Credit

Student Success and Support Program Plan

2015-16

District: Desert Community College District
College: College of the Desert
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

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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.

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

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

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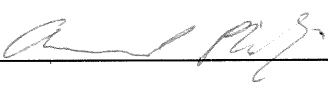
RESOURCES

   ➢ Seymour-Campbell Student Success Act of 2012

   ➢ California Code of Regulations

   ➢ Chancellor's Office Student Equity web page

   ➢ Accrediting Commission for Community and Junior Colleges

   ➢ Chancellor's Office Basic Skills website

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: College of the Desert
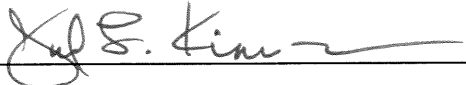
District Name: Desert Community College District

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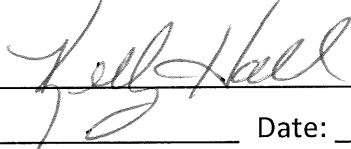
Signature of College SSSP Coordinator: _____

Name: Amanda Phillips _____ Date: 12-11-15

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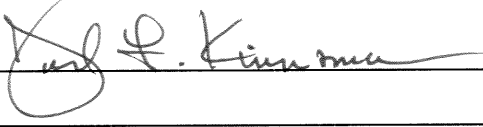or Chief Student Services Officer: _____

Name: Annebelle Nery, Ph.D. _____ Date: 12-14-15

Signature of the Chief Instructional Officer: _____

Name: _____ Date: 12-15-15

Signature of College Academic Senate President: _____

Name: Kelly Hall, MBA, PhD, CPA _____ Date: 12-18-15

Signature of College President: _____

Name: Joel L. Kinnamon, Ed.D. _____ Date: 12-15-15

Contact information for person preparing the plan:

Name: Amanda Phillips _____ Title: Director, Counseling and Advising Services

Email: afphillips@collegeofthedesert.edu _____ Phone: (760) 636-7962

SECTION II. PLANNING & CORE SERVICES

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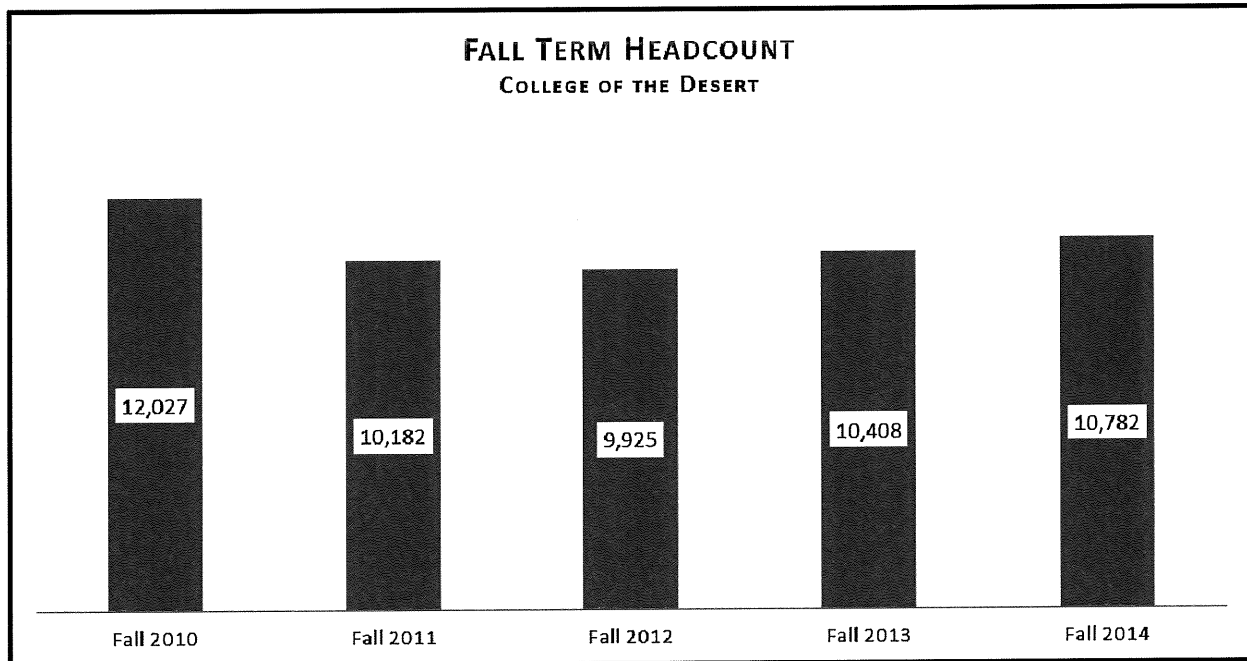

