- International Students
- Veterans
- EOPS – Extended Opportunity Programs and Services
- DSPS – Disability Support Programs and Services
- STAR/TRIO

Due to the increased demand for counseling services, students are required to have completed the following in order to be eligible for a counseling appointment:

1. Must be enrolled in at least one class in the current semester. (A counselor can use his/her professional discretion and refer a student to schedule an appointment.)
2. Completed the math and English assessments OR an English and math class.
3. Official transcripts of all colleges attended on file.
4. Official transcripts must be evaluated for course equivalency.

Appointments are made one week in advance by calling or coming into the office, early in the day, to schedule an appointment.
Comprehensive Education Plan, page 1

San Diego Mesa College
Education Plan Worksheet

CSD: ___________________ Last Name: ___________________ First: ___________________

Degree Goal(s): __________ Major: ___________________ Catalog Year: __________ Transfer to: __________

AP/IB Subjects & Scores: ___________________ Placement: R: __________ W: __________ Prior Colleges Attended: ___________________

General Education Pattern: □ AA/AS/ADT □ CSUGE □ IGETC □ General □ Other

<table>
<thead>
<tr>
<th>GENERAL EDUCATION PATTERN</th>
<th>MAJOR/PREPARATION FOR THE MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Comp</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
</tbody>
</table>

Sub Total:

AA/AS DISTRICT REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Comp</th>
<th>IP</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Init:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Init:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health 101/DD 214</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Two P. E. Activities/DD 214</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sub Total

EDUCATIONAL PLAN SUMMARY

<table>
<thead>
<tr>
<th>Comp</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have read and understand my obligation with regard to this plan.

Student ___________________ Date __________

Counselor ___________________ Date __________

www.mesacc.org  http://studentervices.transfercenter/

Comprehensive Education Plan, page 2
5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

All counseling faculty and adjunct offices are equipped with computers that support their work with students. There are individual printers in each office and networked printers that allow counselors to print computerized education plans.

All computers have internet access to allow counselors to access online resources such as the following:

- ASSIST.org to access student transfer information system via course to course and major articulation.
- Collegesource.org to obtain digital college catalogs, institution profiles, college websites, etc.
• TES – Transcript Evaluation System to access course details including course code, course title, description, equivalency search, etc...
• CSU and UC, and other institutions’ application process
• UC Transfer Admission Planner to help students track their progress toward meeting UC’s minimum requirements.
• Other online career resources including Job Connect, California Reality Check, Focus 2 and California Career Café.

Other technology tools used for education planning include ISIS - Integrated Student Information System – a district homegrown system.

There are different types of education plans that counselors use when working with students.

The two semester plan is the abbreviated education plan, and this is what counselors develop with new Mesa College students.

San Diego Community College District’s home grown system (ISIS – Integrated Student Information System) allows counselors to print computerized education plans (degree audit) for students. There are situations where students seek to transfer to out-of-state and/or private institutions, or have majors where a computerized education plan code isn’t available. In this case, counselors are able to develop a comprehensive education plan using the document above called “Ed Plan Worksheet”.

One of the things that make the San Diego Community College District unique from other institutions is that evaluation of transcripts can be requested as soon as the student sends official transcripts to the district and not at the time of graduation. The request for transcript evaluation is completed by the counseling faculty, and this is done within approximately four weeks. Students who have transcripts on file and who need assistance with education planning can request to have their transcripts evaluated. After their transcripts have been evaluated, they can schedule a counseling appointment and be rest assured that the information they are being provided is accurate.

Both abbreviated and comprehensive education plans are scanned and are available in the online system called Webxtender. Students are also provided with copies of their abbreviated and/or comprehensive education plans. During a counseling appointment, students are given their comprehensive education plan in a flash drive. Additionally, education plans are scanned for record keeping. This allows faculty to access education plans that have been developed.

The Counseling Office uses SARS-Grid, an appointment scheduling software system for managing appointments, and tracking activities. It is used to schedule student appointments and activities, track counseling services data, and store counselor notes. Counseling faculty use the grid to view detailed schedule and appointment information. The notepad feature makes it convenient for counseling faculty to view and record notes about the counseling appointment and/or drop-in session. Alerts are used to provide users with critical information about students as needed. For instance, alerts are used for students in the FYE program so that counselors are aware in advance of
their unique program needs. There are also additional features allowing counselors to select reason codes that are pertinent to the counseling appointment. See below for a few examples (note that the Mesa College Counseling Office uses a more extensive list of reason codes):

- SEP-C – Comprehensive Ed Plan
- Transfer
- Academic Status
- ADT
- Advising
- Mesa Academy
- Puente
- Crisis
- Career Exploration
- Probation
- Referral
- Follow-up

The Counseling Department plans to continue exploring different software and technologies to enhance the delivery of services to students and ultimately provide them with comprehensive education plans. The Counseling Department has made it a goal to increase delivery of online services available to students through the development of a series of video tutorials aimed at providing students with information on critical items pertaining to their success at Mesa College. Examples of topics covered include the following:

- Pre-assessment Workshop Part I – launched June 2015
- Pre-assessment Workshop Part II – launched June 2015
- Pass/No Pass Grading System – in-progress
- Probation/Disqualification- in-progress
- How to register for classes – to be completed
- Student Success Steps – to be completed

The San Diego Community College District Campus Solutions Team has been working diligently on data conversion, configuration of the system, mapping the setup of CCCApply and finalizing the list of gaps and determining/evaluating business process changes for Peoplesoft implementation. The advising sub-group is currently building the configuration of the degree audit and Ed Plan modules and has expanded the team to build all of the historical requirements.
Webxtender

Website where abbreviated and comprehensive education plans can be accessed by counseling faculty.

