



Student Success and Support Program Plan (Credit Students)

2014-15

District: San Diego Community College District

College: San Diego Mesa College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:

cccssp@cccco.edu

and

Mail report with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their education goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

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

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

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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

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

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

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

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

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

GENERAL INSTRUCTIONS

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

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

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: 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*.

Signature of College SSSP Coordinator: _____

Name: Susan Topham _____ Date: _____

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

Name: Julianna Barnes, Ed.D _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Tim McGrath, JD _____ Date: _____

Signature of College Academic Senate President: _____

Name: Terry Kohlenberg _____ Date: _____

Signature of College President: _____

Name: Pamela Luster, Ed.D _____ Date: _____

Signature of District Chancellor: _____

Name: Constance Carroll, Ph.D. _____ Date: _____

Contact information for person preparing the plan:

Name: Susan Topham _____ Title: Dean of Student Development _____

Email: stopham@sdccd.edu _____ Phone: (619) 388-2896

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

IIa. Core Services

i. Orientation

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

General Student Population – Exempt and Non-Exempt

San Diego Mesa College's target audiences for orientation services include all first time, non-exempt students who can benefit from these services. Since Mesa is a part of a multi-college district, many students are concurrently enrolled. It is typical for students to receive orientation services at Mesa College and attend both Miramar and City College. The total number of students served annually by the new student orientation program is close to 12,000 students.

See below for information on students who are exempt and non-exempt from orientation services:

- 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
 - 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 services include:

- ACE2 – Accelerated College and Continuing Education English Program
- Kearny Fast Track
- Twain
- MET – San Diego Metro Career and Tech School
- Gear-Up

FYE – First Year Experience Program

Mesa College has an FYE – First Year Experience Program, which includes an FYE Orientation. The FYE Orientation is conducted in a face-to-face, group format. Students in the program receive communication about the dates and times available for them to attend.

MAAP – Mesa Academics and Athletics Program

The MAAP Program – Mesa Academics Athletics Program is a cooperative effort between Counseling and the Physical Education/Athletics Department dedicated to the success of student-athletes. A counseling faculty facilitates orientations and workshops to student athletes. Below are examples of topics covered in these sessions:

- Role of the MAAP counselor
- How to schedule a counseling appointment to see the MAAP counselor
- Student Services/Resources
- Online Resources
- MAAP website www.sdmesa.edu/maap
- Assessment Scores
- Registration
- Pre-req/Co-req's
- Certificates, AA, transfer degrees
- 1st semester planning, abbreviated, and comprehensive education plans
- Transfer requirements and deadlines
- Transfer Center
- CSU, UC, Private
- CCCAA Eligibility
- NCAA Eligibility and the NCAA Eligibility Center
- NAIA Eligibility and NAIA Eligibility Center

ACE² - Accelerated College and Continuing Education English Program

As part of Mesa College's partnership with Continuing Education, the ACE² Program was developed. ACE² is the Accelerated College and Continuing Education English Program. The Counseling Department also provides orientation services to this group of students and they are done in conjunction with the FYE Program

ISP – International Student Program

The International Student Program facilitates International Student Orientation Week each semester. This is held in July for fall semesters and January for Spring semester. It is a comprehensive orientation program that prepares students for a successful transition to Mesa College. Examples of topics covered include the following:

- Orientation
- English, Math, and ESOL Assessment
- Education Systems and Levels
- Immigration Assessment
- Course Registration Options

- Schedule
- Abbreviated Education Plans
- Enrollment and Reg-E
- Immigration and Social Security
- Employment
- Health Insurance
- Money Matters and Auto Insurance,
- International Student Club

High Schools

Orientation services are also offered to prospective students at the high schools. San Diego Mesa College's Office of Outreach and Community Relations assist with the promotion of orientation services at the high schools and middle schools. These high schools institutions include the following:

- Clairemont High School
- Crawford High Education Complex – School of Community Health and Medical Practices (CHAMPS)
- Kearny High Education Complex
- Madison High School
- Mission Bay High School
- Montgomery Middle School
- Patrick Henry High School
- Point Loma High School
- Wilson Middle School

DSPS

The DSPS Department offers an orientation that provides students with information about services and accommodations available to them. It also informs student on their rights and responsibilities as a student and member of the Mesa College community.

Lastly, Mesa College Counseling Office works collaboratively with other student services departments such as Financial Aid. This collaborative effort resulted in providing orientation services and workshops to Foster Youth students.

Annual number of students who received orientation services during 2013-2014 were approximately 12,000.

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

San Diego Mesa College provides orientation services online. The Mesa College Department Chair works collaboratively with the Testing Coordinator (Counseling Faculty) in 2009 to develop an online orientation through Blackboard.

The new MyMesa Online Orientation was implemented in June 2014. In addition to online orientation services, face-to-face orientation sessions were available to specialized student populations to include ACE - Accelerated College and Continuing Education English Program, Cash in for College Financial Aid Program, and high school outreach.

The Mesa College Counseling Department will continue to provide orientation services online and face-to-face to specialized student populations.

In addition to general counseling's online orientation, counseling retention programs to include MAAP – Mesa Academics Athletics Program, ISP – International Student Program, FYE – First Year Experience, and ACE² – Accelerated College also provides orientation services to students.

Within the MyMesa online orientation are modules for specific counseling retention programs and special populations to include the following:

Veteran Students - <http://mesa.studentpathway.com/mesasv/>

MAAP – Mesa Academics Athletics Program for Student Athletes - <http://mesa.studentpathway.com/mesasa/>

International Students - <http://mesa.studentpathway.com/mesais/>

FYE – First Year Experience - <http://mesa.studentpathway.com/mesafye/>

In addition, the modules below are also available in the online orientation:

Campus Programs - <http://mesa.studentpathway.com/mesacp/>

College Success Basics - <http://mesa.studentpathway.com/mesacsb/>

Financial Literacy - <http://mesa.studentpathway.com/mesaf/>

The Office of Outreach and Community Relations also provides orientation services and workshops to high schools and the local community.

One senior student services assistant who coordinates the delivery of orientation and testing services currently staffs the San Diego Mesa College Testing Office. The availability of student success funds has made it possible to fill a student services assistant position that has been vacant for the past five years. The department is currently in the process of filling this position.

Filling this vacant position will allow the Testing and Assessment Office to expand orientation services and reach out to more students who can benefit from these services. Part-time staff (NANCE's) have also been hired to assist the department in the delivery of services.

The recently launched MyMesa Online Orientation is new and improved compared to the previous Blackboard designed online orientation. Students can enjoy the benefits of selecting which version they wish to view – accessible or English. In addition, there is an option to view the online orientation as a guest for those who are visiting the site or current students who need to go back as a refresher.

Students have the flexibility of choosing and completing each orientation segment from the main menu. They are able to track their progress since there is a mechanism that identifies which segments have been completed and which remain to be viewed. In addition, they will encounter “Checks on Learning” which are embedded within each content segment. Students are required to answer these questions correctly in order to be given credit for completing each of the segments.

There is an administrative portion included in the new online orientation that allows the user to track the students who have completed the orientation program. This allows us to ensure that students who complete orientation services receive credit toward student success.

San Diego Community College District Blackboard site:

<https://sdccd.blackboard.com/webapps/login/>

The screenshot shows a Blackboard page titled "SAN DIEGO MESA COLLEGE" with the subtitle "Orientation to San Diego Mesa College". The page content includes a welcome message, instructions on the duration of the orientation, and a list of resources. The resources listed are:

- Start your orientation** (with a dropdown arrow)
- First Semester Planning Workshop** (with a dropdown arrow)
Availability: Item is not available.
Online Version
- Directions for completing the online orientation** (with a dropdown arrow)
Availability: Item is not available.

The page also features a navigation bar at the top with "and @ SDCCD" and "Online Student Training & Orientation" tabs, and a scroll bar at the bottom.

Mesa College Counseling Orientation Writing and Math Placement Tests

Next 2. Your Tools >

- 1. [Getting Started](#)
- 2. [Your Tools](#)
 - 1. [Mesa College Catalog](#)
 - 2. [Understanding College Terminology](#)
 - 3. [How to Read a Catalog Program Description](#)
 - 4. [Online Schedule](#)
- 3. [Placement Results](#)
 - 1. [English](#)
 - 2. [ESOL](#)
 - 3. [Math](#)
 - 4. [Arithmetic](#)
- 4. [Online Resources](#)
- 5. [First Semester Planning](#)
- 6. [Registering for Classes](#)
- 7. [Wrapping Up](#)

Getting Started

Welcome to Mesa College's online orientation. This will take approximately fifteen minutes after which you will be able to take your placement tests.

Once you have finished the Orientation, you will be asked to complete the Orientation Learning Outcomes Form. After submitting this form, you will complete the English/math assessment, followed by a First Semester Planning Workshop with a Counselor.

Upon completion of the orientation/assessment/workshop, you will be able to:

- Articulate a first semester educational goal
- Use the Mesa College catalog and class schedule
- Demonstrate the ability to utilize online resources

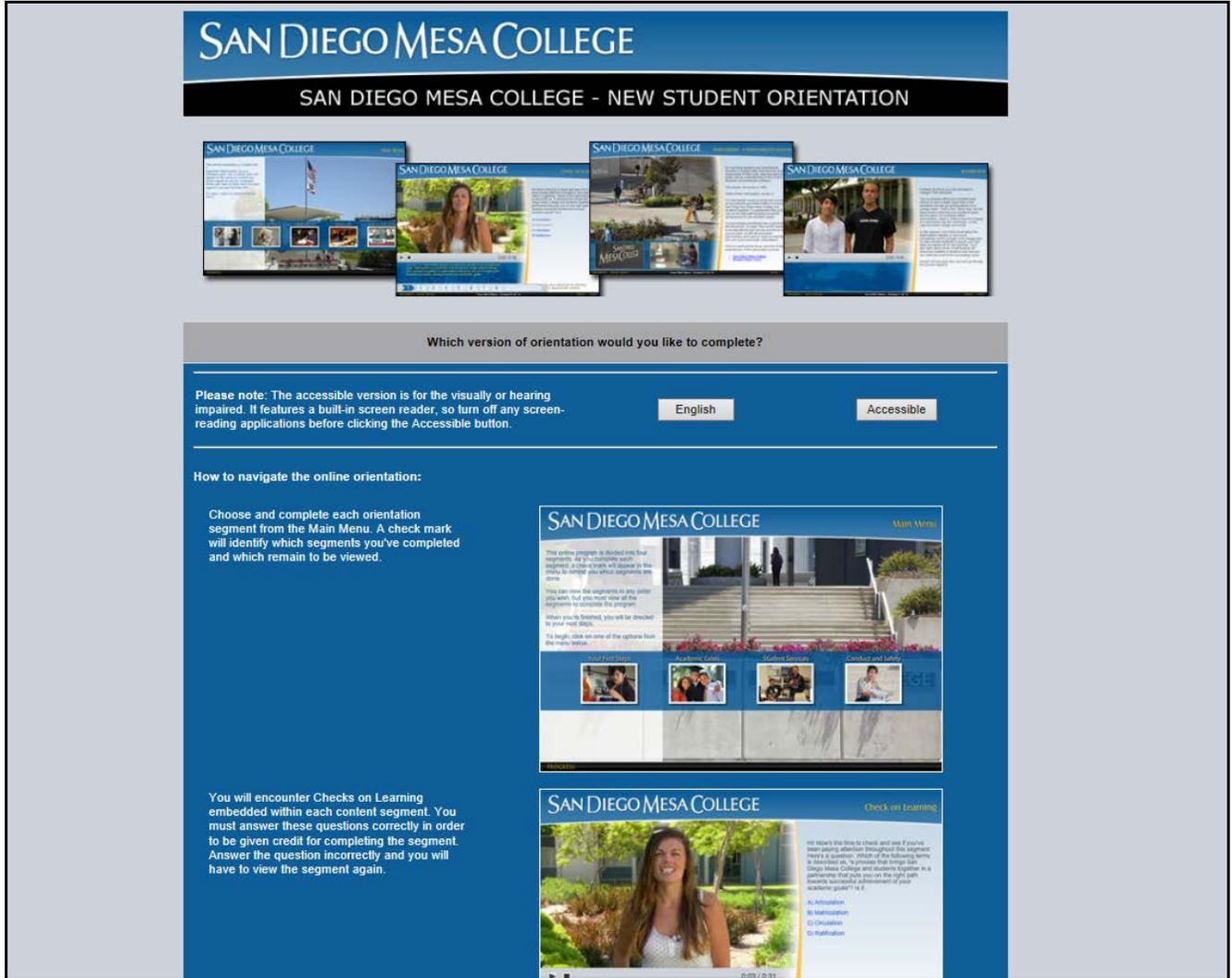
Objectives:

Students attend San Diego Mesa College for various reasons.

- [Skill Enhancement](#) - There are students who enroll in a wide variety of available courses to enhance their skills. Examples include computer classes, foreign language, vocation specific courses, etc...
- [Complete a Certificate Program](#) - Some students are interested in preparation for a specific career. Mesa has a variety of certificate programs available to you.
- [Obtain an Associates Degree](#) - There are a variety of programs

Below for a screen shot of the new MyMesa Online Orientation:

Link to the MyMesa Online Orientation: <http://mesa.studentpathway.com/mesa/>



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

From June 2009 to June 2014, orientation services were delivered online through Blackboard Learn. This was developed by the Counseling Department Chair and a Counseling Faculty member who serves as the Testing Coordinator. Both the Counseling Department Chairperson and Testing Coordinator at San Diego Mesa College handled the oversight, development, and maintenance of the online orientation information.

The VA and International Students Program will use the newly developed online orientation, but they will continue to supplement it with the Blackboard designed online orientation since it contains information that is

specific to their program such as the different chapters, benefits, documents and so forth.

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.

Please refer to the above section for screen shots of the improved online orientation programs.

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

- (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

Faculty, staff and administrators have been working collaboratively for the last two years in the planning, developing, and implementing the MyMesa Online Orientation. The online orientation was launched on June 6, 2014. There have been approximately 2,400 students oriented since the launch of the program. With the launch of the online orientation, Mesa created a new students page to facilitate the access to the information and three core services as mandated by SSSP.

The MyMesa Online Orientation includes and incorporates the eight policies and practices as outlined in title 5.

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.

Students are informed that their English/ESL course placements are based on multiple criteria and that multiple measures are used to ensure that no single test score or assessment measure is used to place students into courses.

In preparation for SSSP, the counseling department had three extended meetings and tapped into the Funds for Teaching and Learning made available by the Mesa College President. These meetings allowed the department to engage in dialogue regarding the implementation of the Student Success Act. This dialogue resulted in streamlining the process for matriculating new students to the college. Students' need for abbreviated education plan will be captured by facilitating a workshop called "Planning Your First Two Semesters". This workshop captures key information that is critical to student success and education planning.

Unfortunately, there has been a challenge in securing rooms for these workshops. Due to the lack of facilities, the

department was unable to implement this for fall 2014. However, the department plans to continue revisiting this concept and hopes to implement it in this current year.

The primary mode of delivery for orientation will be 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/>



New Student Checklist

Use this checklist to guide you through the steps you need to complete as you prepare for your first day of class and help you track your progress.

Step 1: Admissions

- Complete the application for admission online at <http://studentweb.sdccd.edu/>

Step 2: Orientation

This online orientation presents an overview of the programs, services, and facilities available to you at San Diego Mesa College. *Please print the completion page when you are finished.*

- Your First Steps—the five steps to success
- Academic Goals—start off with a plan in place
- Student Services—resources are available to support you on your journey
- Conduct and Safety—student standards of conduct

Step 3: Assessment

- After you finish the New Student Orientation, print out the completion page and bring it with you to the Assessment office in the Student Services Center (Bldg I4-201) for information on completing the English and math assessment tests.

Step 4: Advisement

- Once you have completed the Assessment tests, complete the First Semester Planning Workshop online to plan the classes for your first term (found at <http://goo.gl/mzbc>).

Additional Student Support Information

San Diego Mesa College offers many additional student resources that can support your transition to college life. Check out these programs and services:

- Campus Programs—information about the diverse Programs, Majors, and Career Technical Education (CTE) opportunities at San Diego Mesa College
- College Success—get involved in campus life and learn how to be successful in college
- Financial Literacy—overview of the financial aid system and tips on managing your money

*Congratulations on completing the New Student Checklist!
You are now ready to register for classes at San Diego Mesa College.*

- (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)



SAN DIEGO COMMUNITY COLLEGE DISTRICT
City College • Mesa College • Miramar College • Educational Cultural Complex

ACADEMIC STANDARDS POLICY
Strategies for Academic Success and Definitions of Probation and Disqualification

STRATEGIES FOR ACADEMIC SUCCESS

- Meet with a counselor to develop a Student Education Plan. Official transcripts from all colleges previously attended must be on file prior to scheduling a counseling appointment.
- Enroll in *Personal Growth* (PERG) courses to learn effective study skills, how to better organize your life, and establish goals.
- Use the **free** tutoring services available on campus.
- Meet with a counselor to select your courses and enroll in an appropriate number of units.
- Form or participate in study groups.
- Students who think they may have a learning disability are encouraged to meet with Disabled Students Programs and Services.

PROBATION STATUS

Academic Probation

Students whose overall grade point average (GPA) falls below a 2.0 after completing twelve (12) units in the San Diego Community College District will be placed on academic probation and remain there until their overall GPA reaches or exceeds 2.0.

Lack of Progress Probation

A student, who has attempted twelve (12) or more units as shown on his/her official academic record, shall be placed on lack of progress probation when the percentage of all units, for which entries of "W", "I" and "NP" are recorded, reaches 40%.

DISQUALIFICATION STATUS

Academic Disqualification

A student on academic probation will be disqualified when his/her GPA falls below 2.0 in a subsequent semester.

Lack of Progress Disqualification

A student on probation for lack of progress will be disqualified when his/her units in the subsequent semester for which entries "W", "I" and "NP" are recorded, reaches 40%.

Academic Standards Policy (page 2)

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.

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.

3rd 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.

Readmission Timeline for students eligible to return: Fall 2014

<u>Date</u>	<u>Action</u>
March 21, 2014 Friday Deadline	Students must file Petition for Readmission in the Vice President, Student Services office no later than March 21, 2014. NOTE: Students must petition at the college that readmitted them last.
April 14 (begin notification)	Students notified of Petition for Readmission action. If the petition is denied, there is no appeal.
Late May-June	Panel hearings scheduled.
June 13, 2014	Students notified of hearing panel decision. The decision is final.
June 27, 2014 DATE TENTATIVE	Deadline for students to file updated Application for Admission.
June 30, 2014 DATE TENTATIVE	Fall 2014 Registration Appointments Generated

(continued)

Academic Standards Policy (page 3)

Readmission Timeline for students eligible to return: Spring 2015

<u>Date</u>	<u>Action</u>
September 29, 2014	Students must file Petition for Readmission in the Vice President, Student Services office no later than September 29, 2014. NOTE: Students must petition at the college that readmitted them last.
October 17 (begin notification)	Students notified of Petition for Readmission action. If the petition is denied, there is no appeal.
Late October-November	Panel hearings scheduled.
November 7, 2014	Students notified of hearing panel decision. The decision is final.
November 13, 2014 DATE TENTATIVE	Deadline for students file updated Application for Admission.
November 14, 2014 DATE TENTATIVE	Spring 2015 Registration Appointments generated

Student Support Services

CalWorks

City College (619) 388-3797
 Miramar College (619) 388-7378
 (858) 536-7278

Counseling

City College (619) 388-3540
 Mesa College (619) 388-2672
 Miramar College (619) 388-7840
 (858) 536-7840
 ECC (619) 388-4956

Disabled Student Programs & Services

City College (619) 388-3513
 Mesa College (619) 388-2780
 Miramar College (619) 388-7312
 (858) 536-7212
 ECC (619) 388-4814

EOPS

City College (619) 388-3209
 Mesa College (619) 388-2706
 Miramar College (619) 388-7869
 (858) 536-7869
 ECC (619) 388-3209

Financial Aid

City College (619) 388-3501
 Mesa College (619) 388-2817
 Miramar College (619) 388-7864
 (858) 536-7864
 ECC (619) 388-3339

Tutoring Center

City College (619) 388-3685
 Mesa College (619) 388-2898
 Miramar College (619) 338-7852
 (858) 536-7852

- (2) Maintaining registration priority pursuant to section 58108;

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

Supersedes: New Policy

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 for 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 58108, 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, 58106, and 58108
Education Code: 66025.8

Approved by
the Chancellor: August 8, 2013

Supersedes: 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, 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.

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(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/mesaf/>

(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/>

2014-2015 Plan

Mesa College will improve and expand upon orientation services in a number of ways in 2014-2015. This will include, but will not be limited to:

- Examination of current orientation services
- Research and evaluation of current orientation services
- Exploration of promising and high impact practices in orientation services
- Increasing access to orientation services to include greater promotion of the new MyMesa Online Orientation Services
- Support for orientation services in the categorical programs (including EOPS/CARE, DSPS, STAR TRIO program)
- Support for outreach and in-reach services to enhance orientation services for prospective and new students, and their families
- Promote orientation services via the web, iMesa mobile App and through the use of other promotional materials
- Scale participation in core SSSP services, including orientation, as part of a comprehensive First-Year Experience Program

- | |
|---|
| <p>5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.</p> <p>There are no issues, policies, and procedures that the college or district determines necessary to provide a comprehensive orientation.</p> |
| <p>6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.</p> <p>Please see Budget Plan</p> |

ii. Assessment and Placement

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

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. During the 2013-2014 academic year, there were 4,198 students who took the English placement test, 4,421 students who took the Math Placement test, and 294 students who took the ESOL test. There were 8,918 students assessed by the Mesa College Assessment and Testing Office.