A. Planning

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1. a. Describe the planning process for updating the 2015-16 SSSP Plan.
   b. What factors were considered in making adjustments and/or changes for 2015-16?
   c. In multi-college districts, describe how services are coordinated among the colleges.
   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.

During the 14-15 year the college's Matriculation Advisory Committee took on the responsibility of SSSP and started the process to evaluate the committee and change its name to the SSSP Advisory Committee. The committee examined the first plan and monitored its related activities and expenses. Members of the committee made recommendations for new allowable services to be included in the next plan. The committee reported to the College Planning Council.

There was a delay in identifying a student representative to the committee. As a result, the SSSP Coordinator attended two meeting of the Associated Students of College of the Desert to keep them updated and to gather feedback and suggestions. The student representative was able to attend meetings toward the end of the spring semester.

In fall 2015, the co-chairs of all committees responsible for the SSSP, Non-Credit SSSP, Equity and BSI plans will attend a Co-Chairs Council. These meetings are called in order to promote coordination and prevent duplication. In the coming year, COD's College Planning Council will be evaluating all committees. Through that process, the college will be looking to further promote and solidify cooperation between all of the plans as well as other college efforts.

2. Describe the college's student profile.

FALL TERM HEADCOUNT
COLLEGE OF THE DESERT

12,027	10,182	9,925	10,408	10,782
Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014

Student Characteristics		
GENDER		
Female	5,857	54.3%
Male	4,925	45.7%
more gender data (5 years)		
ETHNICITY		
African American	281	2.6%
Asian/Pacific Islander	483	4.5%
Hispanic/Latino	7,589	70.4%
Other/Unknown	166	2.0%
Two of More Races	215	2.0%
White	2,048	19.0%
more ethnicity data (5 years)		
AGE		
19 or Younger	2,772	25.7%
20-24	4,064	37.7%
25-29	1,469	13.6%
30-34	782	7.3%
35-39	2,762	4.8%
40-49	677	6.3%
50 or Older	479	4.4%

Unknown	19	0.2%
more age data (5 years)		
FULL-TIME/PART-TIME STATUS		
Full-Time	3,752	34.8%
Part-Time	5,852	54.3%
Non-Credit	1,178	10.9%
more status data (5 years)		

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.

At this point there are no existing partnerships to provide core services to new students.

B. Orientation

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

College of the Desert is in the process of developing a new online orientation as a result of SSSP. The online orientation is crucial to maintaining access while requiring orientation, assessment and an abbreviated student education plan prior to enrollment.

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

In the 14-15 year we experienced difficulty with our contact recording system as well as our online orientation system adopted in 2008. The number of orientations reported to MIS was 493 but the number housed in our SARS system is 2,465.

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

In the 14-15 academic year 2,539 students enrolled at College of the Desert for the first time. Using the numbers form the Datamart, 19% of students completed an orientation. However, according to our SARS contacts, 97% of new student completed an orientation. We are monitoring both our SARS database and our MIS submissions to identify discrepancies. For the Summer 15 submission both databases matched in numbers, so more research is required into the 14-15 discrepancy.

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

Because of the difficulties students face when asked to attend multiple events on campus prior to registration, we are developing a new online orientation system that is interactive and communicates directly with our Colleague (Datatel) system.

