Credit

Student Success and Support Program Plan

2015-16

District: Glendale College District
College: Glendale Community College

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students[1]. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

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

[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

consistent with the SSSP Funding Guidelines or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

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

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

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

RESOURCES

- Seymour-Campbell Student Success Act of 2012
- California Code of Regulations
- Chancellor's Office Student Equity web page
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills website

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College: _____ District: _____ page _____ of _____

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: _____

District Name: _____

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

Signature of College SSSP Coordinator: _____

Name: Dr. Robert Hill _____ Date: 10/30/2015

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

Name: Dr. Ricardo Perez _____ Date: 10/29/15

Signature of the Chief Instructional Officer: _____

Name: Mr. Michael Ritterbrown _____ Date: 10/30/2015

Signature of College Academic Senate President: _____

Name: Mr. Andrew Young _____ Date: 10/29/15

Signature of College President: _____

Name: Dr. David Viar _____ Date: 10·29·15

Contact information for person preparing the plan:

Name: __Dr. Robert Hill_____ Title: __Dean, Student Services_____

Email: __rhill@glendale.edu_____ Phone: _818-551-5195_____

SECTION II. PLANNING & CORE 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.

Preparation of Student Success and Support Program Plan

Glendale Community is located in Glendale and serves students from Glendale and the Greater Los Angeles Area. Factors collected in the Campus Profile 2015, the Student Success Scorecard, and the Student Equity Report were used in preparation of this plan. Six campus meetings were held by the SSSP committee to allow for input to the plan from a cross-section of faculty, staff and Administration. The purpose of the Student Success and Support Program Committee to review and recommend SSSP policies, procedures and activities, to enhance the campus-wide understanding of the philosophy and processes of SSSP, and to increase the success of all students. In addition to the SSSP meeting two presentation where conducted.

- On September 18, 2014 a planning meeting was held for members of the SSSP committee, which is made up of faculty and staff. The committee members were informed about the budget process for SSSP and discussion was held about core services.
- On October 9, 2014 the SSSP committee meeting was held to review core goals and mid-year report for the 2014-2015 academic year.
- On December 11, 2014 the SSSP committee meeting was held for an update on the SSSP Progress report.
- On March 12, 2015 the SSSP committee met to discuss at risk intervention workshops, Early College Acceptance Program, Career workshops, ESL Credit and Non Credit collaboration, Math and Student Services marketing strategies. Discussion on improving Counseling and SSSP webpage.
- On April 9, 2015 the SSSP committee met to discuss on-line orientation, grant funding guideline, update on 2014-2015 goals and accomplishments.
- On May 14, 2015 the SSSP committee met to discuss and brainstorm for 2015-16 goals.
- On October 8, 2015 the SSSP committee met to update new members on the current plan and budget.
- On January 27, 2015 one presentation to the Board of Trustees.
- On May 7, 2015 one presentation to the Senate Electorate.

A. Planning

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

- Through the Shared Governance Process, the SSSP Committee met in the Spring 2015 (March, April and May) Semester. The May 14, 2015 specifically focused on the 2015-16 SSSP annual goals.
- Students participated in orientation and advising sessions and completed an evaluation addressing the Student Learning Outcomes for the Counseling/Advising Session.
- All College faculty and staff have been informed about SSSP guidelines through training, multiple meetings, newsletters, campus email communications, and presentations at Board meetings.

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

- Multiple measure and variables were used informing adjustments and/or changes for 2015-16 SSSP goals. Such variables were brought forth to the SSSP Committee for consideration, voted upon, and incorporated into the 2015-16 SSSP Program Plan.
- The counseling faculty will annually address the survey results to ensure that the Student Learning Outcomes are being addressed in the Counseling and Advising Workshops.
- Research and Planning developed and evaluated services and assessed the disproportional impact on student groups.

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

Glendale College District is a single campus district

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

The Objectives of the Student Success Plan, The Student Equity Plan, and the Educational Plan are consistent. The number 1 Strategic goal for the Educational Master Plan is Student Awareness, Access, Persistence, and Success and the expanded goals are:

- Awareness. Improve awareness of GCCD resources with increased and effective internal and external communication
- 1.2 Access. Increase student access by developing strategies and systems to improve student articulation, assessment, and basic skills preparedness for both credit and noncredit students
- 1.3 Persistence and Success. Increase credit and noncredit student persistence and success.

- The Institutional Planning Coordination Committee (IPCC) reviews all plans at Glendale Community College. This committee is responsible for overseeing the entire college planning process and ensuring that all planning is coordinated and integrated to ensure institutional effectiveness. According to its mission statement, "The Institutional Planning Coordination Committee (IPCC) models and monitors continuous quality improvement to ensure institutional effectiveness. The committee oversees college planning; assesses the effectiveness of planning; makes recommendations for sustained continuous quality improvement; develops strategies to promote college-wide dialogue, discussion and participation in the integrated planning process; and identifies trends and common needs that reveal institutional and student needs. These objectives are achieved by the strategic use of institutional data, accreditation standards, federal and state regulation, and community input as guiding principles for assessing institutional effectiveness"
- For Student Equity, Basic Skills, Title V, we have been coordinating, collaborating, and working with instructions to better serve our students. Because of GCC's strong governance committee, key stakeholders are active members in several governance committees sharing the plans, activities, and services.
- Title V collaborates with 3SP on creating new orientation videos. Student Equity is now coordinating with Title V with providing services to Latino students. Basic Skills has collaborated with faculty leaders and chairs who are also coordinators in Student Equity. Teresa Davis (Full Time Counselor) is a coordinator for SSSP and Student Equity. The Student Services Master Plan includes collaborative efforts involving SSSP, Student Equity, accreditation, and technology.
- Counseling faculty will develop presentations about SSSP to be delivered to basic skills classes and the importance for all students to complete the core services: orientation, assessment, and SEP and an educational goal.