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.

2013-2014 Assessment Student Contacts	
English	4,198
Math	4,421
Ability to Benefit (ATB)	5
English for Speakers of Other Languages (ESOL)	294
TOTAL	8,918

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
 - 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.

The following are partnership programs that benefit from assessment services:

- ACE2 – Accelerated College and Continuing Education English Program
The Continuing Education and Mesa College accelerated English program is designed to transition students enrolled in Continuing Education to an accelerated English learning community that leads to completion of a certificate, associate degree, and transfer program at Mesa College. Students enroll in English, a Personal Growth course, and a Tutoring module, receive an education plan, and are introduced to campus support services.

This is part of the FYE program where students are required to enroll full-time in both fall and spring classes. In addition to English, students enroll in Math, Personal Growth 120, and an additional course that may include a general education or major preparation class.

Participants receive free tutoring and additional support services that will help them transition to college. Students are also required to complete 12 hours of either workshop and/or tutoring hours.

- 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.

Matriculation 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. 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.

- 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 college information, student services information that may include admission, assessment, college transition, financial aid, and transfer information, as well as campus visits and workshops as needed for students.
- Gear-Up – A Gear Up grant with UCSD provides low-income students at Kearny Education Complex and Madison High School with information about academic and career options. Students have participated in on campus activities, a Career Summer Boot Camp, and a Personal Growth course during their junior and senior year in high school. Students are also encouraged to participate in the First Year Experience Program (FYE) upon graduation from high school. Cal SOAP provides additional funding for this initiative. Mesa student ambassadors served as mentors and provided support to the students at their schools. The grant is cohort based and will end in 2014.

2014-2015 Plan

Mesa College will improve and expand upon assessment services in a number of ways in 2014-2015. This will include, but will not be limited to:

- Examination of the current assessment system for English, ESOL and Math
- Research and evaluation of current assessment system for English, ESOL and Math
- Exploration of promising and high impact practices in assessment, such as the Long Beach Promise
- Scaling test preparation prior to assessment
- Enhancements in communication with feeder high schools and Continuing Education regarding the importance of testing
- Promote assessment services via the web, through the use of iMesa mobile App and through the use of other promotional materials
- Revisiting the re-test policy
- Increasing access to assessment services to include expansion of hours and staffing
- Strengthening collaboration between instruction (esp. Math and English) and student services to improve overall assessment program
- Scale participation in core SSSP services, including assessment, as part of a comprehensive First-Year Experience Program

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

The San Diego Mesa College Testing Office is currently staffed by one senior student services assistant who coordinates the delivery of orientation and testing services.

Testing services at the high schools are coordinated and facilitated through the Office of Outreach and Student Relations and is handled by two staff members.

The Office of Institutional Research and Planning handles direct assessment related research services for the college. A new research associate will join the staff in 2014 and will be instrumental to assessment related research.

There is a counseling faculty who assists with coordination and inquiries regarding Testing. This faculty member takes the lead role of providing services to students with specific and specialized testing inquiries, works in collaboration with the staff and office supervisor. The faculty member, along with the counseling department chairperson handles inquiries pertaining to assessment and orientation, and program review, in addition to

processing test scores submitted via in person and fax.

The Mesa College Counseling Supervisor oversees the staff in the Testing Office. Currently, there is a Student Services Assistant position that will be filled this semester in response to SSSP. The plan is to utilize this position to assist in expanding assessment services at the high schools and community.

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

San Diego Mesa College accepts select standardized tests as an alternative measure for assessment skill levels for transfer-level English and courses with Math 096 as a prerequisite. The College continues the pilot on SAT to seek the required validation. The San Diego Community College district accepts select standardized tests as an alternative measure for assessment skill levels. These test scores will only be used to determine readiness for English 101 or 105 and courses with Math 096 prerequisite, based upon similar standards at UC and CSU.

CURRENT ASSESSMENT PROCESS

Test	Minimum Required Score	Reading	Writing	Math
Accuplacer Reading Comp	83	R50		
Accuplacer Sentence Skills	106		W50	
Accuplacer Elementary Algebra	75-92			M40
Accuplacer Elementary Algebra	93+			M50
Companion Reading Comp	83	R50		
Companion Sentence Skills	106		W50	
EAP	"Ready for CSU College- Level English/Math Course"	R50	W50	M50
MDTP Elementary Algebra	20-25			M40
MDTP Elementary Algebra	26+			M50

PILOT ALTERNATIVE PROCESS

In addition to the current process, students will be permitted to submit official reports of their SAT for posting of assessment skill levels. All tests must have been completed within the past 2 years.

Test Number	Test	Minimum Required Score	Reading	Writing	Math
07*	SAT -Engl	500	R50	W50	
07*	SAT-Math	560			M50

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 results including SAT, ACT, AP and IB tests, process for challenging prerequisites, etc...

- Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
 - English Exams
 - Accuplacer Online – Reading Comprehension and Sentence Skills together and these assessments are administered individually, in person.
 - Accuplacer Companion – Reading Comprehension and Sentence Skills together and these assessments are administered in groups or individually, in person.
 - ESOL Exams
 - CELSA 1 and CELSA 2 are administered individually or in groups, in person.
 - Math Exams
 - Accuplacer Online – Arithmetic; Elementary Algebra, administered individually, in person.
 - MDTP – Algebra Readiness Test (AR50/90) and Intermediate Algebra Diagnostic (IA45C86); administered in groups, in person.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
 - There are two background questions relating to high school grade point average and length of time since past math courses 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 five placements levels (four levels for ESOL) the student should be placed in.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
 - SAT Scores – Students scoring at least a 500 in English and 560 in Math can be placed at college level based on SAT scores instead of taking the placement test.
- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)
 - They are incorporated into Accuplacer/CELSA/MDTP in the cut-off scores. Points may be added to raw score totals depending on responses to local background questions in regards to high school GPA and length of time since last Math course.

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

San Diego Mesa College accepts test scores from California community colleges and placement test results within a multi-college district. 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.

Test	Minimum Score Required
College ENGL AP	3, 4 or 5
SAT - ENGL	500
SAT - MATH	560
EAP	Ready for CSU College-level English/Math Course
EAP Conditional	Conditional status does NOT meet the criteria

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.

5. Describe college or district policies and practices on:
- Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

Currently, the San Diego Community College District is working with Continuing Education to develop Accuplacer test preparation courses designed to help those who need assistance with placement test preparation. These will be offered at the various Continuing Education sites throughout the San Diego County and the goal is to be able to offer these test prep courses in the future. There will be a need to consider how continuing education current placement, the Test of Adult Basic Education (TABE) will figure in to the discussion, in addition to how the Common Core Standards will impact the GED.

The Office of Outreach and Community relations offers assessment pre-assessment workshops for high school seniors that explains why the community college placement tests are important, the structure and

content of the tests, and preparation tools and strategies to be successful. Emphasis is placed on the importance of test preparation and the implications of placing at levels below "transfer level" are also discussed

Counselors are concerned about the lack of preparation and guidance provided to students who are about to take the placement test. The goal is to deliver this information through this test prep class, and notify students about the importance of the college placement tests in addition to the re-test policy.

Below are links currently available to students through the website and online orientation.

Student can obtain test preparation information online through the "New Student" website link:
<http://www.sdmesa.edu/new-student/>

The sample test for non-native speakers is available here:
<http://www.sdmesa.edu/students/services/testing-orientation/sample-tests/celsa/>

The sample test for English and Math tests are available here:
<http://www.sdmesa.edu/students/services/testing-orientation/sample-tests/accuplacer/>

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

English – Beginning July 2014, there is a one year re-test policy for English and ESOL.

Math – The math re-test policy is three years. However, students have the following options:

- Students can take the math 15 series of their choice. These classes are one unit, six week, math refresher online courses through Blackboard. Successful completion of this course may serve as a basis for a petition to challenge a math prerequisite. Students are able to challenge a math class through the math or admissions department. Additional information can be found here:
<http://www.sdmesa.edu/students/academic-programs/math/math-challenge-exams/>

Students can also challenge their placement test scores for English and math through the Admission office. Students often find themselves launching successful challenges, and progressing nicely through the curriculum.

- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?
- This handled on a case-by-case basis. Students can request to meet with a counselor to discuss their specific situation and other options if needed.
 - 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.

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

San Diego Mesa College accepts Early Assessment Program to exempt students from the college placement test in English and mathematics. Students are able to bring or send their official STAR report, and contact the District Student Services Office to have the staff access their scores online and print them out. District staff are able to post these test scores.

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 are directed to send official copies of their SAT or EAP test scores directly to the District Student Services office in order to determine readiness for college level English – English 101 or 105 and for college level math courses - courses with Intermediate Algebra as a prerequisite (Math 096 or Math 92). All tests must have been completed within the past two years. Please note that the SAT component is still in the pilot phase.

Test	Minimum Score Required
College ENGL AP	3, 4 or 5
SAT - ENGL	500
SAT - MATH	560
EAP	Ready for CSU College-level English/Math Course
EAP Conditional	Conditional status does NOT meet the criteria

A qualifying score from the College Board Advanced Placement English or Math Exam may be taken directly to the Mesa College Counseling office for consideration. Advanced placement score requirements are available in the San Diego Mesa College catalog. Please note that the SAT component is still in the pilot phase.

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

Please refer to Budget Plan

iii. Counseling, Advising, and Other Education Planning Services

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

Counseling services are available to all current and prospective students of San Diego Mesa College through General Counseling, EOPS, DSPS, and STAR/Trio programs. Students can receive counseling services via drop-in or appointment. The Mesa College Counseling Department takes pride in being able to provide counseling appointments to students year round. Students needing assistance with long term education planning, comprehensive education plans, financial aid appeals, career planning, and personal counseling are advised to schedule a counseling appointment.

In order to provide students with the best possible service, students are required to meet the following criteria prior to scheduling a counseling appointment:

- Must be enrolled in at least one class for the current semester.
- Completed the math, English, or ESOL assessments or an English and math class.
- Official transcripts of all institutions attended on file
- Official transcripts must be evaluated for course equivalency.

Appointments are scheduled one week in advance by coming to the office or calling.

Drop-in services are available to students who have quick questions and are interested in brief advisement sessions. Examples of services provided through drop in services include the following:

- Abbreviated education plans
- Assistance with current class registration
- General information regarding the college or degree/certificate programs
- University transfer information
- Petitions
- Holds
- Prerequisite clearance
- Transfer Agreements

For the 2013-2014 academic year, there were 37,237 total student contacts in the counseling office. The table below provides detailed information on the type of services provided to these students. Numbers for 2014-2015 are predicted to continue to rise as the counseling department moves forward with providing workshops, launching the online advising component – Miss Olympia, and take off with ed plan campaign (please see below under “Future Plans” for details.