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

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Student Services Supervisor for Counseling</td>
<td>Counseling Office Supervisor • Process paperwork and manage day to day affairs of the counseling office</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Student Services Assistant</td>
<td>• Handles records, petitions, and other forms • Handles faxed and mailed forms and student inquiries</td>
<td>GF</td>
</tr>
<tr>
<td>1.0</td>
<td>Student Services Assistant</td>
<td>• Provides support for the FYE –and Honors Program • Check education plans on ISIS (A-M) • Scan education plans –Mon/Wed (A-M) • Posting of Counselors weekly</td>
<td>GF</td>
</tr>
<tr>
<td># of FTE</td>
<td>Title</td>
<td>Role</td>
<td>Funding Source (SSSP/Match/GF)</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| 1.0     | Student Services Assistant    | • Provides support for Mesa Academy/UMOJA, Puente Project, and MET Program  
• Check education plans on SS Screens (N-Z)  
• Scan education plans – Tue/Thurs (N–Z) | GF                             |
| 1.0     | Student Services Assistant    | • Processes records and petitions  
• Create student alerts for student appointment “No Shows”  
• Provides support for the MAAP Program – Mesa Academics Athletics Program  
• Handles faculty evaluations  
• Oversees Room Reservations | GF                             |
| 1.0     | Senior Clerical Assistant     | • Handles staff schedules on SARS  
• Handles faculty schedules on SARS when needed  
• Processes reprographic requests  
• Oversees supplies and postage needs for the department  
• Provides support for the Kearny Fast Track Program  
• Serves as the lead person in the evenings (in the supervisor’s absence) | GF                             |
| 1.0     | Senior Student Services Assistant | • Provides support for the International Students Program  
• Handles the follow-up – early alert & instructor referrals  
• Handles all submitted student academic contracts  
• Takes care of faculty schedules on SARS when needed  
• Takes care of staff schedules on SARS when needed  
• Serves as the lead person in the mornings (in the supervisor’s absence) | SSSP                           |
<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>Counseling Faculty</td>
<td>Full-time counseling faculty</td>
<td>SSSP</td>
</tr>
<tr>
<td>16.0</td>
<td>Counseling Faculty</td>
<td>Full-time counseling faculty</td>
<td>GF</td>
</tr>
<tr>
<td>2.0</td>
<td>Counseling Faculty – to be filled</td>
<td>Full-time counseling faculty with FYE coordination assignment</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Counseling Faculty – to be filled</td>
<td>Full-time counseling faculty with Retention and Persistence/SYE – Second Year Experience coordination assignment</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Counseling Faculty – to be filled</td>
<td>Full-time counseling faculty with Career coordination assignment</td>
<td>SSSP</td>
</tr>
<tr>
<td>2.0</td>
<td>Student Services Technician</td>
<td>Full time student services technician dedicated to providing support to counseling faculty</td>
<td>SSSP</td>
</tr>
<tr>
<td>.80</td>
<td>EOPS, DSPS, STAR/TRIO Counselors</td>
<td>Provide SSSP services, conducts workshops, and develop abbreviated and comprehensive education plans for students</td>
<td>SSSP</td>
</tr>
<tr>
<td>4.4</td>
<td>Adjunct Counseling Faculty</td>
<td>Provide SSSP services, conducts workshops, and develop abbreviated and comprehensive education plans for students</td>
<td>SSSP</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials/printing</td>
<td>SSSP/GF</td>
<td>$167,190</td>
</tr>
<tr>
<td>5000</td>
<td>Operating Expenses/conference travel, mileage</td>
<td>SSSP/GF</td>
<td>$166,766</td>
</tr>
<tr>
<td>6000</td>
<td>Equipment (Computers for new hires, advising sessions, Hot Spot, software programs to increase student access to matriculation information, tablets for mobile counseling units)</td>
<td>SSSP/GF</td>
<td>$162,000</td>
</tr>
</tbody>
</table>
E. Follow-Up for At-Risk Students

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

Based on the outcomes of the 2014-2015 plan, the counseling department is in the process of finalizing and facilitating workshops aimed at assisting students who are on probation and disqualification. This workshop will be available in face to face and online formats. In addition, the counseling department will be hiring a counseling faculty specifically assigned to assist with retention and persistence, and this counseling faculty will be responsible for coordinating a Second Year Experience (SYE) program at Mesa College. The department will be assigning a counseling faculty member who can help streamline the Mesa College counseling website by providing students with detailed, student friendly information regarding the Standards for Academic Progress (Academic Standing) at San Diego Mesa College.

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

See the tables below for information on the number of students who were provided with follow-up services in fall 2014, spring 2015, and 2014-2015 totals.

**Fall 2014 Follow-Up Student Contacts**

<table>
<thead>
<tr>
<th>MESA</th>
<th>Fall 2014 Follow-up Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
<td>Probation</td>
</tr>
<tr>
<td>NEW</td>
<td>48</td>
</tr>
<tr>
<td>TRANSFER</td>
<td>51</td>
</tr>
<tr>
<td>RETURNING</td>
<td>78</td>
</tr>
<tr>
<td>CONTINUING</td>
<td>355</td>
</tr>
<tr>
<td><strong>Mesa Totals:</strong></td>
<td><strong>532</strong></td>
</tr>
</tbody>
</table>

**Spring 2015 Follow-Up Student Contacts**

<table>
<thead>
<tr>
<th>MESA</th>
<th>Spring 2015 Follow-up Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
<td>Probation</td>
</tr>
<tr>
<td>NEW</td>
<td>29</td>
</tr>
<tr>
<td>TRANSFER</td>
<td>21</td>
</tr>
<tr>
<td>RETURNING</td>
<td>89</td>
</tr>
</tbody>
</table>
b. What percentage of the target population does this represent?
The population of students who received follow-up services represents a combination of new, transfer, returning, and continuing students. A majority of the students who received follow-up services during 2014-2015 were continuing, currently enrolled students. There were 719 students who were on probation and 173 who were disqualified. There were 167 returning students on probation and 36 who were disqualified. 72 transfer students were on probation, while 77 new students were on probation. There was only 1 disqualified new student.