2. Describe the college's student profile.

- **Student Enrollment**: 21,089 Credit students, 8,122 Noncredit students, with a total headcount of 29,211
- **Gender of Credit Students:** 54% female, 45% male
- **Ethnicity of Credit Students:** 33% Caucasian/Armenian, 30% Latino/Hispanic, 17% Caucasian/European/Anglo, 5% Filipino, 3% Black/African American and 1% American Indian
- **Age of Credit Students:** 39% 20 and under, 27% 21-25, 11% 26-30, and 18% 31-50
- **Unit Load of Credit students:** 37% of students are taking 6-11 units, 21% are taking 1-5 units and 22% are taking 12 or more units
- **First Generation:** 33% of the students attending in Spring 2015 were first generation college students and 15% of the students indicated that both parents were born in the United States
- **Educational Goal:** 67% Transfer, 15% AA/AS degree, 4% certificate

- **Probation stats:** In Spring 2014, 622 students were on the first level of probation and 1802 students were on the second level of probation for a total of 2,424 students on probation 1 or 2. Of those students on probation one or two in spring 2014, 1326 students enrolled in fall.
- **Annual Number of first time students**: Credit First-Time College students 5880, Credit First-Time Students at GCC from other colleges 3714 – Total annual number of first time students anticipated at 6,000
- **Delivery Methods**: online, groups at GCC, Garfield Campus, and local high schools

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

- Commencing February 2015, Early College Acceptance Program (ECAP) is a partnership between Student Outreach Services (SOS), Assessment, Admissions and Records, and Counseling. ECAP assists first-time high school students and students at the Noncredit Garfield Campus with their transition to Glendale Community College. This program, conducted in spring, provides Application Workshops, Online Orientation, Assessment, and culminates with a Two hour Counseling and Advisement workshop with the student and counselor completing an abbreviated electronic Student Education Plan (SEP) in order for new student to receive priority registration. The SOS staff will provide application workshops at local high schools and at the Noncredit Garfield Campus. Once students have received a GCC ID number they are eligible to sign up for a campus visit. GCC provides bus transportation to the campus in order for the student to take the English and math assessment, provides lunch, and a two hour New Student Counseling and Advising Workshop to develop a two semester electronic abbreviated SEP.
- Commencing November 2015, Student Outreach Services (SOS) will provide pre-orientation services including but not limited to 43 high schools in Glendale and the Greater Los Angeles Area and the Garfield Campus on a regularly scheduled basis.

B. Orientation

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

Yes, based on some of the aforementioned variables brought forth to the SSSP Committee some of the following goals were developed and/or continued to be further developed:

- Evaluate Early College Acceptance Program (ECAP) to determine student understanding of pathways
- Evaluate Counseling and Advising Workshops
- Develop Basic Skills Class Workshops

- Review and revise email communication to students following application with information about next steps
- Hire counseling faculty to work with at-risk students and provide comprehensive services identified in SSSP plan
- Host Counselor Day for high school counselors to increase pathways for students
- Increase visibility of student pre-enrollment services in social media and in traditional media
- Increase use of Student Ambassadors
- Investigate increasing Jump Start at the local high schools to increase pathway opportunities for students
- Begin planning for Welcome Day for Fall 2016
- Purchase table banners for pre-orientation services
- Purchase supplies for college fairs
- Develop and purchase printed materials for use with pre-orientation services
- Research the possibility for alternative enrollment opportunities for students
- Continue to develop videos on life at college—like Youtube—students talking to students.
- Some web sites, student can click on too see more:
    - Why do I have to pick a major by 15 units?
    - What kinds of majors can I pick?
    - What is a SEP?
    - What are general education courses?
    - What is IGETC and breadth?
    - How can counselors help me?
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    - But I don't want to see a tutor….I'm not dumb
    - I am not doing great in my classes……what do I do now?
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2. a How many students were provided orientation services in 2014-15?

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b. **What percentage of the target population does this represent?**

- The target audience is all first-time students, which include first-time high school students, first time students to GCC, and returning students who have been away for 3 or more years. 7772 first-time students or 81% of target participated in orientation, which is divided into three components: Pre Orientation/Pre Enrollment, Orientation, and Post Orientation.

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

- A new Student Welcome Day was held just prior to the start of school in August 28, 2015 for all incoming students and their parents, more than 600 students attended. Multiple workshops were held providing information ranging from “Surviving My First Year” to “Financial Survival”. All workshops were conducted high energy with an aim and purpose of inspiring excellence and success!
- More New Student Counseling and Advising sessions will be offered throughout the year and follow-up communications/services will be provided to ensure student participation.

3.

a. Are orientation services offered online?

- Orientation is provided online for all GCC students.

- The current online orientation is developed and supported through a private company, Cynosure New Media, Inc. At this time, any updates or changes need to get processed through the company, which makes it harder, is more time consuming, and less cost effective for Glendale Community College to maintain and update our orientation. It is important for us to have full access to the orientation program because of the constant need to make changes, as we want to provide the most relevant and timely information to support student success.

- After reviewing different programs and products, and considering our goals for orientation, the solution that fit with GCC’s needs best was to use the Moodle (Modular Object-Oriented Dynamic Learning Environment) platform to implement

our new and improved online orientation. Moodle is a free open-source learning management system widely used across the world. This online platform provides educators and users their personalized learning environments and is accessible to each student through their own login accounts. Glendale Community College successfully uses the Moodle platform for its Distance Education courses at this time. Using Moodle for online orientation will help us stay current and allow us to access data on an ongoing basis.

- Three GCC employees have been working on the creation, piloting, and evaluation of the orientation program (Dana Nartea, Teresa Davis, Yeranui Barsegyan) with the goal of full implementation for fall 2016.
- The program was pilot-tested in spring 2015 with a target group of new GCC students. Updates and edits are underway based on feedback from that pilot.
- There is currently no annual subscription required for this orientation.

- <u>Staff support is required to:</u>
  - Maintain and update content as needed
  - Track completion and collaborate with ITS on an ongoing basis
  - Report data and
  - Follow up with students that begin but do not complete the program

- The new online orientation will include innovative, short videos as well as text. Four videos have been created and four more are in the works. There are some upfront expenses associated with the development of these videos but will have used long-term sustainability.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

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The new online orientation will include innovative, short videos as well as text. Four videos have been created and four more are in the works. There are some upfront expenses associated with the development of these videos but will have used long-term sustainability.

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

- After a student completes the assessment, all students who wish to receive priority registration are required to participate in regularly scheduled the New Student Counseling and Advising Workshops. Workshops are available in Armenian, Spanish, and English and are available year round. The workshop provides information regarding college programs, college services, institutional procedures, and student expectations. Students also receive a Counseling Handbook covering all of the Title 5 mandated requirements and each student will complete an abbreviated student educational plan. The workshop is provided in a level III classroom to allow students to access their MyGCC online portal, GCC email, and to develop an abbreviated SEP on-line.
- All applicants may participate in an on-line orientation that is available in Armenian, English, Korean, and Spanish. The current on-line orientation provides information regarding college programs, college services, institutional procedures and student expectations. The new orientation will be ADA accessible, interactive and videos and will be available in multiple languages. The goal is to have this available by Fall 2016.
- Counseling faculty deliver classroom presentations about how to maintain priority registration.
- Classified staff and student workers in the Assessment Center will register prospective students for the Counseling and Advising Workshops and assist students with signing onto MyGCC and activating their email account.
- Classified staff inform students via by e-mail about remaining registration steps

- Classified staff and student workers assist the counseling faculty with the Counseling and Advising Workshops.