2013-2014 Counseling Student Contacts	
Individual Appts	7,367
Group Appts	794
Drop-in	29,076
TOTAL	37,237

Students who are undecided or unclear regarding their major and career goals are assisted in the Career Center. Services include and are delivered through individualized career counseling, group counseling/workshops, and guided self-directed career assessment and research. Focus is placed on first year students (0-15 units), veterans, disabled students, at-risk populations, and those students receiving financial aid. Partnerships with EOPS, DSPS, Financial Aid Office, Veterans Affairs, and Career Technical programs assist in reaching and serving various campus populations. Approximately 1,500 students are served by the Career Center each year. Career services are also available throughout the student’s academic period to assist with changes in major and career goals.

There is a teaching component housed under counseling which is Personal Growth. There are three courses under the Personal Growth department designed to support students’ development through academic and career related courses. These courses include the following:

- **Personal Growth 120 – College Success and Lifelong Learning (3 units)**
This course teaches success strategies to enhance academic and lifelong learning skills. Students explore topics such as motivation and attitudes, values, goal setting, decision-making processes, critical and creative thinking, personal health topics, interpersonal communication, developmental psychology, and learning and personality theories, as well as other techniques for maximizing their abilities to succeed as lifelong learners. Students apply these topics as they relate to their self-development as integrated physiological and psychological entities and acquire strategies to effectively deal with issues in their personal lives and education and career plans.
- **Personal Growth 130 – Career and Life Planning (3 units)**
This course is designed for students interested in self-exploration, career transitions and career-life planning in order to achieve success in a diverse society. Various assessments are utilized through a systematic approach to career development by examining values, interests, skills, and personality types. Other topics include life roles, personal self-management, decision-making and goal-setting throughout the life span.
- **Personal Growth 140 – Life Skills and Personal Development (3 units)**
This course is designed for students who want to learn and acquire effective ways for developing their emotional, social, education, and professional life skills. This course is a practical study of the principles and application of strategies that assist in the development of coping and life skills. Topics include self-esteem and compassion, self-discipline, self-responsibility, self-assertion, and living a consciously balanced life in pursuit of defined education, career, and life goals.

The Personal Growth classes are taught by Mesa College Counseling contract and adjunct faculty members. Within the personal growth curriculum are underlying themes. The topic of education and career goals arise, and it is common for a conversation to occur about the importance of meeting with a counselor to obtain a comprehensive education plan.

Personal Growth 120, College Success and Lifelong Learning has an education planning component built in the curriculum. One of the course requirements includes the development of an education and career plan that is consistent with one's goals. This includes prerequisite courses for general education, major preparation, and courses necessary for certification, associate degree, or transfer to a four-year institution, in addition to online resources.

The Personal Growth program at Mesa College has grown this fall 2014. Five sections of Personal Growth 120 were added and they are specifically designed to address the needs of the FYE – First Year Experience Program. In the past, the FYE students were able to register for any sections of PERG 120 being offered. In our desire to streamline the process and keep the cohort of students together, these sections were added to the schedule. This cohort of students will be required to attend 12 hours of personal growth workshops and/or tutoring sessions outside of class. The registration workshop includes an education planning component is required for all students to remain in the program.

Data for students taking Personal Growth 120 shows a steady increase from 15 sections in Fall 2013 to 19 sections in Fall 2014. Enrollment has increased as well from 491 in Fall 2013 to 723 in Spring 2014. The department anticipates seeing a continuous increase in the PERG 120 enrollment since it is a required course for the following programs including Mesa Academy, Puente Project, FYE – First Year Experienced, ACE2, etc... The Personal Growth curriculum is a recommended course to all new students and is promoted in the Mesa College Online Advising Module with Miss Olympia.

Term	Sections	Enrollment
Fall 2013	15	491
Spring 2014	16	482
*Fall 2014	19	723
**Spring 2014	13	Approximately 450-500
*Numbers for fall 2014 taken prior to census.		
** Numbers for spring 2014 are estimates. Schedule and enrollment have yet to be finalized.		

2014-15 Plan

ED Plan Campaign

In light of SSSP, the department plans to have an education plan campaign. Students who meet with a counselor and develop an education plan will be provided with a flash drive bracelet that contains there education plan and other student success resources such as gpa calculator and GE advising sheets. We are currently in the planning stages, but the photo below demonstrates how it will look like. The department discussed this and will decide on a catchy phrase that will help us promote this effort. An idea being considered is “Flash Forward To Your Future” tag line.



FLASH FORWARD TO YOUR FUTURE

Online Advising Component

The online advising component will be launched in November 2014. 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.

Workshops

The department plans to facilitate workshops that will help students with abbreviated ed plans and first semester advisements. The lack of classrooms has made it difficult for us to implement this in fall 2014; however, the department plans to revisit and plan future implementation.

Cart with Laptops

The department will be purchasing a cart with laptops for use with the workshops planned. Availability of this technology will allow the counseling department to expand education planning services provided

to students and reach the students in their environment.

Puente Hot Spots

Furthermore, 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.

Mesa Academy and Black Studies

The San Diego Mesa College Counseling Department's Mesa Academy 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. This is still in the planning stages, and will be finalized and implemented by the end of fall 2014.

Emailing/Correspondence Campaign

In the fall 2014, the Counseling Department began an emailing campaign to all new students who did not fully matriculate. Students have been identified who have not completed one or more of the core services needed for priority registration.

In addition to the aforementioned activities, Mesa College will further improve and expand upon counseling/advising services in a number of ways in 2014-2015. This will include, but will not be limited to:

- Examination of current counseling/advising services
- Research and evaluation of current counseling/advising services
- Exploration of other promising and high impact practices in counseling/advising services
- Promote counseling/advising services via the web, iMesa mobile App and through the use of other promotional materials
- Increasing access to counseling/advising services to include expansion of hours, staffing, and use of technology
- Support for counseling/advising services in the categorical programs (including EOPS/CARE, DSPS, STAR TRIO program)
- Scale participation in core SSSP services, including counseling/advising, as part of a comprehensive First-Year Experience Program

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

The 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 6:00 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 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 12:00 noon on the Saturday prior to the beginning of the semester.

Counseling appointments and drop-in services are available year round. During peak registration times, there are limited counseling appointments available to students who are referred by the Veterans and Records Office. The Veterans Office has worked out a referral process with general counseling to ensure that students needing a

comprehensive education plan to receive their VA benefits are served. Counselors are also able to use their professional discretion and make arrangements to refer students for an appointment if needed.

Counselors are available to meet with students in a variety of ways to assist in achieving their personal, education and career. 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.

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 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.

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 appointments:

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.

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 be hiring more adjunct counselors to assist with drop-in services and SSSP mandates.

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

Online Counseling Services:

a. MOCC – Mesa Online Counseling Center

Mesa Online Counseling Center (MOCC) - 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.

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.

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 summer session schedule (sessions begin May 27, and June 9, 16 and 30), and to register for classes.

While still in a BETA stage, 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 2014 summer 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 Spring 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.

7. 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.

8. 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.

a. **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.

b. **MAAP – Mesa Academic 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.

c. **Mesa Academy**

Mesa Academy 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.

d. **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.

d. **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.

- e. **Veteran Students (VA)** - Designated counselors are available to help veteran students in any way we can. The VA office and Counseling work closely together in providing services to students who need help with education planning and counseling services.
- f. **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.
- g. **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.

9. Other Partnerships and Programs Where Counseling is Involved:

- a. Basic Skills
- b. Allied Health
- c. Veterans Ed Planning and Counseling
- d. Career Counseling
- e. Counseling Website Management Emails
- f. Financial Aid and Appeals Counseling
- g. MOCC – Mesa Online Counseling Center
- h. Testing Coordination
- i. Honors
- j. FYE – First Year Experience
- k. Financial Aid
- l. Twain
- m. Kearny Fast Track
- n. MET
- o. ACE2 – Continuing Education to Credit transition
- p. University Link
- q. State Academic Senate for CCC Executive Board as the Area D Representative

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

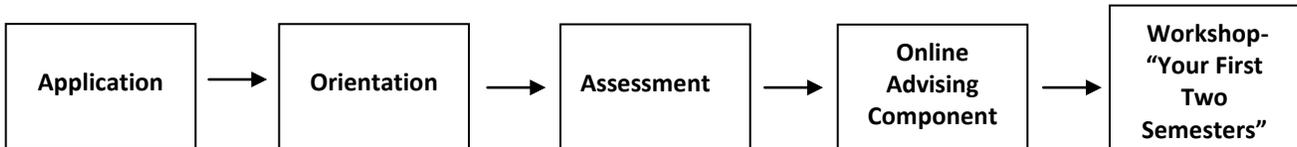
After completing orientation and assessment services, students are directed to complete the online First Semester Planning Workshop <http://online2.sdccd.edu/faculty/acrakes/FSPW/FSPW.html> and then advised to meet with a counselor for the abbreviated education plan.

Effective October 2014, the department will be launching the Miss Olympia Online Advising Component and this will replace the first semester planning workshop.

Currently, students come by the counseling office for drop-in services and get their abbreviated education plans completed.

After completing the Miss Olympia Online Advising component, the Counseling Department’s plan is to have students attend a workshop called “Your First Two Semesters”. The Department was unable to go through with implementing this workshop in fall 2014 due to the lack of facilities on campus. However, this is something that the department is working with Instruction to resolve would like to implement this academic year.

The goal is to streamline the process for serving students by following the process below:



The Counseling Department’s plan was to require that all new non- exempt Mesa College students attend the Counselor Led Workshops; however, the lack of facilities resulted in having rooms available during limited times. The times when the rooms are available will not necessarily work with students’ needs, so the department has decided to revisit this during the fall counseling department meetings.

Items will be discussed pertaining to the implementation of the Counselor Led Workshop include the following:

- How often will these workshops be offered? Will the Counselor Led Workshop be required year round, or just during peak registration times since students can be served during drop in when in non-peak times?
- Will Counseling have more access to facilities and rooms to offer these workshops?

Furthermore, the San Diego Community College District Board of Trustees approved two Student Services Technician positions for San Diego Mesa College. The Counseling Department is in the planning stages and discussed how these positions can be used to assist with the implementation and delivery of SSSP mandates. These positions will be used to support SSSP and equity initiatives. The Counseling Department will play a key role in defining the duties and determine how these positions can support SSSP.

See below for a screen shot of the First Semester Planning Workshop:



Mesa College is currently in transition with the implementation of the new online orientation. The advisement component of the new online orientation became available on July 17, 2014 and was piloted to specific cohorts of students for evaluation and review.

As soon as the advising component is implemented, the first semester planning workshop will no longer be required and students will be redirected to this new module.

The department plans to implement the online advisement component in October 2014.