See below for additional information:

<table>
<thead>
<tr>
<th>Exempted Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>•  Holds an Associate or Bachelor’s Degree</td>
</tr>
<tr>
<td>•  Currently in High School.</td>
</tr>
<tr>
<td>•  Has the following goals: Maintain certificate or license, Educational Development, GED, Concurrently enrolled in a 4 year institution</td>
</tr>
</tbody>
</table>
2. What steps are you taking to reduce any unmet need or to ensure student participation?

District Student Services Council, a committee comprised of representatives from Mesa, Miramar, City, and Continuing Education VPSS, Academic Senate, and the SDCCD Vice Chancellor of Student Services worked collaboratively to develop a SSSP Follow-Up Timeline. This includes notification sent to students on probation and disqualification and its possible impact on their BOGW. See below for the timeline.

Students who are on probation and disqualification status receive a notification from the district office. This notification also appears in the online registration. This prompt appears in their online registration account and they need to acknowledge it before moving forward with registering for classes.
After the withdrawal deadline, students who are currently on probation receive a letter from the Counseling Office.

This letter is designed to follow-up with students and reminds them of the services available to help with their progress. The letter notifies students about the Early Readmission Process for those who think that they are not meeting the minimum standards required. In addition, there is a Keys to Success flyer included so that students can seek out support services from the Career Center, Child Development Center, Disability Support Programs and Services, Extended Opportunity Programs and Services, Financial Aid Programs, Learning Resources Center, and the Transfer Center. The flyer also has information on the Personal Growth classes taught by the Counseling Department, in addition to tutoring services available.

The Early Readmission process is one that a probationary student can initiate by meeting with a counselor to help develop strategies for academic success. A counselor can assist with education planning and the early readmission process so that students can register for classes without being administratively dropped from classes due to their academic standing. Students receiving services from Disability Support Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS) or Student Tutorial and Academic Resources (STAR) are welcome to stop by the Counseling Office for assistance, but are also encouraged to meet with counselors in the specific programs they are receiving services from to obtain additional services as needed.

Students are also provided with information on the deadlines in which they need to meet with a counselor in order to be early readmitted.
The Faculty Web Services [http://faculty.sdccd.edu](http://faculty.sdccd.edu) is available to all instructional faculty. They are provided with access to information that allows them to refer students to the counseling office for assistance with their education process. Once the follow up is submitted, an automated email is sent to the student indicating that they were referred to counseling for “the reason selected” in the drop down menu. See the screen shot below for details.

[http://faculty.sdccd.edu/docs/Tutorial%20-%20Faculty%20Web%20Services.pdf](http://faculty.sdccd.edu/docs/Tutorial%20-%20Faculty%20Web%20Services.pdf)

Instructional faculty can refer students to the counseling office by going to their faculty web services account and clicking on the radio button next to the student’s name, then select a reason for the follow up.

Below are reasons that faculty can select for referring students:

- Attendance
- Substandard Work
- Time Management
- Needs Support Services
- Needs Tutoring
In addition, the Counseling Office receives a list of students’ names based on their academic standing. This is generated by the district office (SDCCD – San Diego Community College District) and includes a list of students who are on probation and/or disqualification. The list is generated each semester after the withdrawal deadline. See below for details:

- Academic Probation
- Academic Disqualification
- Lack of Progress Probation
- Lack of Progress Disqualification

Students on this list receive a letter from the counseling department chairperson encouraging them to come in for assistance and follow-up services if needed. See below for a screen shot of the letter.

Furthermore, Mesa College has an online workshop that provides information on probation, disqualification and services available to students. The workshop can be found at http://mesa.studentpathway.com/mesapw1/.

This is part of the new MyMesa online orientation and is designed to provide students on probation (academic and/or progress) with information and tools to assist them with college success. The probation workshop is a two part program consisting of an overview and college success tutorials.

The Mesa Academic and Athletics Program (MAAP) –

Mesa College acquired the software GradesFirst which is the premier student-support system for academic success and retention. GradesFirst combines early alert, advising, and tutoring management, advanced communications, progress reports, and powerful data analytics into once campus wide solution.

A three year agreement was made with GradesFirst in the fall of 2014. It includes two licenses, data integration, the implementation process and web based trainings for this progress report and student support system.

During the spring of 2015, the GradesFirst’s online progress reporting feature was piloted with two intercollegiate teams; women’s volleyball and men’s baseball. There were a total of 34 student-athletes in this pilot program.

During the spring pilot, the Mesa Academics and Athletics Program (MAAP) Counselor utilized the progress report feature to evaluate the academic coursework for these 34 student-athletes. A total of 278 evaluations were sent to instructional faculty in the San Diego Community College District (SDCCD).
3. a. What types of follow-up services are available to at-risk students?

The following follow-up services are available to at-risk students:

- Students receive a letter from the counseling office and are encouraged to schedule an appointment to meet with a counseling faculty to discuss their individual situation and intervention.