Post-Orientation

- A new Student Welcome Day was held just prior to the start of school in August 28, 2015 for all incoming students and their parents, more than 600 students attended. Multiple workshops were held providing information ranging from "Surviving My First Year" to "Financial Survival". All workshops were conducted high energy with an aim and purpose of inspiring excellence and success!

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

FTE	Staffing	Department	SSSP 2015-16
.25	Dean of Student Services	Student Services	$ 26,664
.25	Dean of Student Services Benefits	Student Services	$3,192.75
6.35	Full Time Counselors	Counseling	$ 778,250
4.9	Adjunct Counselors	Counseling	$ 175,000
	Counseling Benefits		$ 127,500
	Student Ambassadors	Student Outreach Services	$50,000

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

Budget Code	Resources	Description	SSSP 2015-16
6000	New Online Orientation	New video in English, Spanish, and Armenian	$50,000
5000	Printing	Brochures, materials for all aspects of Orientation	$15,000
6000	Videos	For use on internet, orientation and as part of New Orientation and for MyGCC	$20,000
5000	Transportation	High School, Noncredit student visits to Campus	$25,000
5000	Rentals	Events	$4,000
4000	Supplies	Office Supplies	$8,000
4000	Hospitality	Lunches for HS visit and welcome day	$15,000
4000	Bags	Bags for students for pre orientation services	$10,000
6000	Wireless service set up		$2,000

4000	Counselor Day		$5,000
4000	Welcome Day		$15,000
4000	Collaborative expansion		$5,000

C. Assessment for Placement

1. **Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?**
   - Similar to Orientation, adjustments were made based on the same aforementioned process.

   ORIENTATION GOALS FOR 2015-16
   - Evaluate Early College Acceptance Program (ECAP) to determine student understanding of pathways
   - Evaluate Counseling and Advising Workshops
   - Develop Basic Skills Class Workshops
   - Review and revise email communication to students following application with information about next steps
   - Hire counseling faculty to work with at-risk students and provide comprehensive services identified in SSSP plan
   - Host Counselor Day for high school counselors to increase pathways for students
   - Increase visibility of student pre-enrollment services in social media and in traditional media
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   - Investigate increasing Jump Start at the local high schools to increase pathway opportunities for students
   - Begin planning for Welcome Day for Fall 2016
   - Purchase table banners for pre-orientation services
   - Purchase supplies for college fairs
   - Develop and purchase printed materials for use with pre-orientation services
   - Research the possibility for alternative enrollment opportunities for students
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     - What are general education courses?
     - What is IGETC and breadth?
     - How can counselors help me?
     - What is the Learning Center?
     - But I don't want to see a tutor….I'm not dumb

- I am not doing great in my classes……what do I do now?
- What if I don't get the grade I expected on a test/paper?
- Why should I visit my professor during faculty hours?

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

- Assessment is required of all students wishing to take English, Math, English as a Second Language, or Chemistry and or to take courses, which may have English, Math, English as a Second Language, or Chemistry as a prerequisite. Testing is provided year round, as well as evenings and weekends to accommodate students, however the majority of students assess prior to enrollment dates.
- Assessment or proof of prerequisite completion is required to attend the First-Time Student Counseling and Advisement Workshop and receive an abbreviated SEP.
- Approximately 4,388 students take the English placement test annually.
- Approximately 1,569 students take the English as a Second Language annually.
- Approximately 4,585students take the math placement test annually.
- Approximately 192 students take the chemistry test annually.

b. What percentage of the target population does this represent?

- Assessment was provided to 6209 students or 65% or the target new student population.

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

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

- The majority of students take the placement test in the Assessment Office at GCC Main Campus, however special arrangements have been made for the Assessment staff to offer testing at several of the local high schools and the GCC Garfield Campus. Prior to taking an assessment test, a student must have filed an application and have a GCC Identification number. Students enrolled in the English and or Math Collaborative do not need to assess with the Assessment Center, as it is part of their curriculum.
- Students with disabilities are provided assessment accommodations based upon verified disability-related needs. Depending on the accommodation required, the Center for Students with Disabilities may provide an alternate location or method of assessment.
- The English, ESL and Math Collaborative foster relationships with local high school teachers and with Noncredit with the goal of enabling collaboration between GCC and high school English, ESL and math faculty to address how to achieve the goal per the Student Success Task Force: Recommendation 1.1, which specifically enjoins community colleges to "collaborate with K-12 education to jointly develop new common standards for college and career readiness."
- **English Collaborative**
  The English High School Collaborative prepares students for college-level reading and writing. Previous studies, by the Office of Research and Planning, indicate that students

who take College Prep English (CPE) and pass the final exam are as prepared for English 101 as the students who place into English 101 via the GCC English Placement Test. The English Collaborative is a course taught at our participating high schools. The course focuses on expository reading and writing, and emphasizes critical thinking and research skills. Holistic exam grading sessions are held each semester (midterm grading in fall, final grading in spring) that allows English faculty from the high schools and GCC faculty to assess the high school students' writing and discuss common goals as English teachers. Last year the English Collaborative was in four high schools with 43 classes serving 1,429 students.

- **Math Collaborative**
  The Math Collaborative is actively working in 11 high schools, 35 classrooms and served over 700 students last year. In addition to serving high school students in the classroom by offering senior level math classes, helping students apply to GCC online, and offering pre- and post- assessment testing, there is a Fall Tea Welcome for new high schools and new teachers. Monthly meetings are held encouraging faculty to collaborate across campuses, winter workshops are held covering topics of interest to both the high school math faculty and GCC faculty, student field trips are provided to familiarize students with the campus and programs we offer, and scholarships are awarded to high school seniors who enroll in a math class their first semester at GCC. The High School Math Collaborative is an all- encompassing program that benefits the GCC Math Division, high school teachers, counselors and, most importantly, students.
- **ESL Non Credit Collaborative**
  The ESL Credit and Noncredit Division chairs will work to develop a process for students enrolled in Noncredit level 4 and 5 to have their final essay read to determine placement in the appropriate Credit ESL course. This will eliminate students from having to take the Credit ESL exam and allow them to know where they would be placed in the ESL Credit program. The Credit and Noncredit ESL departments will work together to develop a plan to increase success for students in both the Credit and Noncredit ESL programs.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

English Placement
Glendale Community College uses Accuplacer version 9.4 for placement into English grammar and reading courses. Student placement into English writing courses (English 186, 189, 191 and 101) relies on a formula that incorporates three approved assessment instruments as multiple measures. The Assessment Center enters the information into the system daily.