See below for screen shots of the new advising component (Ms. Olympia):



SAN DIEGO MESA COLLEGE
SAN DIEGO MESA COLLEGE - FIRST SEMESTER ADVISING

BEFORE STARTING THIS PROGRAM:

- This program provides hyperlinks to PDF documents that will open in a new browser window, also known as pop-ups. **You should configure the browser to allow pop-ups before starting this program.** To do so later, when prompted by the browser, will force the online advising program to re-start.
- **Do not use the browser's Back button or screen Refresh button to navigate the online advising program.** The program includes its own navigation and other controls to allow you to play, pause, or repeat each screen in the presentation.
- You will be prompted to print certain screens in the program. You should be viewing this presentation on a computer that is connected to a printer.
- You will be prompted to save files to your computer or portable storage device.
- The accessible version is for the visually and/or hearing impaired. It features a built-in screen reader, so disable any screen-reading applications before clicking the Accessible button.

Which version of orientation would you like to complete?

Please note: The accessible version is for the visually or hearing impaired. It features a built-in screen reader, so turn off any screen-reading applications before clicking the Accessible button.

English Accessible

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The plan is to require students to attend a mandatory counselor led workshop after completion of assessment and orientation services where they will be able to receive guidance in developing their abbreviated education plan. The lack of classrooms has made it difficult for counseling to mandate these workshops.

Below is the abbreviated education plan (First Year Student Planning Worksheet) at Mesa.

Abbreviated Education Plan (first year planning worksheet)

Print Form



San Diego Mesa College
First Year Student Planning Worksheet

CSID: _____ Last Name: _____ First: _____

Major: _____ Transfer to _____

Program: FYE MAAP MESA Academy PUENTE Degree: AA/AS ADT Certificate
 Other _____

1st semester: _____ 2nd semester: _____
(Fall/Spring: Year) (Fall/Spring: Year)

Requirement	Dept/Course #	Units	Requirement	Dept/Course #	Units
GE	English 101	3	Prep	Accounting 116A	4
Total Units		0.0	Total Units		0.0

GE = General Education Prep = Preparation for the Major Prereq = Prerequisite Course Elect = Elective Course

Notes: _____

Student Signature _____ Date

Counselor _____ Date
Print Name Signature

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

Students can schedule a counseling appointment in order to develop a comprehensive education plan that identifies their education goal, course of study, and courses, services, and programs to be used to achieve them. The Counseling Office has extensive hours of operation and is open Monday to Thursday from 8:00 AM to 6:00 PM and Friday from 8:00 AM to 3:00 PM. Counseling appointments are scheduled one week in advance. For example, a student can call on Monday for an appointment the following Monday. Counseling appointments are available throughout the day.

There are limited counseling appointments during peak registration times since the office makes it a priority to help students with registration needs. There is a referral process in place that allows VA students to be referred to general counseling for an appointment in order to assist them with their benefits.

Throughout the year, counseling retention programs ensure access and provide specialized services to students needing assistance with advising and education planning. Counseling Retention Program Coordinators for the Puente Project, Mesa Academy, International Students, and MAAP – Mesa Academics and Athletics Program receive reassigned time that is used for planning, meeting, and serving students.

The Counseling Office works closely with the Veterans and Records Office, and Financial Aid to ensure that students' VA benefits and those appealing financial aid are served in a timely manner.

Counselors are able to use their professional judgement when working with students needing additional assistance. For instance, while working with a student on probation or disqualification status, a counselor may determine that additional time is needed in order to help this student with his or her education plan. The counselor is able to refer the student to meet with a counseling support staff to schedule a follow-up counseling appointment.

Students need to schedule a counseling appointment in order to obtain a comprehensive education plan. Students need to meet the following criteria in order to schedule a counseling appointment:

- Must be enrolled in at least one class for the current semester.
- Completed the math and English assessments OR an English and math class.
- Official transcripts of all colleges attended on file.
- Official transcripts must be evaluated for course equivalency.

The Mesa College Counseling Department takes pride in having accessible counseling services, and appointments available to students year round.

In addition, Career Decision workshops are the primary method used in the Career Center to assist students in developing their major goal for an abbreviated education plan. Topics addressed in the Career Decision Workshops include Career Decision Making Styles, Personality Type for Career Options, Labor Market Data, Career and Major Research, and Major Choices for Career Path.

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

Currently, there are 18 full-time counselors and 5 part-time counselors providing core counseling services to the general student population. Out of the 18 counseling faculty members, three are ten month faculty and the remainder have flexible eleven month contracts. The eleven (11) month flexible assignment consists of 194 duty days. This assignment covers the period from July 1 to June 30 of each year, and is finalized prior to the preceding May 1. Ten (10) month faculty work 1155 hours and their schedule is based on the instructional calendar.

Adjunct counseling faculty assignments include providing counseling services and Personal Growth instruction. Assignment ranges from a .20 to .60.

It is common for general counselors to be assigned to work with a specific student population and coordinate a counseling retention program. Below are the specific programs and/or special assignments receiving year round reassigned time:

- Puente Project (.5 FTEF)
- Mesa Academics and Athletics Program (.5 FTEF)
- Mesa Academy (.3 FTEF)
- International Student Program (.3 FTEF)
- Kearny Fast Track (.20)
- Transfer Center (1.0 FTEF)

Contract and adjunct counselors are available to provide counseling, advising, and other education planning services. See below for details:

The following are Tenure/Tenure-Track Counseling Faculty in the Department who provide general core counseling services (assessment, orientation, education planning) including academic, personal, and career, in addition to the assignments below:

- Gabriel Adona – FYE Coordinator
- Kristina Carson – MAAAP Mesa Academic and Athletics Program Coordinator
- Ailene Crakes – Counseling Department Chairperson
- Adrienne Dines _ International Students Program Coordinator
- Adam Erlenbusch – Testing/Orientation Coordinator and FYE Counselor
- Shirley Flor – Allied Health
- Guadalupe Gonzalez – AFT Union Representative, Chair of Professional Development Committee
- Leroy Johnson – Transfer Center Coordinator
- Chris Kalck – SLO Coordinator (SSSP)
- Guillermo Marrujo – Puente Project Coordinator
- Laura Mathis – MET Program Coordinator
- Kari Parker – MOCC Counselor – Mesa Online Counseling Center
- Kirsten Pogue-Cely – Kearny Fast Track and Twain Program Coordinator
- Anthony Reuss – SDICCCA Internship Coordinator
- Cynthia Rico - State Academic Senate for CCC Executive Board as the Area D Representative
- Judy Sundayo – Generalist (SSSP)
- Michael Temple – Mesa Academy
- Ben Weaver – Generalist
- Open Position, Veteran Counseling – SSSP
- Open Position - General Fund

Adjunct Counseling Faculty:

- Amber Alatore – Counselor
- Ricki Block – Personal Growth Instructor (PERG 120)
- Abdulmalik Buul – Counselor and Personal Growth Instructor (PERG 120 FYE)
- Kellie Corbisiero – Career Counselor and Personal Growth Instructor (PERG 130)
- Nicholas DeMeo - Counselor and Personal Growth Instructor (PERG 120 FYE)
- Alison Do – Personal Growth instructor (PERG 120 for Twain)
- Ron Dewse – Counselor
- Anne Hedekin – Counselor and Personal Growth Instructor (PERG 120)
- Khrystyn Pamintuan - Counselor and Personal Growth Instructor (PERG 120 FYE)

Prorata Counseling Faculty:

- Art Boyd – Prorata Counselor
- Eadie Richards – Personal Growth instructor (PERG 120)
- Jim Wales – Personal Growth online instructor (PERG 140)

Counseling Support Staff:

- Barbara Plandor – Student Services Supervisor (SSSP)
- Kathy Archer – Student Services Assistant
- Damien Rosales – Senior Clerical Assistant
- Deborah Powell – Senior Student Services Assistant (SSSP)
- Dawn McClelland – Student Services Assistant
- Open Position – Student Services Assistant, General Counseling
- Amanda Torres – Student Services Assistant (SSSP)
- Josh Taylor – Senior Student Services Assistant, Testing Office
- Open Position – Student Services Assistant, Testing Office (SSSP)

Per the AFT contract, counseling (non-classroom) faculty are required to work 33 hours on campus; however, counselors have additional responsibilities that contribute to the college's mission of student success.

In addition, adjunct counseling and overload assignments are funded by SSSP.

Career Center faculty and staff:

- One (5-10 hours per week), part-time career counselor. Performs individual career counseling, workshop facilitation and walk-in career assistance. Guides students through the selection of an education goal and provides abbreviated education plan.
- One (100%), student services assistant. Performs walk in guidance of self-directed career services.
- One (880 hours annually), part time career services specialist. Performs walk in guidance of self-directed career services.
- One (33%), career center supervisor. Provides program management and walk-in career assistance and education goal determination.

Furthermore, the San Diego Community College District Board of Trustees approved two Student Services Technician positions for San Diego Mesa College. The Counseling Department is in the development and planning stages on how these positions can be used to assist with the implementation of SSSP. These positions will be used to support SSSP and equity initiatives. The Counseling Department will play a key role in defining the duties and determine how these positions can support SSSP.

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

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 in order 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 documents below 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 is completed upon request by the counseling faculty, and this is done within approximately two weeks, making it convenient and helpful. 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 Webextender. This allows faculty to access education plans that have been developed in the past for students. Students often come to the counseling office asking for copies of their education plans and the new option of being able to access these education plans online will help tremendously. Counselors can now see previous education plans developed for students, and they are now able to provide students with copies if needed.

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

Throughout 2014-15 we will continue to explore different software and technologies to enhance the delivery of services to students and ultimately provide students with comprehensive education plans. The Counseling Department is in the beginning stages of establishing a group that will guide the department through this investigative process and make recommendations for development and implementation.

Webextender

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

2014-2015 Plan

In addition to the aforementioned activities, Mesa College will further improve and expand upon Education Plan (both abbreviated and comprehensive) services in a number of ways in 2014-2015. This will include:

- Examination of current Education Plan services
- Research and evaluation of current Education Plan services
- Exploration of other promising and high impact practices in Education Plan services

- Promote Education Plan services via the web, iMesa mobile App and through the use of other promotional materials
 - Increasing access to Education Plan services to include expansion of hours, staffing, and use of technology. Also, establishing Student Services Technician positions to support counseling faculty in delivery of services.
 - Support for Education Plan services in the categorical programs (including EOPS/CARE, DSPS, STAR TRiO program)
 - Scale participation in core SSSP services, including Education Plan services, as part of a comprehensive First-Year Experience Program
7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.
- Please refer to Budget Plan

iv. Follow-Up for At-Risk Students

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

Students are in good academic standing when they have a 2.0 grade point or higher and have completed at least 61% or units they have attempted. There are two kinds of probation and disqualification, one based on grade point average (academic performance) and the other based on the number of units completed (progress performance).

During the 2013-2014 Academic Year, there were 2,427 students on probation. Below is a table that breaks down the number for each session:

	Fall 2013	Spring 2014	Summer 2014	Total
Academic Probation	770	804	252	1,826
Progress Probation	415	438	175	1,028

The District is currently researching the data on disqualified students.