3. a. Are orientation services offered online?

Yes, College of the Desert has had an optional online orientation since 2008. We are in the process of developing a new online orientation that will be the primary orientation.

> 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.

Advantage Design Group has been contracted to create the new online orientation. There is a yearly cost for this hosted orientation. The Director of Counseling and Advising Services will be responsible for maintaining the orientation content in consultation and collaboration with the Counseling faculty and the SSSP Advisory Committee.

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

The orientation includes all the topics below as mandated by title 5.
> 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

Additionally, the orientation has information about preparing for the assessment test, the next steps in the enrollment process, the Violence Against Women Act and the Cleary Act.

Two steps in the orientation process were recently made optional but advisory. Those are the Campus Tour and the Choosing a Major Workshop. Campus tours are provided by our student ambassadors. The Choosing a Major Workshops are provided by counselors.

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.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Student Ambassadors	Provide Campus Tours	Match
.5	Sr. Program Specialist	Trains and Organizes the Student Ambassadors	SSSP
12	Counselors	Provide Choosing a Major Workshops / Assist with Creating and Maintaining Online Orientation	SSSP (2FTF) / Match (10FTF)
2.68	Adjunct Counselors	Provide Choosing a Major Workshops / Assist with Creating and Maintaining Online Orientation	SSSP / Match
1	Director, Counseling and Advising Services	Assist with Creating and Maintaining Online Orientation	SSSP 50% / Match 50%

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	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Non-Instructional Supplies	SSSP	$500
4000	Printing / workshops	SSSP	$1,500

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?

Two changes to the assessment process have been made since the 14-15 plan. First, the Academic Senate passed a new resolution to place a time limit on the validity of the assessment test results. Test results are now valid for five years after which returning students must re-take the test.

The second change is the addition of an MOOC designed to help prepare for the assessment test. All applicants are automatically enrolled in the MOOC, which provides a review of topics in math. Students are encouraged to take the MOOC prior to the assessment test. Students that don't prepare ahead of time are allowed to retake the assessment test after completing 12 specific assignments in the MOOC.

During the 15-16 year COD will assign a team of instructional faculty, counseling faculty and staff to address the implementation of the common assessment. This team will be responsible for all aspects of implementation including testing procedures, cut-score evaluation, technological implementation, outreach and other duties that may become apparent as we enter into this process.

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

The number of students provided Initial Assessment based on the MIS submissions in 14-15 was 6,341.

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

This number is above the target population. Most students plan to take classes with prerequisites and choose to take the assessment test. More students take the assessment test than subsequently enroll at COD. Additionally, we allow students to re-take the assessment test after significant time lapses or after their participation in an intervention.

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

Through the SSSP program we have expanded the availability of our assessment test. The test is now available evenings and at our Indio Campus.

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

Students are encouraged to take the assessment test after the online orientation and after preparing. They make appointments for the test online through our website. The test is administered in-person at our Palm Desert and Indio campuses. Students must arrive at least 5 minute prior to the test. They must provide a photo ID in accordance with Accuplacer guidelines. Testing instructions are given orally and in writing. The test is untimed and students are provided with their results immediately after they finish.

Our website has links to practice tests and materials. They have access to a MOOC to prepare for the math portion. Additionally, we have in-person bridge programs that prepare students for all sections of the test. The first bridge program, EDGE, takes place over 3 weeks with students spending 3 hours per day in class on Math or English and student development. The second bridge, EDGE Math 070 is a short, 2 day program designed for students that tested into Arithmetic.

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.

Accuplacer is used for placement in credit English, reading, ESL and mathematics courses.

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

The Accuplacer tests were last approved as probationary on 03/01/2014 through 03/01/2016.

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

College of the Desert will conduct a disproportionate impact study of Accuplacer during the fall semester of 2015. Consequential validity studies were completed for Sentence Skills, Reading, ESL and RESL in fall 2012. The math portions of the test completed their last study in fall 2008.

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?