- The Counseling Department has developed a “Keys to Success” flyer which includes information on support services available to students, information on available tutoring services on campus, in addition to the Personal Growth curriculum offered through counseling.

- Mesa College has an online workshop that provides information on probation, disqualification and services available to students. The workshop can be found at http://mesa.studentpathway.com/mesapw1/.

  This is part of the new MyMesa online orientation and is designed to provide students on probation (academic and/or progress) with information and tools to assist them with college success. The probation workshop is a two part program consisting of an overview and college success tutorials.

- The Early Readmission process is one that a probationary student can initiate by meeting with a counselor to help develop strategies for academic success. A counselor can assist with education planning and the early readmission process so that students can register for classes without being administratively dropped from classes due to their academic standing. Students receiving services from Disability Support Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS) or Student Tutorial and Academic Resources (STAR) are welcome to stop by the Counseling Office for assistance, but are also encouraged to meet with counselors in the specific programs they are receiving services from to obtain additional services as needed.

  Students are also provided with information on the deadlines in which they need to meet with a counselor in order to be early readmitted.

- Mesa College acquired the software GradesFirst which is the premier student-support system for academic success and retention. GradesFirst combines early alert, advising, and tutoring management, advanced communications, progress reports, and powerful data analytics into once campus wide solution.

  During the spring of 2015, the GradesFirst’s online progress reporting feature was piloted with two intercollegiate teams; women’s volleyball and men’s baseball. There were a total of 34 student-athletes in this pilot program.
During the spring pilot, the *Mesa Academics and Athletics Program* (MAAP) Counselor utilized the progress report feature to evaluate the academic coursework for these 34 student-athletes. A total of 278 evaluations were sent to instructional faculty in the San Diego Community College District (SDCCD).

b. How and when are students notified of these services?
- Students are notified of these services every semester. They receive a letter from the district office based on their academic standing and are recommended to meet with a counselor to discuss their status, in addition to a possible early readmit (if applicable).
- Students also receive a letter from the Mesa College Counseling Department Chairperson encouraging them to meet with a counselor to discuss their situation and take advantage of available support services.
- Students are also notified every semester based on the instructor referral process available through the Faculty Web Services. Students are referred to counseling and they are able to meet with a faculty in the department to discuss their situation and receive intervention services.
- Mesa College student-athletes (women’s volleyball and men’s baseball) are a part of the pilot for implementation of the Grades First software. Gradesfirst combines early alert, advising, and tutoring management, advanced communications, and progress reports.

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

The Mesa College Counseling Department provides intervention services to students who can benefit from follow-up services through the following service delivery methods:

- Individually, through a scheduled counseling appointment
- Individually, through drop-in counseling
- Online, through the online workshop that provides information on probation, disqualification and services available to students. The workshop can be found at: [http://mesa.studentpathway.com/mesapw1/](http://mesa.studentpathway.com/mesapw1/).
- Online through the faculty web services for the instructor referral system. [http://faculty.sdccd.edu](http://faculty.sdccd.edu)

Future plans:
- Facilitating a face-to-face probationary/disqualification workshop
- Development of an online video tutorial on the standards of academic progress.
- Development and availability student-friendly information on Mesa College the website regarding the academic standards process.

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

Yes, instructional faculty are involved in the monitoring of student progress and they participate in early alert. The Faculty Web Services [http://faculty.sdccd.edu](http://faculty.sdccd.edu) is available to all instructional faculty. They are provided with access to information that allows them to refer students to the counseling office for assistance with their education process, in addition to the development of a student education plan.
Once the follow up is submitted, an automated email is sent to the student indicating that they were referred to counseling for “the reason selected” in the drop down menu. See the screen shot below for details.

http://faculty.sdccd.edu/docs/Tutorial%20-%20Faculty%20Web%20Services.pdf

Instructional faculty can refer students to the counseling office by going to their faculty web services account and clicking on the radio button next to the student’s name, and then select a reason for the follow up.

Below are reasons that faculty can select for referring students:

- Attendance
- Substandard Work
- Time Management
- Needs Support Services
- Needs Tutoring

http://faculty.sdccd.edu/docs/Tutorial%20-%20Faculty%20Web%20Services.pdf
4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
</table>
| 1.0      | Student Services Supervisor for Counseling| Counseling Office Supervisor  
• Process paperwork and manage day to day affairs of the counseling office | Matriculation                   |
| 1.0      | Student Services Assistant                 | • Handles records, petitions, and other forms  
• Handles faxed and mailed forms and student inquiries | GF                             |
| 1.0      | Student Services Assistant                 | • Provides support for the FYE – First Year Experience and Honors Program  
• Check education plans on ISIS (A-M)  
• Scan education plans – Mon/Wed (A-M)  
• Posting of Counselors weekly schedules  
• Prerequisites | GF                             |
| 1.0      | Student Services Assistant                 | • Provides support for Mesa Academy/UMOJA, Puente Project, and MET Program  
• Check education plans on SS Screens (N-Z)  
• Scan education plans – Tue/Thurs (N-Z) | GF                             |
| 1.0      | Student Services Assistant                 | • Processes records and petitions  
• Create student alerts for student appointment “No Shows”  
• Provides support for the MAAP Program – Mesa Academics Athletics Program  
• Handles faculty evaluations  
• Oversees Room Reservations | GF                             |
| 1.0      | Senior Clerical Assistant                  | • Handles staff schedules on SARS  
• Handles faculty schedules on SARS when needed  
• Processes reprographic requests  
• Oversees supplies and postage | GF                             |
<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Senior Student Services Assistant</td>
<td>Provides support for the Kearny Fast Track Program • Serves as the lead person in the evenings (in the supervisor’s absence)</td>
<td>Matriculation</td>
</tr>
<tr>
<td>2.0</td>
<td>Counseling Faculty</td>
<td>Full-time counseling faculty</td>
<td>Matriculation</td>
</tr>
<tr>
<td>1.0</td>
<td>Counseling Faculty</td>
<td>Full-time counseling faculty</td>
<td>SSSP</td>
</tr>
<tr>
<td>17.0</td>
<td>Counseling Faculty</td>
<td>Full-time counseling faculty</td>
<td>GF</td>
</tr>
<tr>
<td>1.0</td>
<td>Counseling Faculty — to be filled</td>
<td>Full-time counseling faculty with FYE coordination assignment</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Counseling Faculty — to be filled</td>
<td>Full-time counseling faculty with Retention and Persistence/SYE – Second Year Experience coordination assignment</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Counseling Faculty — to be filled</td>
<td>Full-time counseling faculty with Career coordination assignment</td>
<td>SSSP</td>
</tr>
<tr>
<td>2.0</td>
<td>Student Services Technician</td>
<td>Full time student services technician dedicated to providing support to counseling faculty</td>
<td>SSSP</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
</table>
F. Other SSSP/Match Expenditures