PROBATION STATUS:

Academic Probation

- Students whose overall grade point average (GPA) falls below a 2.0 after completing twelve (12) units in the San Diego Community College District will be placed on academic probation and remain there until their overall GPA reaches or exceeds 2.0.

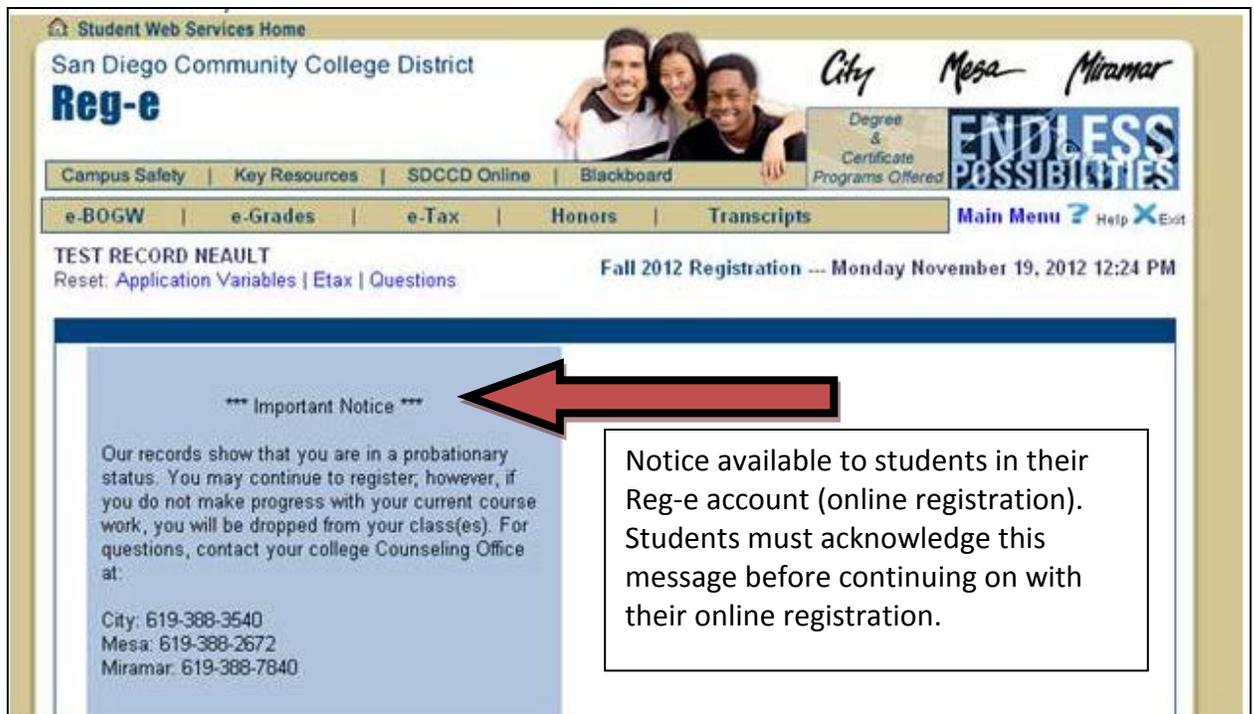
- **Lack of Progress Probation**

A student, who has attempted twelve (12) or more units as shown on his/her official academic record, shall be placed on lack of progress probation when the percentage of all units, for which entries of “W”, “I” and “NP” are recorded, reaches 40%.

DISQUALIFICATION STATUS

- **Academic Disqualification**
A student on academic probation will be disqualified when his/her GPA falls below 2.0 in a subsequent semester.
- **Lack of Progress Disqualification**
A student on probation for lack of progress will be disqualified when his/her units in the subsequent semester for which entries "W", "I" and "NP" are recorded, reaches 40%.

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.

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> 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>

Faculty Web Services

REFER FOR FOLLOW UP

Student Name	CSID	Follow-up
CHANG, RITA	5411095	<input type="radio"/> Dropped (Pending) 01/16/13
CHIMERICA, NIECY	10	<input type="radio"/> Dropped (Pending) 01/08/13
DAVIS, ROSLYN ROGERS (FED)	07	<input type="radio"/> Select Reason
ESQUIVEL, DANIEL ALEJANDRO	17	<input type="radio"/> Select Reason
FISHER, CINTHA ARLINE	18	<input checked="" type="radio"/> Select Reason
HOLMES, DJONEE ALYSHIA	50	<input type="radio"/> Attendance
KATTAN, JUDY D (FED)	13	<input type="radio"/> Substandard Work
KHOSHABA, BENJAMIN ZAYA (FED)	51	<input type="radio"/> Time management
MARCHAK, JULIA	19	<input type="radio"/> Needs support services
MBULO JR, BWALYA GODFREY (FED)	53	<input type="radio"/> Needs tutoring
NGUYEN, GALANG (FED)	51	<input type="radio"/> Select Reason
PARTIDA, RICARDO (FED)	51	<input type="radio"/> Select Reason
SALAS, BELLANDIA	17	<input type="radio"/> Select Reason

INFORMATION

The follow up tab allows faculty to refer students to the counseling office for assistance with their educational 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.

To refer a student to the counseling office, click on the radio button next to the student’s name, then select a reason for the follow up.

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.

SAN DIEGO MESA COLLEGE
Counseling Department

July 16, 2014

Dear Mesa College Student:

Our records indicate that you are currently on Academic Probation or Lack of Progress Probation. We trust that you have taken the necessary steps to improve your academic standing and that you are making satisfactory progress this semester. If this is the case, then please disregard this letter. However, if for some reason you do not meet the minimum standards for academic progress, you will be placed on Academic Disqualification or Lack of Progress Disqualification once grades for each summer 2014 session have been recorded.

If you believe there is a possibility that you will be placed on disqualification at the end of the summer session, I would like to inform you about the Early Readmission process. In order to initiate this process, a probationary student must meet with a counselor to develop strategies for academic success. A counselor can assist with early readmission so that you can register without being administratively dropped from classes due to your academic standing. Please come to the Counseling Office, 14-303 to obtain more information about this service.

If you are receiving services from Disability Support Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS) or Student Tutorial and Academic Resources (STAR), please contact your counselor in those programs for assistance.

Summer Session:	Deadline to meet with a counselor:	
1 st 5-week session	05/27/14 - 06/28/14	August 14, 2014
1 st 8-week session	06/09/14 - 08/02/14	August 14, 2014
2 nd 8-week session	06/16/14 - 08/09/14	August 14, 2014
2 nd 5-week session	06/30/14 - 08/02/14	August 14, 2014

IF YOU DO NOT UTILIZE THE EARLY RE-ADMIT OPTION YOU WILL BE DROPPED FROM YOUR REGISTRATION OF CLASSES FOR FALL 2014.

I encourage you to be proactive now and meet with a counselor in order to avoid the penalties that occur as a result of being placed on disqualification. There are many support services available to assist with student success, and the Counseling Office is here to assist you. Thank you for your time and consideration.

Sincerely,

Ailene Cua Crakes
Counseling Department Chair

AC/dp

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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 Counseling Department has yet to determine its implementation.

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.

Specifically at Mesa College, Gradesfirst will be piloted with our Mesa student-athletes for three years. The pilot program will focus on the progress report and tutoring management features in order to increase student success. Gradesfirst is an easy-to-use system that will streamline faculty and staff workflow, used as a follow-up component, help academic support staffs identify positive outcomes and develop repeatable processes to assist student-athletes in their academic and athletic goals.

In addition, the MAAP counselor will be providing training and professional development to the Counseling department software. This software is being piloted with the student-athletes. We will evaluate its performance throughout the 2014-15 year to possibly expand its use to other at-risk students.

2014-2015 Plan

Mesa College will improve and expand upon Follow-up services in a number of ways in 2014-2015. This will include, but will not be limited to:

- Examination of current Follow-up services
- Research and evaluation of current Follow-up services
- Exploration of other promising and high impact practices in Follow-up services
- Promote Follow-up services via the web, iMesa mobile App and through the use of other promotional materials
- Increasing access to Follow-up services to include expansion of hours, staffing, and use of technology
- Support for Follow-up services in the categorical programs (including EOPS/CARE, DSPS, STAR TRiO program)
- Scale participation in core SSSP services, including Follow-up services, as part of a comprehensive First-Year Experience Program

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

All counseling faculty assist with providing follow-up services to at-risk students including faculty in the categorical programs. Please refer to section iii, #4 for information a list of counseling faculty and staff.

A senior student services assistant is assigned to work with the Counseling Department Chairperson to support follow-up activities.

The staff is responsible for the following activities:

- Establish and maintain the follow up system, related files and records including retrieval of student records, data entry, and file maintenance.
- Send, receive, and distribute follow-up related correspondence.
- Make initial and follow up letter and emails to students.
- Prepare statistical reports, compile data, and provide information for reports under supervision of the counseling department chair and counseling supervisor.
- Schedule counseling appointments for students with counselor, answer telephone, and provide technical assistance and information to students regarding counseling services.

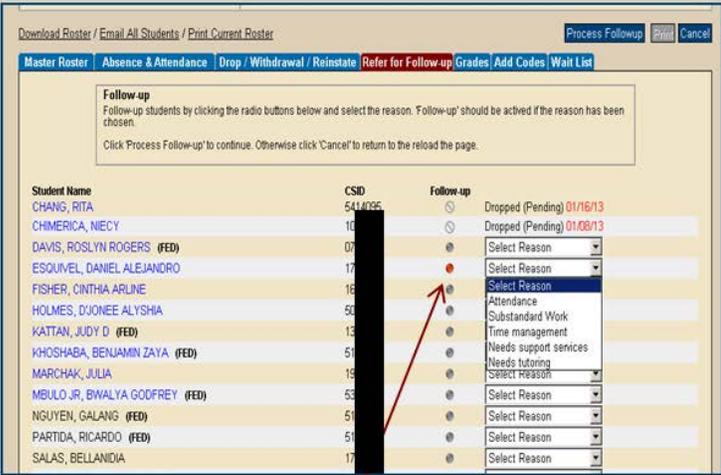
3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

Technology tools used for follow-up services include the faculty web services (FWS) – <http://faculty.sdccd.edu>.

The Faculty Web Services <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>

Faculty Web Services

REFER FOR FOLLOW UP



INFORMATION

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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

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

Please refer to Budget Plan

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

i. Instructional Research

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

The College is undertaking an extensive data-informed approach to ensure students are accessing and benefitting from orientation, assessment/placement, and student education planning, and follow-up services. The following overarching research questions will be addressed by SSSP research activities:

- Do students have equitable access to SSSP services at Mesa College?
- What barriers do students encounter in accessing SSSP services at Mesa College?
- How do Mesa College SSSP services benefit students?
- How can Mesa College SSSP services be improved?
- What is the impact of Mesa College SSSP services on short-term and long-term student success?