Multiple measures include high school transcripts, SAT scores, ACT scores and non-cognitive factors. Counselors apply multiple measures when they provide the abbreviated education plans. This process is widespread and ensures that a single test is not the determinant, thereby meeting title 5 requirements.

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.

College of the Desert is a single college district. Accuplacer raw scores are accepted from any college once they are submitted to Counseling by the student.

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

Re-take and recency policies are made available on the assessment testing website which must be accessed in order to make an appointment. They are also provided at the assessment test appointment.

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.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Assessment & Testing Services Specialist	Coordinates the daily operations of the Assessment Center and provides the assessment test	SSSP

.67	Testing Services Technician	Provides the assessment test	SSSP / Non-Credit SSSP
	EDGE Instructors	Provide instruction in preparation for assessment as part of a summer bridge program	BSI / Equity
4	Outreach Specialists	Coordinate and provide outreach for summer bridge assessment preparation programs	SSSP / Equity
	Supplemental Instruction Leaders	Provide Supplemental Instruction during EDGE summer bridge programs	BSI / Equity
8	Faculty Stipends	Various duties related to the implementation of the common assessment	SSSP
.5	Assessment & Testing Services Specialist	Coordinates the daily operations of Assessment Testing at Indio Center and provides assistance in the implementation of the common assessment	SSSP

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	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Accuplacer Testing Units	SSSP	$20,000
4000	Non-Instructional Supplies/ Assessment Center	SSSP	$1,000
4000	Instructional Supplies / EDGE summer bridge	BSI / Match	$1,000 / $6,000
4000	Printing / EDGE summer bridge	BSI / Equity / Match	$1,000/$300/$1,500
4000	Non-Instructional Supplies / EDGE summer bridge	BSI	$9,000

D. Counseling, Advising, and Other Education Planning Services

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

During the 14-15 year the counseling department developed and piloted a new workshop for comprehensive SEP's. We created a query to identify students completing 15 degree applicable units. Those students were contacted and encouraged to see a counselor as a drop-in. During that counseling interaction, the counselor determines if the student's goal and situation make them an appropriate for the workshop. Appropriate students are signed up for a workshop. Students with complicating factors such as multiple transcripts from other schools

are given an individual appointment. Students that have not defined their educational goal are referred to career counseling.

The SSSP Advisory Committee approved for the 15-16 year an Admissions and Records Specialist devoted completely to evaluating the transcripts of incoming students. This will help in educational planning for transfer students.

In 15-16 we are developing and launching a Student Educational Plan awareness campaign across campus. We have been dissatisfied with the numbers of students creating comprehensive SEP's at the point when they earn 15 degree applicable units. The awareness campaign will be designed to drive students toward counseling and faculty advising as well as increase awareness around the value of the SEP for every student.

We are also creating a campus-wide campaign to inform students about the certificates and degrees offered, their course requirements and their associated careers. Students are not coming prepared to declare a major. We have added a career counseling workshop to our orientation process in order to get them started examining their career goals and the relationship to their education goals. The informational campaign is meant to follow-up on that. Again, it should lead students to have conversations with counselors and faculty advisors about various majors. Students that are able to make a well informed decision regarding their major should be able to create the comprehensive SEP on-time.

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

In the 14-15 year 10,713 students received counseling, advising and educational planning services.

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

The total student headcount for the year was 14,006. Therefore, 76% of students were provided counseling, advising and educational planning services.

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

We are trying to increase counselor availability with SSSP funds. During peak registration periods many students walk away due to the long wait or have to be turned away at the end of the day. We are also implementing the new SEP workshop for comprehensive SEPs. Additionally, for those students that complete 15 degree applicable units, an SEP will be required for priority registration.

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

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

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

COD counseling is available to students in-person, through web advisor and via email. At our general counseling center, counseling is available on a drop-in basis or through 30-60 minute appointments. All students who sign-in for drop-in counseling are triaged to determine their needs and are referred to make an appointment or other services if necessary. The average wait time for a student to see a counselor on drop-in is approximately 30 minutes but can be significantly longer during peak periods, such as registration.