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

In 2014-2015, the Mesa College Research Office, with SSSP funding, was able to hire a full-time Research Associate who supports the Campus Based Researcher on research activities related to SSSP services and student pathways to completion. Since the Research Associate was hired in spring 2015, she has worked on a number of different projects, including the following:

- Surveys for the Career Center/Transfer Center/Evaluations
- Student access by demographics reports for the Career Center/Transfer Center/Evaluations
- Disproportionate impact in math and English placement
- Developmental student pathways to completion following placement testing
- Co-requisite, pre-requisite, and program advisory exploratory studies for specific courses
- Student athlete counseling/educational planning and follow-up surveys and student performance/outcomes
- Counseling/educational planning focus groups
- Counseling/educational planning student survey

Her support has been instrumental in expanding the research and information capacity of the College and in providing timely research support for SSSP services and departments. As the Research Associate was hired in March 2015, the number of SSSP-related projects she supports will only increase in the 2015-2016 academic year. The Campus Based Researcher, in collaboration with key SSSP stakeholders has developed a SSSP research agenda for the 2015-2016 academic year. The Research Associate will provide much-needed support for these research activities. Among these activities are the following:

- Providing student demographic and equity in access reports to student services areas, including assessment and testing, counseling, and career center/Transfer Center/Evaluations
- Developing, conducting, and reporting results of student surveys for student service areas, including assessment and testing, counseling, and career center/Transfer Center/Evaluations
- Assessing disproportionate impact in access to core SSSP and other student services
- Examining student by fully matriculated status (comparing fully matriculated students to similar, non-matriculated students)
• Conducting a formative evaluation of various special programs and projects as they relate to student pathways and completion (Puente, Umoja, First-Year Experience)
• Examining student completion and momentum points by student demographics and access to core SSSP services
• Continuing counseling and educational planning needs assessment via focus groups with students
• Focus groups with disproportionately impacted student groups to assess needs, identify barriers to success, and facilitate dialog on how the College can reduce equity gaps in access and success

The Campus Based Researcher will meet with the Dean of Student Development and the Student Success and Equity Committee on a monthly basis to determine additional needs for SSSP-related research and report out relevant research findings. In The Research Associate will assist the Campus Based Researcher in implementing these research projects, collecting and analyzing qualitative and quantitative data, and reporting the results out to the campus community. The overarching goal of the SSSP research agenda is to provide needs assessment and formative evaluation services to SSSP leaders and practitioners to engage in continuous quality improvement in program development and implementation.

In June 2015, the Mesa College Research Office was able to purchase Tableau data warehousing and visualization software in order to better support Student Success and Support Program (SSSP) and equity-focused research efforts. Although only recently implemented, the Campus Based Researcher and Research Associate have already begun using the software to create visuals illustrating student progression through key momentum points and performance indicators through an equity lens.

During the 2015-2016 academic year, the Mesa College Research Office will continue to develop data visualizations and dashboards for SSSP and equity leadership and practitioners. The goal of these visualizations is to increase the efficiency of research office deliverable preparation and make relevant data more accessible and palatable to key decision-makers and practitioners across the college. Progress on these goals will be measured via a survey distributed to key campus stakeholders regarding the accessibility of information for decision-making.

In March 2015, the Mesa College Research Office was able to purchase the Statistical Package for the Social Sciences (SPSS) version 23. This purchase was critical to the office’s efforts to maintain current data systems, process and analyze data in a timely manner, and ensure accuracy and consistency across researchers. The two SPSS licenses were purchased for the Campus Based Researcher and Research Associate and allow for data files to be shared and collaboratively created, coded, and analyzed. In addition, the software will enable the Campus Based Researcher and Research Associate to conduct more complex statistical analyses to support data.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials/printing</td>
<td>SSSP/GF</td>
<td>$50,354</td>
</tr>
<tr>
<td>5000</td>
<td>Operating Expenses/conference travel, mileage, field trips</td>
<td>SSSP/GF</td>
<td>$124,058</td>
</tr>
</tbody>
</table>
2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials/printing</td>
<td>Match/GF</td>
<td>$62,235</td>
</tr>
<tr>
<td>5000</td>
<td>Operating Expenses/conference travel, mileage</td>
<td>Match/GF</td>
<td>$8,717</td>
</tr>
<tr>
<td>6000</td>
<td>Equipment</td>
<td>Match/GF</td>
<td>$139,330</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$210,282</strong></td>
</tr>
</tbody>
</table>

**SECTION III. POLICIES**

1. **Exemption Policy**

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

The San Diego Community College District’s criteria and process for exempting students from SSSP required services in accordance to title 5, section 55532 states the following:

**EXEMPTIONS**
A student may be exempted from certain Student Success and Support Program requirements based on one or more of the following criteria:

a. Students who attend with an educational goal to: maintain a certificate or license; educational development; or completion of credits for high school diploma;

b. Students who have completed an associate degree or higher;

c. Students concurrently enrolled at a four-year institution;
d. Students concurrently enrolled in high school;

e. Students who have completed these services at another community college within the last three years.