- CPT Sentence Skills Test (Accuplacer)
- CPT Reading Comprehension Test (Accuplacer)
- English Language Essay Sample

- Grade in Last English Class (self-reported)

Not every student completes an English Language Essay Sample. Placement is based on two formulas, a first pass formula and a second pass formula. If students score low on the first formula, they are directed to write an essay, and the essay score is incorporated into the second formula

Formula 1 = (.3 CPT Sentence Skills) + (.1 CPT Reading Comp) + (2.0 Grade Last English Class)
Formula 2 = (5.0 English Language Essay sample) + (2.0 Grade Last English Class + (6)

Glendale Community College does not allow for professional counseling faculty to use professional judgment, all students must assess or have completed the equivalent prerequisite.

Math Assessment Instruments

A. Basic Math and/Beginning Algebra

Student placement into Basic Math and Beginning Algebra (Math 155/255, 158, 145/245) is based on Accuplacer-version 9.4 and is based on one approved assessment instrument and two additional multiple measures:

- CPT Arithmetic Test (Accuplacer)
- Highest math course completed (self-reported)
- Last math grade (self-reported)
- Beginning Algebra Test
- Highest Math Course completed (self-reported)
- Last math grade (self-reported)

Formula = CPT Arithmetic Score + (5.2 X highest math course - (2.6 X last math grade)

B. Beginning Algebra/Intermediate Algebra

Student placement into beginning algebra/intermediate algebra (Math 145/245, 141, 119/219, 131, 101 is based on one approved assessment instrument (MDTP version EL 50C86) and two additional multiple measures:
Beginning Algebra Test

- Highest Math Course completed (self-reported)
- Last math grade (self-reported)

Formula = MDTP Beginning Algebra Score + (1/3) X (highest math course) X (6-Last math grade)

C. Intermediate Algebra/College Algebra

Student placement into intermediate algebra/College Algebra (Math 145/245, 119/219, 131, 101,110,112, 135, 136, 138 is based on one approved assessment (I45C86) instrument and two additional multiple measures:

- MDTP Intermediate Algebra Test
- Highest Math Course completed (self-reported)
- Last math grade (self-reported)

There is no formula for placement; cutoffs are used which take into account whether the student has completed Geometry or Algebra II.

D. Placement into College Algebra/Pre-Calculus/Calculus

Student placement into intermediate algebra/College Algebra (100,110,112, 135, 136, 138 and Math 103 is based on one approved assessment instrument (PC40C8) and one additional multiple measures:

- MDTP Pre-Calculus Test
- Highest Math course completed (self-reported)

There is no formula for placement: cutoffs are used which take into account whether the student has completed Algebra II or Pre-Calculus.

Glendale Community College does not allow for professional counseling faculty to use professional judgment. All students must assess or have completed the equivalent prerequisite.

Credit ESL Assessment Instruments

The ESL assessment test was developed in-house by the ESL department and has three components:

Essay	1 of 12 topics	30 minutes
Grammar (multiple choice)	40 questions	60 minutes
Listening Speaking	30 questions	tape recording about 30 minutes

A. Grammar Courses

Student placement into ESL grammar courses (ESL 111, 123, 133, 141, and 151) relies on a formula that incorporates two approved assessment instruments and one additional multiple measures.

- ESL Grammar Test
- ESL Language Essay
- High School GPA (self-reported)

Formula = (7 X English Language Essay Sample) + (4 X ESL Grammar Test Mastery Score) + (8 – HS GPA)

B. Listening/Speaking Courses

Student placement into ESL Listening/Speaking courses (ESL 115, 125, 135, 145, and 155) relies on a formula that incorporates two approved assessment instruments as multiple measures:

- ESL Listening and Speaking Test
- ESL Grammar Test

There is no simple formula for placement: cutoffs are used which take into account the ESL Listening and Speaking Test Score and the student's ESL grammar placement level. If the student's Grammar/composition level is higher than his or her Listening/Speaking level and the student's Listening /Speaking Test score falls in the upper half of the score range, then the final listening and speaking placement is one level higher. If the student's grammar/composition level is lower than his or her listening/speaking level and the student's listening speaking test score falls in the lower half of the score range, then the final listening/speaking placement is one level lower.

At this time, Glendale Community College does not allow for professional counseling faculty to use professional judgment. All students must assess or have completed the equivalent prerequisite.

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

5143	Glendale	ENGLISH LANGUAGE ESSAY	Full	7/1/2012	7/1/2018
5156	Glendale	ESL LISTENING/SPEAKING TEST	Full	7/1/2012	7/1/2018
5419	Glendale	ESL ENGLISH LANGUAGE ESSAY SAMPLE	Full	7/1/2012	7/1/2018
8123	Glendale	ESL Grammar Test	Full	7/1/2012	7/1/2018
8124	Glendale	CALIFORNIA CHEMISTRY DIAGNOSTIC TEST (CCDT) 1997 version	Full	7/1/2013	7/1/2019

c. When were disproportionate impact and consequential validity studies last completed?

Each test was conducted with disproportionate impact and consequential validity studies during each assessment cycle.

5. a. What multiple measures are used?

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

English Placement

Student placement into English writing courses (English 189, 191, 120, and 101) relies on a formula that incorporates three approved assessment instruments as multiple measures.

- CPT Sentence Skills Test Accuplacer
- CPT Reading Comprehensive Test Accuplacer
- English Language Essay Sample

- Grade in last English Class Self Reported

Math Placement

2A Placement into Basic Math/Beginning Algebra

- CPT Arithmetic Test Accuplacer
- Highest Math Course self reported
- Last Math grade self-reported

2B Placement into Beginning Algebra/Intermediate Algebra

- MDTP BEGINNING ALGEBRA TEST
- Highest math Course Completed self reported
- Last Math Grade self reported

2C Placement into Intermediate Algebra/College Algebra

- MDTP Intermediate Algebra Test
- Highest Math Course completed self reported

2D Placement into College Algebra/Pre Calculus/Calculus

- MDTP Pre Calculus Test
- Highest Math Course Completed self reported

6. **Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.**
   - Glendale Community College does not accept placement test results from other institutions.

7. **How are the policies and practices on re-takes and recency made available to students? The retest policies are listed below and are consistent with the publisher's guidelines when established. Currently GCC does not have a policy about conditions for retesting, however the Assessment Committee is considering this. A student may challenge a placement.**

   a. ***Pre-test practice*** **- Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.**

   Students are informed about the pre-test practice policy at the Assessment Center and from the Assessment Center's website. Pre-test workshops are available for math and English. GCC is planning to expand this program for SSSP. Pre-test information is also part of the Math Collaborative Program.