Students make appointments to see a counselor using our online system, eSARS, in-person at the counseling center or over the phone. Students are able to make an appointment up to one month in advance. Appointments are available from 8:30am – 5:30pm Monday-Thursday and 8:00am – 12:00pm on Fridays. Drop-in counseling is available in general counseling 8:00am – 6:00pm Monday-Thursday and 8:00am – 12:00pm on Fridays.

Students may also be served by our FTES funded Counseling courses including Counseling 10: Careers in Teaching, Counseling 11: Introduction to Scholarships, Counseling 12: Career/Life Planning & Personal Exploration, Counseling 13: Strategies for College Transfer, Counseling 60: College Success Skills and Counseling 61: College Success for International Students.

Starting in 15-16, faculty advisors will be available in the Transfer / Career Center during regular hours. Instructional faculty advise related to their programs and areas of expertise. Scheduling extra hours for advising in a common area will give students access to faculty members before they enroll in their classes. It will also increase overall access to faculty by students because they can be scheduled outside of the primary terms. Therefore, new students will be able to talk to faculty advisors when they are making decisions about which classes to register for.

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.

The abbreviated student education plans are developed in workshops. The workshops are staffed by two counselors and one or two student workers. The workshop includes a presentation on academic programs and requirements as well as encouragement to use career counseling services in order to define their educational goals. The students use the Student Planning Tool from Ellucian to complete a two semester plan.

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

Comprehensive SEP's are provided in workshops and individual appointments depending on the needs of the students. The plans include all courses required to meet their educational goal in a timeline. The plans are created in the Student Planning Tool from Ellucian.

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.

The Student Planning Module in Webadvisor by Ellucian is used for both abbreviated and comprehensive SEP's. Additionally, SARS Grid and eSARS are used for appointment setting and recording counseling contacts. During the 15-16 year SARS Track and SARS MSGS will also be used to increase student access to counseling workshops and appointments and to increase the show rate by sending automated reminders.

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.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
7	Counselor	Provide academic, career and personal counseling	Match
5.8	Counselor	Provide academic, career and personal counseling	SSSP
2.68	Adjunct Counselors	Provide academic, career and personal counseling	SSSP / Match
2	Student Workers / Peer Advisors	Assist with SEP workshops, assist students with making appointments and accessing online systems including student planning tool	SSSP
1	Admissions & Records Specialist (Evaluator)	Evaluates transcripts from incoming students	SSSP
	TEA's for Development of Faculty Advising Program	Develop professional development to enhance the faculty advising program	SSSP
	Overload for faculty advising	Provide faculty advising outside of or in addition to their regular load	SSSP

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.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Ellucian Student Planning	SSSP	$21,000
4500	Non-Instructional Supplies	SSSP	$10,000
4555	Printing	SSSP	$20,000
5000	SARS Products	SSSP	$15,000
5000	Professional Development	SSSP	$15,000

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?

The Counseling Department is examining its academic and progress probation workshop. Adjustments are planned to be implemented in the fall 2015 semester. Also, a counselor was designated to contact every student referred by faculty in our early alert program.

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

A total of 186 students received services related to academic or progress probation. Regarding all other follow-up, 15,540 students receives services.

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

In 14-15 there were 846 students either on probation or disqualification status. Of those, 186 students receives services from the counseling center, 22%.

Many more of those students received services from the Tutoring and Academic Skills Center (TASC). Six-hundred one (601) of the students on probation signed in for at least one service at the TASC, 71%.

Regarding all follow-up services, more students received services than were enrolled at the college. The counseling office serves students that have already graduated and those that enrolled in the past and are considering returning to school.

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

Many students participate in follow-up services, however, more students should participate in services for academic or progress probation. We are examining our probation workshops and hope to have more participation in the 15-16 year. We are also working to expand the early alert system that encourages identified students to seek out counseling and tutoring services.

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

Students on probation are notified and encouraged to attend a probation workshop. Students in basic skills, those that have been identified by faculty through the early alert program, and those on probation are encouraged to participate in tutoring and academic skills services. Students that do not have a defined academic goal are encouraged to participate in career counseling workshops and one on one career counseling.