Any student exempted from orientation, assessment, counseling, advising or student education plan development shall be notified, and given the opportunity to participate in those services.

This information is stated under Administrative Procedure, Chapter 3 – Student Services AP 3050.1 – STUDENT SUCCESS AND SUPPORT PROGRAM; AND STUDENT EQUITY which can be viewed here: http://www.sdccd.edu/docs/procedures/Student%20Services/AP%203050_01.pdf

San Diego Mesa College’s catalog includes additional information on Exemptions from the Student Success and Support Program process. This information can be found on page 18 of the 2015-2016 Mesa College catalog. https://studentweb.sdccd.edu/docs/catalogs/2015-2016/mesa.pdf#view=Fit&pagemode=bookmarks

Exemptions
Students who meet the following criteria are exempt from components of the matriculation process:

1. Admission
   - No exemptions

2. Assessment
   - Students with the following educational goals:
     - Maintenance of a certificate or license, educational development, or completion of credits for high school diploma
     - Students who have an associate degree or higher
     - Students concurrently enrolled at a four-year college
     - Students concurrently enrolled in high school
     - Students who have taken the placement tests within the last three years

3. Orientation
   - Students with the following educational goals:
     - Maintenance of a certificate or license, educational development, or completion of credits for high school diploma
     - Students who have an associate degree or higher
     - Students concurrently enrolled at a four-year college or university
     - Students concurrently enrolled in high school

4. Educational Planning with a Counselor
   - Students with the following educational goals:
     - Maintenance of a certificate or license, educational development, or completion of credits for high school diploma
     - Students who have an associate degree or higher
     - Students concurrently enrolled at a four-year college
     - Students concurrently enrolled in high school
5. Follow-up on Student Progress
   • No exemptions

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

See the tables below for information on the number of students who were non-matriculated, exempt, and fully matriculated in fall 2044, spring 2015, and 2014-2015 totals.

### SSSP Matriculation Counts
Includes Students Enrolled in Fall 2014

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Total</th>
<th>Non-Matriculated</th>
<th>Exempt</th>
<th>Fully Matriculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW</td>
<td>2,358</td>
<td>601</td>
<td>428</td>
<td>1,329</td>
</tr>
<tr>
<td>TRANSFER</td>
<td>2,608</td>
<td>887</td>
<td>1,276</td>
<td>445</td>
</tr>
<tr>
<td>RETURNING</td>
<td>1,609</td>
<td>451</td>
<td>548</td>
<td>610</td>
</tr>
<tr>
<td>CONTINUING</td>
<td>14,486</td>
<td>2,494</td>
<td>1,535</td>
<td>10,457</td>
</tr>
<tr>
<td><strong>Mesa Totals:</strong></td>
<td><strong>21,061</strong></td>
<td><strong>4,433</strong></td>
<td><strong>3,787</strong></td>
<td><strong>12,841</strong></td>
</tr>
</tbody>
</table>

### SSSP Matriculation Counts
Includes Students Enrolled in Spring 2015

<table>
<thead>
<tr>
<th>Student Type</th>
<th>TOTAL</th>
<th>Non-Matriculated</th>
<th>Exempt</th>
<th>Fully-Matriculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW</td>
<td>837</td>
<td>346</td>
<td>54</td>
<td>437</td>
</tr>
<tr>
<td>TRANSFER</td>
<td>1,854</td>
<td>695</td>
<td>844</td>
<td>315</td>
</tr>
<tr>
<td>RETURNING</td>
<td>1,668</td>
<td>476</td>
<td>655</td>
<td>537</td>
</tr>
<tr>
<td>CONTINUING</td>
<td>17,357</td>
<td>2,868</td>
<td>2,271</td>
<td>12,218</td>
</tr>
<tr>
<td><strong>Mesa Totals:</strong></td>
<td><strong>21,716</strong></td>
<td><strong>4,385</strong></td>
<td><strong>3,824</strong></td>
<td><strong>13,507</strong></td>
</tr>
</tbody>
</table>

### SSSP Matriculation Counts
Includes Students Enrolled in Fall 2014 and Spring 2015

<table>
<thead>
<tr>
<th>Student Type</th>
<th>TOTAL</th>
<th>Non-Matriculated</th>
<th>Exempt</th>
<th>Fully-Matriculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW</td>
<td>3,195</td>
<td>947</td>
<td>482</td>
<td>1,766</td>
</tr>
<tr>
<td>TRANSFER</td>
<td>4,462</td>
<td>1,582</td>
<td>2,120</td>
<td>760</td>
</tr>
<tr>
<td>RETURNING</td>
<td>3,277</td>
<td>927</td>
<td>1,203</td>
<td>1,147</td>
</tr>
<tr>
<td>CONTINUING</td>
<td>31,843</td>
<td>5,362</td>
<td>3,806</td>
<td>22,675</td>
</tr>
<tr>
<td><strong>Mesa Totals:</strong></td>
<td><strong>42,777</strong></td>
<td><strong>8,818</strong></td>
<td><strong>7,611</strong></td>
<td><strong>26,348</strong></td>
</tr>
</tbody>
</table>

Fully Matriculated – Student has been Oriented, Assessed, and has an Ed Plan on file.
NEW – 1st time student – Has never attended college
TRANSFER – Has only attended a college other than City Mesa or Miramar College
RETURNING – Returning to SDCCD after an absence of more than 2 semesters.