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?

The retest policies are listed below and are consistent with the publisher's guidelines when established. Currently GCC does not have a policy about conditions for retesting, however the Assessment Committee is considering this. A student may challenge a placement.

c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Below is the Retest and Recency Policy for GCC.

SUBJECT	VALID FOR	RETEST
Arithmetic	One year	Six months
Basic Algebra	One year	Once/year
Intermediate Algebra	One year	Once/year
Pre-Calculus	One year	Once/year
Chemistry	Two years	Once/year
English	Five years	Once/year If a student took a class 3 or more years ago, (whether they passed or failed), they may **retest**.
ESL Credit	Two years	Once/year

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

FTE	Staffing	Department	SSSP 2015-16
.9	Assessment Center Coordinator	Assessment	$ 57,500
.9	Benefits for coordinator	Assessment	$ 12,582
1.8	Student Assessment Assistant	Assessment	$ 99,000
1.8	Benefits for Student Assessment Assistant	Assessment	$ 16,000
Hourly	English /ESL Readers	English/ESL faculty	$ 15,000

Hourly	Collaborative hourly stipends	English, Math ESL Credit and Noncredit faculty	$12,500
	Student Assistants	Assessment	$10,000
Hourly	Classified Extra Help	Assessment	$20,000

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

Budget Code	Resources	Description	SSSP 2015-16
6000	Testing Units for Math, English, and ESL	Tests	$36,000
6000	Office Computers	Computers for office, front desk, back room	$9,000
6000	Assessment Lab Computers	Testing computers with LCD monitors	$60,000
6000	Printers	Laser printers for front office and testing lab	$3,000
6000	Scranton Scanner		$7,000

D. Counseling, Advising, and Other Education Planning Services

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

- We are planning to hire several new adjunct faculty and classified staff to increase counseling hours, provide follow-up services and provide direct services to student per the SSSP program.

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

- Counseling and advising services are available to all current students of Glendale Community College. Services include: academic, career, personal and mental health counseling. Counseling, advising and other educational planning services are provided by full-time and adjunct counseling faculty. Prospective students are eligible to see counseling faculty during "Drop-in" Counseling which is available during the hours of operation. Glendale Community College does not employ advisors, coaches or other para-professionals to provide counseling and advising services to students. The use of

para-professionals is currently being discussed and their role will be defined by the Academic Senate and the faculty and bargaining units on campus.

- Counseling faculty are available to all students and prospective students from 8:00 am-7:00 pm Monday- Thursday and 8:00-2:00 on Friday. Counselors see students on "Drop-in" for questions, sign forms, clear prerequisites, and provide assistance in an "under 5 minute format." Counseling appointments are scheduled for twenty minutes to one hour, depending on the type of counseling appointment.

- Counseling is provided in person, in workshops/groups, in funded classes, in online/hybrid funded classes both at the main campus and the Garfield campus. Counseling services are provided in Academic Counseling, Career Center, Disabled Student Program and Services Center, Extended Opportunities Programs & Services, International Student Center, Veterans Center, Admissions and Records and the Transfer Center. Certain Counseling faculties also have special assignments working with Foster Youth, Cal Works and Student Athletes.

From July 1 2014- June 30, 2015 Counselors served the following students:

All Counseling Appointments	18,081
Drop-in Counseling Appointments	41,365
Workshops	992
Group Advising and Counseling	1,857
Class Visits	989

b. What percentage of the target population does this represent?

- Glendale Community College anticipates that the number of first-time students requiring services will be around 6,500.

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

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

- Glendale Community College is currently using a home grown electronic Student Educational Plan (SEP) that is integrated into the PeopleSoft computer system. This program has been determined to have problems and during the 2015-16 academic year the college will be installing a new electronic student educational plan (Los Rios Model) and training the counseling faculty to use this new SEP. The new SEP will allow the counselor and student to have the same view, however the student will not be able to change the plan. The locally developed model will continue to be used until the new plan is available.

Students in Veterans, EOPS, DSPS and International Students make an abbreviated SEP with the counselors in the respective office if they did not attend one of the First-Time Student Counseling and Advising Sessions

b. Is drop-in counseling available or are appointments required?

c. What is the average wait time for an appointment and drop-in counseling?

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

- Glendale Community College provides help to students in developing an abbreviated student educational plan of 1-2 terms as part of the First-Time Student Counseling and Advising Session, or at an individual counseling appointment.
- First-time students who did not attend Orientation are sent an email to visit the Counseling Office to develop an abbreviated or comprehensive (SEP) depending on their need at the time of the appointment.

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

- GCC offers students a variety of ways to identify their educational goals, course of study, and programs and services needed to achieve their goals. As part of the orientation students actively participate in how to research courses, programs, and services at GCC. Students receive information about the various Student Development courses.

- Students are sent an email to visit the Counseling Office to complete a comprehensive SEP that includes all the courses for their goal.

- All undecided students are sent an email to attend a small group Undecided/Undeclared Career Workshop. This is a workshop designed to help students choose a major and acquaint students with the services of the Career Center.

- Before a student completes 15 units they receive notification that they must declare a course of study and complete a comprehensive SEP.

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

Technology used for Educational Planning

- Full spectrum of educational planning tools are used by students and counselors with students such as Assist, CSU Mentor, UC Transfer Admissions Planner
- Counseling faculty utilize the Transfer Counselor Website

- Homegrown electronic SEP, new SEP currently being installed
- The GCC Career Center has an extensive website and provides an array of web based career exploration tools such as Eureka and Discover

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

Job Title	Department	General Fund	SSSP	Description
Dean Student Services	Student Services	.75	.25	Coordinate all Core Services
Dean, Benefits	Student Services	.75	.25	Benefits to reflect coordination of all core services
Full Time Academic Counselors	Academic Counseling	10.65	6.35	Provide full range of academic counseling, advising and other planning services
Adjunct Academic Counselors	Academic Counseling		4.9	Counseling faculty providing full range of services
Counseling Faculty in Special Units providing services	Veterans/Admissions Scholars DSPS EOPS	1.16 1 2.5 7.42		Counseling faculty in Special Units providing full range of services
Student Services Technicians	Academic Counseling		.9	Assist with advisement and follow-up
Student Services Program Coordinator	Academic Counseling		.9	MIS Support for all core services
Research & Planning		.5	.5	Information resource, process development and research.
Instructional Technology Programmer	Instructional Technology	1	Hourly	Hourly programmer to set up MIS and all other services required to track Student Success