To this end, research will be conducted to examine student access to, and perceptions of, these core services, as well as potential barriers to receiving services. In addition, research will be conducted to examine short-term and long-term outcomes, such as term GPA, persistence, degree and/or certificate attainment, and transfer for students who received SSSP services. The SSSP research plan includes the following approaches:

- Qualitative data collection via interviews and focus groups
- Quantitative data collection via surveys
- Analysis of internal data on student access to services, enrollment patterns, progress, and achievement
- Formative evaluation activities intended to provide feedback to practitioners on how services may be improved
- Summative evaluation components intended to measure the overall impact of SSSP services on student success

This mixed-methods approach will allow practitioners to make data-informed decisions to improve SSSP services and processes to meet the needs of students and the larger campus community. To support the research agenda for SSSP & Student Equity, a new research associate will be hired 2014-15.

ii. Technology

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

Online Orientation

Prior to June 2014, orientation services were delivered online through Blackboard Learn. This was made possible through SDCCD Online Learning Pathways. The oversight, development, and maintenance of the online orientation information were handled by both the Counseling Department Chairperson and Testing Coordinator at San Diego Mesa College.

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, Testing Coordinator, and the Dean of Student Development. This online orientation is comprehensive, enhanced, and improved from the home developed, blackboard based online orientation previously used. Please refer to section I for information and description of upgrades to the online orientation program.

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/>

First Semester Advising and Online Advising Module

After completing assessment and orientation services are directed to meet with a counselor to develop their abbreviated (two-semester) ed plan. Students are directed to complete the online First Semester Planning Workshop <http://online2.sdccd.edu/faculty/acrakes/FSPW/FSPW.html> and then advised to meet with a counselor for the abbreviated education plan.

Mesa College is currently in transition with the implementation of the new online orientation. The advisement component of the new online orientation became available on July 17, 2014 and it is currently being piloted to specific cohorts of students for evaluation and review.

As soon as the advising component is implemented, the first semester planning workshop will no longer be required and students will be redirected to this new module.

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.

See the Assessment section for detailed information and description of the e new advising component, Ms. Olympia.

The plan is to require students to attend a mandatory counselor led workshop after completion of assessment and orientation services where they will be able to receive guidance in developing their abbreviated education plan. The lack of classrooms has made it difficult for counseling to mandate these workshops. The goal is to have these workshops available throughout the year to students.

Student Education Planning

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

Counselors also have access to the abbreviated and comprehensive education plan templates that they use with students.

San Diego Community College District has recently purchased a new ERP –Enterprise Resource Planning, which will help the college increase efficiency in the delivery of the core three services. Development phase will begin in fall 2014.

Mesa Online Counseling Center (MOCC)

Mesa Online Counseling Center (MOCC) - 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. 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

My Mesa Online Orientation

The My Mesa Online Orientation launched in June 2014. This online orientation is comprehensive, enhanced, and improved from the home developed, blackboard based online orientation previously used.

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.

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.

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 summer session schedule (sessions begin May 27, and June 9, 16 and 30), and to register for classes.

While still in a BETA stage, 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 2014 summer 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

IntelliResponse Virtual Agent (to be launched Spring 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.

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.

District Home Grown System for Ed Planning and Degree Audit – ISIS, and Webextender

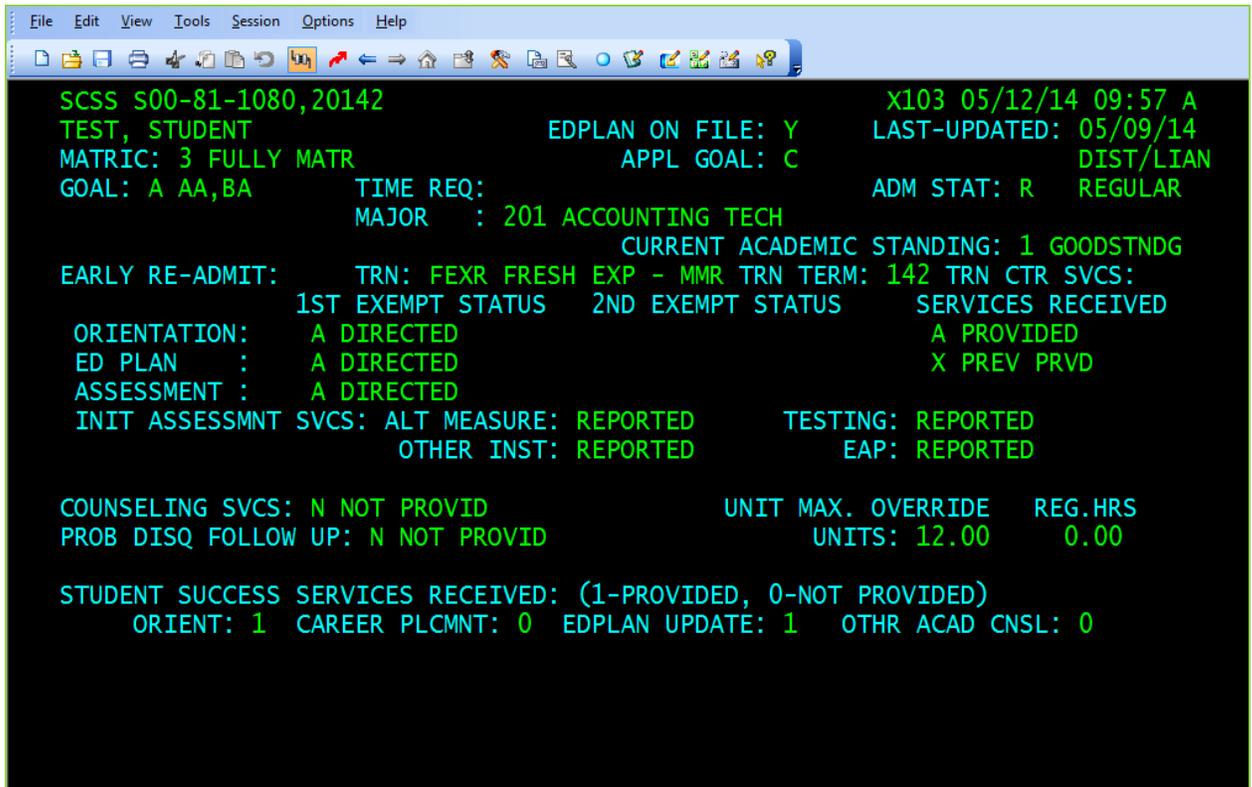
San Diego Community College District’s home grown system (ISIS – Integrated Student Information System) allows counselors to print computerized education plans (degree audit) for students. There are situations where students seek to transfer to out-of-state and/or private institutions, or have majors where a computerized education plan code isn’t available. In this case, counselors are able to develop a comprehensive education plan using the documents below 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 is completed upon request by the counseling faculty, and this is done within approximately two weeks, making it convenient and helpful. 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.

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Student Success Screen

In response to SSSP, the district office worked collaboratively with the campuses to develop a student success screen. The SQSS screen was developed as a result of this effort. This screen will allow counseling faculty to track and document services provided to students. Information available on this screen include Orientation, Ed Plan, Assessment, and Counseling Services provided. See below for a sample screen shot:



2014-2015 Plan

Mesa College will improve and expand upon the use of technology in a number of ways in 2014-2015. This will include, but will not be limited to:

- Examination of current technologies utilized in SSSP
- Research and evaluation of current technologies in SSSP
- Exploration of promising and high impact practices in use of technology in SSSP, to include the establishment of related position(s).
- Increasing access to core services under SSSP by expanding and enhancing the use of technology
- Continue to support enhancements to the web and iMesa mobile App to facilitate participation in the core services in SSSP

IIc. Transitional Services Allowed for District Match

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

The expenditures used for match are outlined in the in budget plan which include the following administrative and service areas:

- Transfer Center
- Evaluation Services
- Institutional Research
- Career Services
- Admissions
- Student Services administration (college and district)

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy
Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532. Students who meet the following criteria are exempt from components of the matriculation process:
 1. **Admission** - No exemptions
 2. **Assessment** - Students with the following education goals:
 - Maintenance of a certificate or license, education 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 education goals:
 - Maintenance of a certificate or license, education 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. **Education Planning with a Counselor** - Students with the following education goals:
 - Maintenance of a certificate or license, education 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

2. Appeal Policies

Describe the college's student appeal policies and procedures.

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.

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, will be 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 (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.

3. Prerequisite Procedures

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

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, 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. Page 20 of the San Diego Mesa College Catalog

4. Professional Development

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

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

- Attendance of the SSSP Training Workshop in September 2014.
- Attendance of the RP Group 2014 Strengthening Student Success Conference
- Attendance of the Community College League of California Annual Conference
- SSSP funding will allow Counseling Faculty to attend and participate in 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...
- District-wide training for all campuses (Mesa, Miramar, City, Continuing Education) on the use of the SQSS – Student Success Screen.
- The San Diego Mesa College Counseling Department, through its departmental meetings, will facilitate discussions in response to the implementation of SSSP during spring 2015.
- The Mesa College Student Services Council (MSSC), under the leadership of the VPSS, will continue to review and assess the outcomes of the first year implementation of SSSP.
- Flex activity to inform and educate the campus community of SSSP and the how the campus community can assist in achieving student success.
- Continue to encourage faculty and staff to attend professional development opportunities.
- In preparation for the implementation of SSSP, the Mesa College Counseling Department facilitated three extended meetings on teaching and learning. These meetings occurred on the following dates:
 - May 22, 2013
 - November 6, 2013
 - February 26, 2014

These meetings consisted of a chair's update/report and workshop updates from the faculty members who volunteered to take the lead role in developing them. Workshops developed include AA/AS Degree, Undecided, Career Technical - Laura Mathis, Transfer Workshops, CSU, UC, Private, Out of State Institutions, Probationary, Disqualified Students, At Risk, Follow-Up, and Personal Counseling Issues.

The department engaged in a robust dialogue concerning SB1456, and the implementation of these various workshops. As a result of this extended meeting, the department discussed the following key items:

- Process and Flow for SB1456 Implementation
- Update on the My Mesa Online Orientation by Cynsoure New Media
- Target deadline implementation date
- Implementation date of the workshops and impact on the Counseling Office
- Access to the Room Matrix
- Facilities needed for workshops
- Abbreviated and Comprehensive Education Plans
- Role of Counseling
- Student Learning Outcomes
- Application Deadlines

Furthermore, the department agreed that students' need for abbreviated education plans can be captured by facilitating one workshop. The goal is to use the workshop for undecided students and modify it to meet the needs of new students. This workshop will be called "Your First Two Semesters".

- 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 is looking into resurrecting the departmental retreat where SSSP development and implementation of new student success activities will be discussed.

5. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation

Self-Study, education master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The Student Success and Support Program (SSSP) Plan is distinctly tied to Mesa College's and the San Diego Community College District's (SDCCD) planning efforts. To begin, the Mesa College Education Master Plan (EMP) provides the foundation upon which all planning efforts are built. The SSSP Plan ties specifically to the following EMP Strategic Direction and goals:

- Strategic Direction 1: Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.
 - 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

Other examples of coordination with campus planning efforts include coordination with the Basic Skills and Retention Committees goals of improving assessment practices. These practices will further be strengthened and supported by the SSSP planning efforts in the area of "assessment" which is a core service within SSSP. Additionally, with regard to program review, the Counseling Department program review specifically ties with the core services of SSSP, allowing for a thorough review of SSSP practices and services each year through a continuous process of review and improvement.

Finally, the SSSP Plan is tied to the SDCCD 2013-2017 Strategic Plan, specifically goal 1 which reads: "Maximize student access, learning, and success through exemplary instruction and support services."

2014-2015 Plan

Student Success & Equity Committee

To further strengthen coordination with the Student Equity Plan and other planning efforts, in Fall 2014, Mesa launched a new 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 will make 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. Additionally, the Student Success & Equity Committee will provide a

platform for collaboration and communication across the College that will result in the integration of student success and equity efforts campus-wide (for examples, those that are developed from the Basic Skills and Retention Committee, the Diversity Committee, etc.).

Accreditation

Mesa College is embarking upon its accreditation self-evaluation process in preparation for its Fall 2016 visit. The newly adopted ACCJC standards contain within them “Standard IIC: Student Support Services.” The SSSP programs and services will be reviewed specifically through the following standards:

- Standard IIC.1. “The institution regularly evaluates the quality of student support services...”,
- IIC.2. “The institution assures equitable access to all of its students by providing...reliable services...”,
- IIC.5. “The institution provides counseling...to support student development and success...”, and
- IIC.7. “The institution regularly evaluates admissions and placement instruments and practices...”

6. **Coordination in Multi-College Districts**

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

The SSSP Plan planning efforts at Mesa College are aligned with the other colleges (San Diego City College and San Diego Miramar College) and Continuing Education in the San Diego Community College District. The three colleges and Continuing Education came together to develop seven (7) overarching objectives, including:

- #1 Conduct a comprehensive examination of the current assessment system for English ESOL, and mathematics (To reduce need for remediation)
- #2 Scale-up First-Year Experience Programs at all college-capturing elements of assessment, orientation, education plan (To increase student completion rates)
- #3 Conduct comprehensive outreach to continuing students to encourage them to get an education plan in preparation for new priority enrollment framework beginning Fall 2014
- #4 Augment counseling resources to support educational planning requirements
- #5 Build web presence to assist students with planning their academic programs
- #6 Begin to plan for strategic class scheduling based upon student needs
- #7 Work with faculty to examine the feasibility of moving the lowest level basic skill classes from college to Continuing Education

The three colleges work collaboratively with the Vice Chancellor for Student Services through the district Student Services Council (SSC). This district-wide participatory governance council provides a forum through which meaningful dialogue and planning of SSSP takes place. The SSC also sets policies and procedures related to SSSP.

2014-2015 Plan

The three colleges and Continuing Education in the San Diego Community College District will continue to work in a coordinated fashion in the development and implementation of SSSP programs and services. Again, the Student Services Council is the venue through which a coordinated effort takes place. This will include an evaluation of the aforementioned objectives, a robust dialogue of the outcomes, and ways in which we will make improvements district wide. We will also update our district wide objectives in a collaborative and coordinated fashion in consultation with our Vice Chancellor of Student Services.

SECTION IV. ATTACHMENTS

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

The following attachments are required:

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

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

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

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

Other Attachments (optional)

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

ADDITIONAL INFORMATION

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

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

Attachment A
Student Success and Support Program Plan Participants

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

Name: Dr. Julianna Barnes Title: Vice President, Student Services

Stakeholder Group: Administration

Name: Susan Topham Title: Dean of Student Development

Stakeholder Group: SSSP Coordinator and Administration

Name: Terry Kohlenberg Title: Communications Faculty

Stakeholder Group: Faculty and Academic Senate President

Name: Angela Liewen Title: Classified Staff

Stakeholder Group: Classified Staff and Classified Senate President

Name: Robert Fremland Title: Chemistry Faculty

Stakeholder Group: Faculty and Academic Senate President-Elect

Name: Ailene Crakes Title: Counseling Faculty & Department Chair

Stakeholder Group: Faculty

Name: Cynthia Rico Title: Counseling Faculty

Stakeholder Group: State Academic Senate for CCCC Exec. Board & Area D Representative

Name: Adam Erlenbusch Title: Counseling Faculty & Testing Coordinator

Stakeholder Group: Counseling Faculty

Name: Chris Sullivan Title: English Faculty

Stakeholder Group: Faculty and Basic Skills Coordinator

Name: Toni Parsons Title: Math Faculty

Stakeholder Group: Faculty and Curriculum Co-Chair

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

Name: Barbara Plandor Title: Student Services Supervisor

Stakeholder Group: Counseling and Testing Supervisor

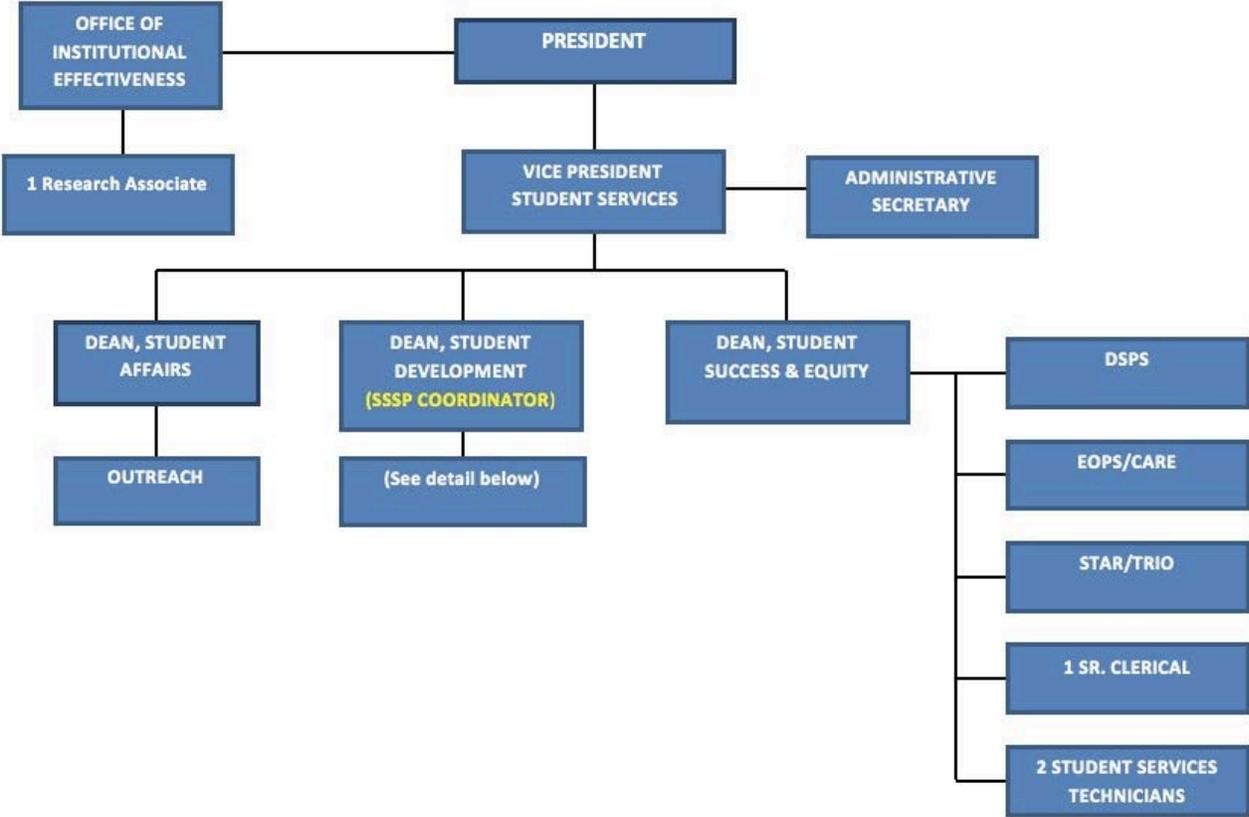
Name: Monica Romero Title: Student Services Supervisor

Stakeholder Group: Transfer, Career, & Evaluations Supervisor

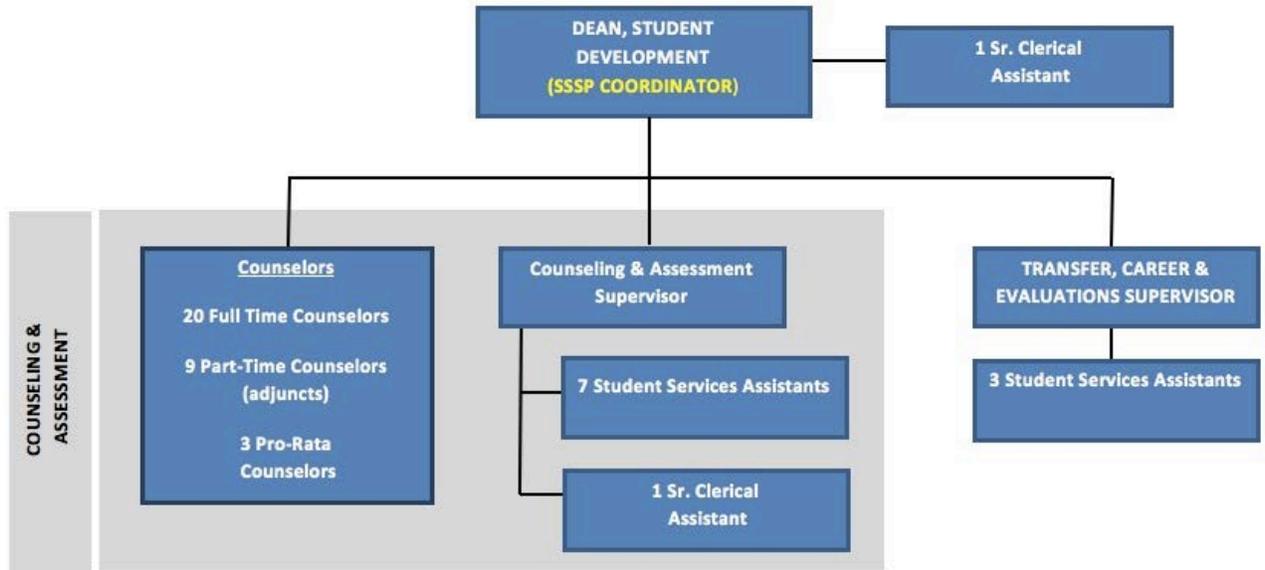
Name: Jesus Escudero, IV Title: Student

Stakeholder Group: Associated Student Government President

Attachment B.1 Student Success and Support Program Organizational Chart



Attachment B.2 Student Success and Support Program Organizational Chart SSSP Coordinator Detail



RESOURCES

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