CONTINUING – Currently enrolled (or may have not attended the last 2 semesters)

Exempted Student:

- Holds an Associate or Bachelor’s Degree
- Currently in High School.
- Has the following goals: Maintain certificate or license, Educational Development, GED, Concurrently enrolled in a 4-year institution

6. Appeal Policies

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

The California Community Colleges Board of Governors approved changes effective Fall 2014 that will establish system-wide enrollment priorities designed to ensure that classes are available for students seeking job training, degree attainment, or transfer and to reward students who make progress toward their education goals.

New students who have completed orientation, assessment, and developed education plans, as well as continuing students in good academic standing who have not exceeded 90 units (excluding basic English, Math, or English as a Second Language) will now have priority over students who do not meet these criteria.

In addition, the district office sends email communication to students who are close to approaching the ninety unit limitation to inform them of its impact on registration priority.

Active duty military and recently discharged veterans, current, and former foster youth, followed by students in Extended Opportunity Programs and Services and Disabled Student Programs and Services will continue to have the earliest priority for registration if they meet the same criteria listed above.

The regulations, unanimously approved by the board of governors, was implemented in the fall of 2014. Students in jeopardy of losing priority registration due to academic standing are encouraged to seek help to improve their status. Students who are close to approaching completion of 90 units should carefully plan their remaining courses.

Students are able to meet with a counselor to discuss their options for appealing their registration priorities.

See below for the Priority Enrollment Appeal form in place at the San Diego Community College District.
Priority Enrollment Appeal Form (front)

San Diego Community College District

PRIORITY ENROLLMENT APPEAL

☐ City/ECC  ☐ Mesa  ☐ Miramar

(Must be at least 5 working days prior to start of priority registration)

Name ____________________________ Date ________________

Address ____________________________ Number ____________ Street ____________ City ____________ State ______ Zip ______

Email ____________________________ Telephone ____________________________

Major ____________________________ Semester for Appeal ____________________________ Year ____________________________

☐ Fall  ☐ Spring  ☐ Summer

I have completed matriculation components (orientation, assessment, and comprehensive education plan) and I am requesting reinstatement of my loss of priority registration for the following extenuating circumstances:

Academic Standing

☐ I have demonstrated significant academic improvement. Students who lose priority registration due to academic or progress disqualification must demonstrate significant academic improvement. An exception is successful completion of at least 6 semester units with at least 2.0 GPA and 60% completion in another keystone (excluding remedial).

Over 100 units

☐ This is my last semester and need specific courses to graduate or transfer.

☐ I am enrolled in high unit major or program or multiple certificates.

Disability

☐ I am a student with a verified disability that needs early priority to receive reasonable accommodations in a timely manner to graduate or transfer.

Other

☐ I have an extenuating circumstance based on verified illness, accident or circumstance beyond my control (attach an explanation of the circumstance and/or appropriate documentation).

This does not guarantee enrollment in a specific course. This is a one time exception.

Student Signature ____________________________ Date ________________

Counselor’s Recommendation: ☐ Recommend ☐ Not Recommend ☐ Estimated time to completion ______

Reason(s) ____________________________

Counselor’s Signature ____________________________ Date ________________

OFFICIAL USE ONLY

Dean of Student Development

☐ Approved ☐ Denied ☐ Term Expiration Date ________________

Reason(s) ____________________________

Dean’s Signature ____________________________ Date ________________

Date/initials students notified ________________ Date/initials students notified ________________

Formed: District Student Services 5/9/2014 6/14
Priority Enrollment Appeal Form (back)

**BUSINESS PROCESS**

1. Student must complete and file application at least 5 days prior to start of priority registration.
2. Student must have completed matriculation components (orientation, assessment, and education plan).
3. Student must state a reason for appeal and provide supporting documentation when appropriate.
4. Counselor will identify reason, length of appeal to meet completion (term/year expires), and sign form with a recommendation.
5. Counselor will review the comprehensive education plan for student.
6. Student must sign form, attach supporting documentation.
7. Counselor will forward priority enrollment appeal form to the Dean of Student Development for final action.
8. The Dean of Student Development Office will record approval or denial on AC screen.
9. The Dean of Student Development Office will send form to District Student Services Office via scan or fax for change of coding and new appointment, and District Student Services Office will notify student.
7. Prerequisite and Corequisites Procedures

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

All prerequisites, co-requisites and limitations on enrollment as stated in the course descriptions of the college catalog will be strictly enforced at the time of a student’s registration.

Students who believe they have met a prerequisite at another institution are strongly advised to have all official transcripts of prior college work and other documentation on file well in advance of registration. This will minimize registration delays.