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

Research EAP	Research and Planning	33,000
Software for tutoring follow-up	Learning Center	30,000
Counseling Mobile Unit	Academic Counseling	6,000
New Student Services Technician Salary and Benefits	Transfer Center	78,000

E. Follow-Up for At-Risk Students

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

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

- In 2014-15 Glendale Community College had 4,140 students enrolled in at least one basic skills course as identified in Title 5???. There were 3521 students enrolled in English, 6372 in ESL and 9614 in Math. The courses are designed to address the pre-collegiate needs in math, English and ESL needed to take college level courses. These students are identified by their assessment results. When working with a counselor to develop the abbreviated SEP new students who are in basic skills courses are especially encouraged to take Student Development 101, Freshman Seminar. Students are encouraged to take English – both reading and writing their first semester.
- From the 3045 students on probation at the end of the Spring 2014 semester 200 received follow-up services during the following semester; during Spring 2015, 400 students attended probation workshops and 537 students received probation counseling, from a total of 3321 students on probation at the end of the Fall 2014 semester.

b. What percentage of the target population does this represent?

We are in a process of calculating the percentage of the target population.

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

The SSSP Advisory Committee in in process to determine these steps.

Students with achievement gaps as identified for Student Equity

- Students are identified at the time of application. The Student Equity Committee and the SSSP Committee are working to identify strategies for success to assist these various groups to achieve their goals. Currently GCC is planning a faculty and staff forum to address the needs of these students

3. a. What types of follow-up services are available to at-risk students?

- Both the counseling and basic skills faculty spend time with students identifying the additional services available on campus including but not limited to tutoring, Writing Center access, Math Discovery Center access, Library workshops, and web-based learning tools. Currently the counseling faculty and the Learning Center are merging services to provide a one-stop center for all success services.
- The Learning Center is becoming a Success Center. Counseling faculty will work with the faculty in basic skills courses to develop and present a series of workshops targeted to students enrolled in basic skills courses and to students on probation.

- Instructional faculty will be provided information about the workshops and how to incorporate the workshops into their course syllabus. Workshops will be offered by Instructional or faculty within Student Services depending on the content of the workshop(s). Faculty will be paid a stipend for developing and presenting the workshops. Workshops will be videotaped for use with distance education and for students to have on demand learning opportunity

- Students will be able to register for the workshops from the Learning Center homepage and the student portal.

- Instruction and Student Services will research and design a Supplemental Instruction Program for students in the basic skills courses and students with achievement gaps to provide targeted tutoring. Student Services will work with Instruction to incorporate Supplemental Instruction into the class schedule for student planning.

b. How and when are students notified of these services?

- This population is identified once grades are posted. Students are sent an email, letter and receive phone calls. The information is posted on mygcc student portal informing the student of what they need to do depending on their academic or progress status

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

Probation 1

- Students on Probation 1 will be required to an attend probation workshop and make an appointment with an academic counselor to do a comprehensive SEP. The workshop will be 60 minutes and will cover a varieties of topics: GCC's policy on academic probation, progress probation, dismissal, academic renewal, how to calculate GPA, and the student will take a study skill assessment. Prior to leaving the 60-minute workshop the student will select two topics where they feel that they are weak based on the study skills assessment. Student will sign a contract including the

conditions that need to be completed, in coordination with an academic counselor. Students may choose not to accept the terms of the contract but they will be expected to sign a waiver explaining that they will lose their priority registration in the future, if they continue on to the secondary level of probation (P2).

Probation 2

- Students on P2 will be required to enroll in a Student Development 141 course. The course is going to be a traditional 1-unit class given in a 6-week format that will also be available as a hybrid course. Topics to be covered will include but are not limited to: introduction to study skills methods, academic support services, and student's academic assessment. The class is designed to improve learning skills; note taking, test taking, and time management. Students will sign a contract with an academic counselor explaining the terms and conditions pertaining to the removal of their probationary status.

Dismissal

- Students subject to dismissal are required to appeal the dismissal if they are allowed to register during open registration. The counseling faculty are currently researching and designing a program that will be similar to Probation 1 and Probation 2 for dismissal.

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

Teaching faculty involvement

- The Early Alert System has been implemented in order to notify students who are at-risk of not passing a course. Students are notified through the MyGCC portal and follow up phone calls from the counseling department and referred to the appropriate support services for success. The goal is to tie student needs and resources together along with providing professional development to instructional faculty about the resources available.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

FTE	Title	Role	SSSP 2015-16
.25	Dean of Student Services		$ 26,664
.25	Dean of Student Services Benefits	Coordinate all Core Services	$3,192.75
6.35	Full Time Counselors	Provide full range of academic counseling, advising and other planning services	$ 778,250
4.9	Adjunct Counselors	Counseling faculty providing	$ 175,000

		full range of services	
	Counseling Benefits	Counseling faculty providing full range of services	$ 110,000
	Student Ambassadors	Student Outreach	$50,000
.9	Student Services Technicians	Assist with advisement and follow-up	$66,680 $65,000
.9	Student Services Program Coordinator	MIS Support for all core services	$75,587
.5	Research & Planning	Information resource, process development and research.	$40,915
Hourly	Instructional Technology Programmer	Hourly programmer to set up MIS and all other services required to track Student Success	$45,000
.6	Student Success Coordinator	Assist with coordinating Student Success Program	$55,000

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

Budget Code	**Resources**	**Description**	**SSSP 2015-16**
6000	New Online Orientation	New video in English, Spanish, and Armenian	$50,000
5000	Printing	Brochures, materials for all aspects of Orientation	$15,000
6000	Videos	For use on internet, orientation and as part of New Orientation and for MyGCC	$20,000
5000	Transportation	High School, Noncredit student visits to Campus	$25,000
5000	Rentals	Events	$4,000
4000	Supplies	Office Supplies	$8,000
4000	Hospitality	Lunches for HS visit and welcome day	$15,000
4000	Bags	Bags for students for pre orientation services	$10,000
6000	Wireless service set up		$2,000
4000	Counselor Day		$5,000
4000	Welcome Day		$15,000

4000	Collaborative expansion		$5,000
5000	Research EAP	Research and Planning	33,000
6000	Software for tutoring follow-up	Learning Center	30,000
6000	Counseling Mobile Unit	Academic Counseling	6,000

F. Other SSSP/Match Expenditures

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

   Research and Planning provides analytics pertaining to student data on cores services of SSSP. The hourly information technology provides programming and support with MIS data on SSSP core services as well.

   - The office of Research and Planning will work with all groups to assess the effectiveness of the core programs and services provided.
   - Research and Planning will evaluate the work of SSSP and Student Equity to determine progress for the Scorecard.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	Research and Planning	50% SSSP 50% District	40,915.50
2000	Information Technology	100% SSSP Hourly	$45,000.00

2. **List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.**

Budget Code	Expenditure Title/Description	Funding Source	Amount

SECTION III. POLICIES

A. Exemption Policy

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

Current Administrative Regulation 5050 does not exempt any students from participating in the required services however student is then not eligible for priority registration. This Administrative Regulation is currently in the process of going through governance

From AR 5600: we do not exempt any students from matriculation. There is no policy re: matriculation exemptions.

From AR 5600

- In all cases, a student may be exempted from participation in any or all matriculation services. Such action on the part of the student will not result in any limitation on the available College services or the student's enrollment in College courses except where a student is not eligible to take specific courses where assessment score prerequisites have not been met.

- A student may be exempted from assessment, orientation and/or counseling and advisement based on the following criteria: completion of an A. A. degree or higher; enrollment in fewer than 6 units; completion of matriculation services at another college; enrollment in the college for personal enrichment, upgrading of job skills or the student does not intend to earn a degree or certificate.

- Students who are exempt from some or all of the matriculation services provided by the College will be informed of these services at the time that the exemption is made.

- The District will maintain records of all exemptions that are made to this policy. This data will be made available to the Chancellor of the California Community Colleges for purposes of evaluating the impact of matriculation services.

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

B. Appeal Policies

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

- Glendale Community College does not have a process for students to appeal mandatory participation in the SSSP activities; however students may:
- Appeal their loss of priority registration; or

- Substitute assessment with proof of successfully completing the prerequisite at another regionally accredited college.
- Summation of AP Scores

C. Prerequisite and Corequisites Procedures

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

- Glendale Community College's Board Policy 4260 and Administrative Regulation 6147 were established in accordance with Title 5, Section 55003 to define the policies and procedures for all Course Prerequisites, Co-requisites, and Advisories on Recommended Preparation. This Administrative Regulation is currently going through governance.

- The criteria for identifying and implementing the use of a basic skill prerequisites and/or co-requisites is that it must be measurable, using two or more uncorrelated examinations or assessment strategies. The basic skill must be judged by the faculty to be educationally necessary for the student's success in the course or program. There must be a correlation, as demonstrated by appropriate statistical analysis between the basic skill levels and student success in the course or program.

- Basic skills Prerequisite and/or co-requisites may be implemented to assure the students ability to "safely" participate in a program of study, as long as the following standards are met. The basic skill must be measurable, must be judged by a panel of appropriate faculty experts to be necessary and the basic skill level must be established in consultation with the appropriate faculty members within the division offering the prerequisite course.

- For sequential intra-departmental course prerequisites and co-requisites content review standards must be followed.
- For Inter-Departmental prerequisites and co-requisites in addition to content review at least one of the following validations must occur; at least three UC or three CSU campuses reflect equivalent prerequisites or co-requisites for the equivalent course or statistical research is conducted to validate the prerequisite or co-requisite.
- For Program prerequisites any prerequisite established or proposed for a program must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

- All prerequisites, co-requisites, and limitations on enrollment will be reviewed at least once every six years along with the Program Review Cycle.

- Students may challenge a prerequisite, co-requisite or limitation on enrollment using the "Challenge Petition" available on the College Home Page, Admissions and Records, and all counseling offices. Students are informed about the petition process during the First Time Student Counseling and Advising workshop. Students may challenge a course prerequisite, co-requisite for one of the following reasons.

- Knowledge to complete the course successfully – can be based on prior course work, occupational experience or other learning experience. Documentation may be requeste

- The prerequisite or co-requisite course has not been made reasonably available and will cause undue delay in the completion of the student's educational goal. Attach SEP and student should have a counseling faculty member's recommendation.

- The prerequisite or co-requisite has not been established in accordance with the districts process for establishing prerequisites and co-requisites.

- The placement score does not reflect the ability of the student.

- The prerequisite or co-requisite is unlawfully discriminatory is be applied in an unlawful discriminatory manor.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

The college has had the following presentation to provide information about SSSP

- Board Presentations
- Presentation at Faculty Institute Day
- Multiple Classified Staff and Faculty training
- Orientation for New Faculty and Adjunct Faculty on the role of the student and the college with regards to SSSP

Policies and Professional Development Goals 2015-16

- Development of Student Success Webpage
- Develop a comprehensive plan for Student Success communication with Faculty and Staff
- Reevaluate the current prerequisite appeal form and process

- Complete all Board and Administrative Regulations which relate to SSSP plan

SECTION V. ATTACHMENTS

The following attachments are required:

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

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

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

ADDITIONAL INFORMATION

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

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

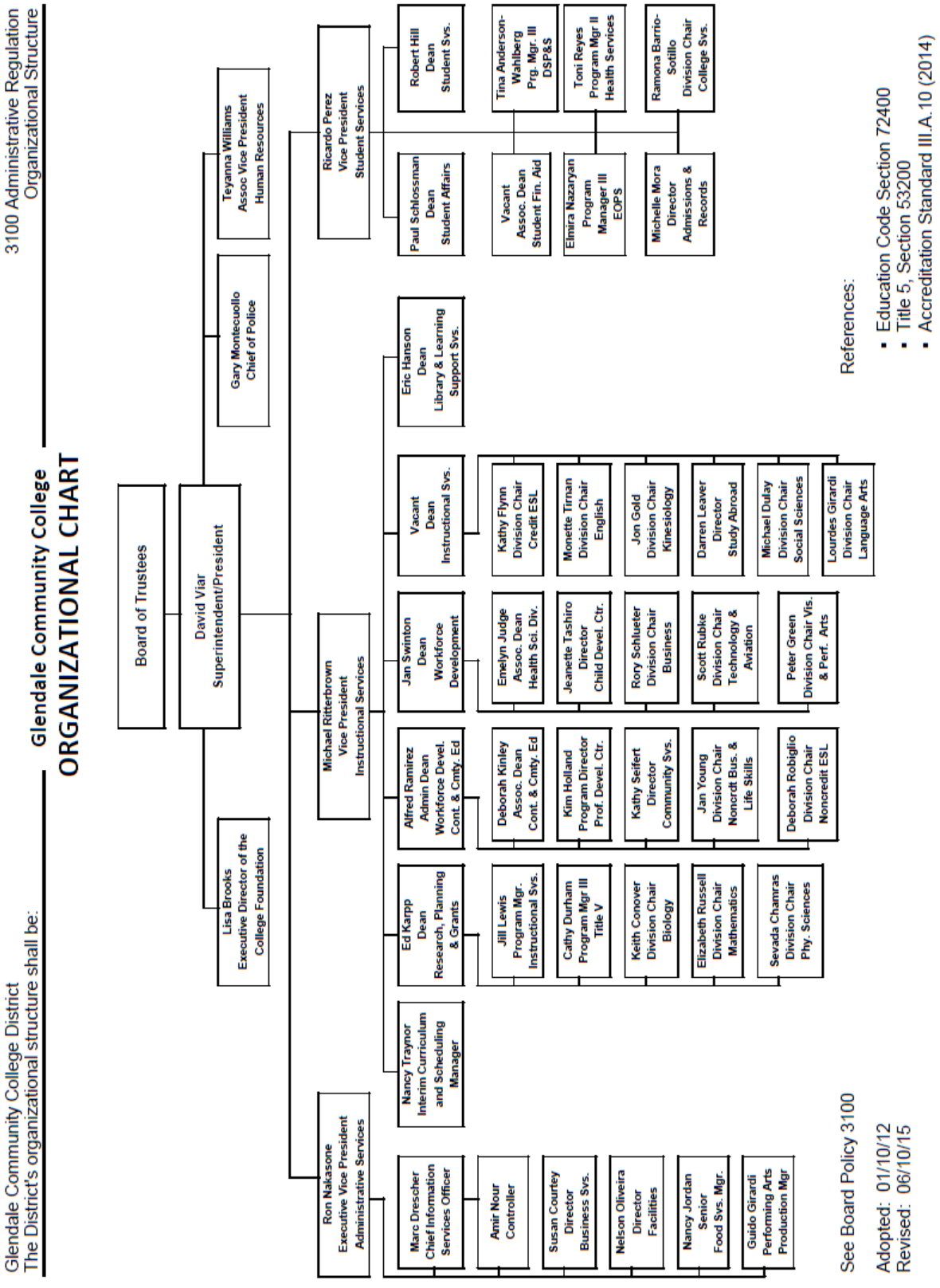
Attachment A
Student Success and Support Program Plan Participants