See below for options available to students needing to clear prerequisites:

- Students may bring an unofficial copy of prior college transcripts to the counseling office for advising, or
- Students may fax unofficial copies of transcripts to San Diego Community College District Student Services Office at (619) 388-6946. Be sure to include your name, your CSID number, the class you are attempting to register for and a phone number on your cover sheet.
- Students may clear prerequisites if they have Advanced Placement (AP) Credit or College level credit for English or Math; SAT scores of 500 or above in English or, 560 or above in Math.
- Students can send an official copy of their test scores or transcripts to:

  San Diego Community College District  
  Attn: Prerequisite Evaluators  
  3375 Camino del Rio South  
  San Diego, CA 92108-3883

Information on prerequisite, corequisite, and challenge process is available in the online orientation, catalog, and website. Below are the process and information available to students:

All prerequisites are approved by the campus and district Curriculum and Instruction Committee. The San Diego Community College District has adopted a policy for the establishing, reviewing, and challenging of prerequisites, corequisite, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The college follows the district policy. The board recognizes that, if these prerequisites, corequisite, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the board adopts this policy which calls for caution.
and careful scrutiny in establishing them. Nonetheless, the board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed.

**Challenge Procedures**

Students who believe they have sufficient grounds may challenge a prerequisite, corequisite, or limitation on enrollment in a specific course (the student does not get units for a challenged class). A student may obtain a Petition to Challenge in the Admissions Office. The completed petition with supporting documentation must be filed in the Admissions Office AT LEAST 10 working days prior to the start of the primary term/semester. Contact the Admissions Office for additional information.

In addition, students can clear prerequisites and corequisites through the counseling office. The goal is for the student to meet with a counselor first to determine the best way to handle his/her situation.


**SECTION IV. PROFESSIONAL DEVELOPMENT**

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

The availability of SSSP funds has made it possible for the college to develop, implement, and support professional development and training opportunities on SSSP requirements. It also made it possible to continue counseling faculty’s involvement in the tracking, and further development of the SSSP plan.

The Counseling Department Retreat, held on March 20, 2015 allowed the department to review, discuss, and implement various aspects related to the SSSP, most especially in the areas of orientation, assessment, and education planning. This retreat was dedicated to the review and implementation of SSSP, in addition to developing future plans.

Professional development and training of faculty and staff directly engaged in the implementation of SSSP was made available through attendance and participation at training, conferences, webinars, etc...

Faculty and Staff professional development related to implementation of the Student Success and Support Program include the following:

- Attendance of the SSSP Training Workshops.
• Professional development conferences/workshops geared to the development of education plans and student success.
• District-wide Counselor Workshop held twice a year, each semester (fall and spring) which includes student services faculty, staff, and administration to discuss, engage in dialogue, and exchange ideas and practices regarding implementation and impact of SSSP.
• Ongoing district-led Student Services Council Meetings regarding the implementation of specific components such as enrollment priorities, appeal process, impact on special populations, etc...
• Discussions in response to the implementation of SSSP and best practices during regularly scheduled the Counseling Department Meetings.
• The Mesa College Student Services Council (MSSC), under the leadership of the VPSS, will continue to review and assess the outcomes of the implementation of SSSP.
• The Counseling Department plans to continue the dialogue in regards to the implementation of SSSP. This will allow the department to review the processes in place and evaluate services implemented, in addition to thinking of ways to enhance services delivered to students in the three core areas.
• As a result of SSSP, there will be more opportunities available to counseling faculty to support professional development in order to help students with education planning.
• The Counseling Department was able to resurrect the departmental retreat where SSSP development and implementation of new student success activities will be discussed. This occurred in spring 2015.
• The Counseling Department plans to have a fall and a spring retreat beginning fall 2015, all geared toward professional development and SSSP discussions.
• The Counseling Department plans to revive the Adjunct Faculty Training Program, allowing part time faculty to participate in training and professional development opportunities. SSSP funds has made it possible for the department to assign an Adjunct Faculty Liaison and Training Coordinator.
• Counseling faculty have been able to attend CSU and UC Counselor Conferences to stay current on transfer information and assist students with education plan development.
• Career counselors offer workshops and classroom presentation to instructional faculty on how to assist students define a major, in addition to sharing information on the importance of education planning.

SECTION V. ATTACHMENTS

The following attachments are required:

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

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

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

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

Mia Keeley
California Community College Chancellor's Office
mkeeleymccco.edu
(916) 323-5953
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: Ailene Crakes  
Title: Counseling Department Chairperson

Stakeholder Group: Faculty

Name: Susan Topham  
Title: Dean, Student Development

Stakeholder Group: Administration

Name: Cynthia Rico  
Title: Counseling Faculty

Stakeholder Group: Faculty

Name: Adam Erlenbusch  
Title: Counseling Faculty and Testing & Orientation Coordinator

Stakeholder Group: Faculty

Name: Wendy Smith  
Title: English Faculty

Stakeholder Group: Faculty

Name: Danene Brown  
Title: Dean, Business and Technology

Stakeholder Group: Administration

Name: Monica Romero  
Title: Proyecto Exito, Title V/HSI Grant Program Activity Manager

Stakeholder Group: Administration

Name: Bri Hays  
Title: Campus Based Researcher

Stakeholder Group: Classified

Name: Erica Garcia  
Title: Accounting Supervisor

Stakeholder Group: Classified
Attachment C - SSSP Advisory Committee

Student Success & Equity Committee

Membership

Co-Chairs:
- Administrative Co-Chair, Larry Maxey
- Faculty Co-Chair, Alan Bass

Administrators (3)
- Susan Topham (SSSP Coordinator)
- Andrew McNeill
- Ashanti Hands
- Monica Romero

Faculty* (8)
- Allison Damoose
- Chris Sullivan
- Cynthia Rico
- Thekima Mayasa
- Veronica Gerace

Classified* (3)
- Angie Avila
- Genevieve Esguerra
- Trina Larson
- Ikuko McAnally

Associated Students (1)
- Gwen Khor