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

Name	Title	Stakeholder Group
Ricardo Perez	Vice President, Student Services	Student Services
Michael Ritterbrown	Vice President, Instructional Services	Instruction
Robert Hill	Dean, Student Services	Student Services
Tom Voden	Dean, Instructional Services	Instructional Services
Paul Schlossman	Dean, Student Affairs	Student Affairs
Andrew Young	Academic Senate President and Math Faculty	Faculty
Michelle Mora	Director, Admissions & Records	Admissions & Records
Tina Andersen-Wahlberg	Director, Disabled Student Programs	Disabled Student Programs
Elmira Nazaryan	Director, EOPS	EOPS
Beth Kronbeck	Faculty	Academic Senate
Nahal Ghodousi	Fculty	Academic Counseling
Teresa Davis	3SP Coordinator	College Guild
Monette Tiernan	Department Chair, English	Faculty
Jan Young	Department Chair, Noncredit Business and Life Skills	Faculty
Edward Karpp	Dean, Research, Planning, and Grants	Research & Planning
Elizabeth Fremgen	Faculty	Adult Ed Business
Meg Chil-Gevorkyan	Student Services Technician	CSEA/Student Outreach Services
Jenna Nance	Student	ASGCC
Gevorg Hovhannisyan	Student	ASGCC
Dana Nartea	Student Services Coordinator	Student Services
Brad Hardison	Interim Dean, Financial Aid	Financial Aid Services

Deborah Kinley	Associate Dean, Continuing Education Noncredit SSSP Coordinator	Non-Credit Education
Conrad Amba	Research & Planning Analyst	Research & Planning
Richard Cortes	Counselor/Articulation Officer	Faculty Student Services
Roxanne Rafii	Counselor EOPS	Faculty/Student Services
Theresa Lorch	Adjunct Faculty PE	Faculty
Polet Der Hovanessian	Counselor EOPS	Faculty Student Services
Cathy Durham	Title V Coordinator	Administration
Keith Conover	Department Chair, Biology	Faculty
Shant Shahoian	Director Learning Center/ English Faculty	Faculty
Liz Russell	Department Chair, Math	Faculty
Kevin Meza	Transfer Center Director/Counselor	Faculty
Hoover Zariani	Director, Center for Student Involvement	CSEA/ Student Services
Greg Perkins	Counselor EOPS	Faculty
Ellen Oppenberg	Learning Specialists	DSPS Faculty
Lourdes Girardi	Division Chair, Language Arts	Faculty
Kathy Flynn	Division Chair, ESL	Faculty

Attachment B
Organizational Chart



Attachment C
SSSP Advisory Committee

STUDENT SUCCESS & SUPPORT PROGRAM
Time & Location: **2nd Thursday, 2:00 - 3:00pm, AD 121**

Mission Statement

Matriculation is defined as a process that brings the college and the student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective through the college's established programs, policies and requirements. This agreement is implemented by the student's educational plan. The Governing Board of Glendale community College is required under Section 51024 of Title V to adopt a comprehensive matriculation plan that includes the eight matriculation components, (admissions, orientation, assessment, counseling and advisement, student follow-up, coordination and training, institutional research and prerequisites), to evaluate its matriculation process, to establish procedures for waivers and appeals of the matriculation process, and to comply with all other matriculation regulations as specified in the Education Code.

It is the purpose of the Student Success & Support Program Committee to review and recommend matriculation policies, procedures and activities, to enhance the campus-wide understanding of the philosophy and processes of matriculation, and to increase the success of all students.

Senate:	Beth Kronbeck (17-18)
Guild:	Teresa Davis, Student Success & Support Program Coordinator (17-18)
Joint Faculty:	Elizabeth Fremgen (16-17), Nahal Ghodousi (18-19)
CSEA:	Hoover Zariani (16-17), Meg Chil-Gevorkyan (15-16)
Administration:	Chair, Robert Hill, Dean Student Services Tom Voden, Dean of Instructional Services Michelle Mora, Director Admissions & Records Tina Andersen-Wahlberg, Director Disabled Student Programs & Services Edward Karpp, Dean Research, Planning & Grants VACANT, Associate Dean Curriculum Management Elmira Nazaryan, Director EOPS
Manager/Confidential:	Paul Schlossman, (designee for Student Outreach & Assessment Program Manager)
ASGCC:	Jenna Nance, Gevorg Hovhannisyan
Resource: **Non-voting**	Dana Nartea, Student Services Coordinator Brad Hardison, Interim Associate Dean, Financial Aid Deborah Kinley, Associate Dean Continuing and Community Education Conrad Amba, Research & Planning Ramona Barrio Sotillo, Student Services Division Chair
Minutes Recorder:	For minutes please contact the chair of this committee