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

They are notified in the orientation process, through the early alert process, by email if they are on probation and also by counselors and instructional faculty.

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

The counseling center offers workshops on probation and choosing a major. Academic, career and personal counseling are available one-on-one. The Tutoring and Academic Skills Center provides tutoring and academic support in small groups and one-on-one. The early alert program notifies students individually and they are contacted individually by a counselor. The early alert system uses GradesFirst software.

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

Yes, instructional faculty participate in an early alert program using GradesFirst technology.

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.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
12	Counselors	Provide academic, career and personal counseling / probation workshops	SSSP (2) Match (10)
2.68	Adjunct Counselors	Provide academic, career and personal counseling / probation workshops	SSSP / Match
2	Tutorial Coordinators	Train and oversee tutors in the Tutoring and Academic Skills Center (TASC)	Match
	Tutors	Provide tutoring in the TASC	Match

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	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4500	Non-Instructional Supplies / Counseling	SSSP	$500
4555	Printing / Workshops	SSSP	$1,500
4500	Non-Instructional Supplies / TASC	Match	$5,550
5000	GradesFirst software	BSI	$35,000
5000	Professional Development	SSSP	$2,000

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.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000/3000	Director of Institutional Research	Match	$8,994
2000/3000	Research Analysts	Match	$9,494

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
1000/3000	Director of Institutional Research	Match	$170,866
2000/3000	Research Analysts	Match	$180,377
2000/3000	Admissions & Records Specialists	Match	$390,446
2000/3000	Admissions & Records Technicians	Match	$60,998
2000/3000	Lead A&R Evaluation Specialist	Match	$96,556
2000/3000	Veterans Specialist	Match	$96,556
5000	Student Portal	Match	$36,139
1000/3000	Tutorial Coordinators	Match	$431,123

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.

In alignment with title 5 section 55520, students may be exempt from orientation, assessment and educational planning if they already have an Associate's degree or higher, are enrolling in courses to achieve or maintain certificate or license requirements that do not require math, reading or English prerequisites, or are enrolling in courses for personal enrichment that do not require math, reading of English prerequisites.

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

In the 14-15 year 1,574 students were categorized as exempt. That is 11% of the total population during that year. All of those students were exempted due to completing an Associate's Degree or higher.

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.

A student may petition (in writing) to request an exception to the Academic regulations and policies. A decision will be rendered normally within 10 business days. During peak high volume registration periods a decision may take up to three weeks. Students are strongly encouraged to submit petitions well in advance and one term prior to the term they wish to repeat a course. Students will be notified via College of the Desert email. In the event a petition is denied, a student may provide additional documentation to the Appeals Review Committee and appeal the decision. The Committee will review additional information and make a final decision. Petitions are submitted electronically via the Student Portal under A & R Forms.

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.

College of the Desert has an established Board Policy and Administrative Procedure (4260) regarding prerequisites and corequisites that is in line with title 5 section 55003. This procedure requires that prerequisites and corequisites are established by the All Faculty Senate through the Curriculum Committee. All prerequisites and corequisites must be an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a thorough content review and statistical analysis.

All courses are reviewed by the curriculum committee every five years; vocational courses with prerequisites, corequisites and/or advisories are scheduled to be reviewed every two years. These scheduled reviews include a review of the prerequisites, corequisites and advisories.

Any prerequisite or corequisite may be challenged by a student on one or more of the following grounds:
1. The prerequisite or corequisite has not been established according to the district's process of establishing
prerequisites and corequisites;
2. The prerequisite or corequisite violates Title 5, § 55003 (Policies for Prerequisites);
3. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

4. The student has the knowledge or ability to succeed in the course or program despite not meeting the stated prerequisite or corequisite;

5. The student will be subject to undue delay in attaining the goal stated in the Student Education Plan because the

prerequisite or corequisite course has not been made reasonably available. The determination of whether a student meets a prerequisite or corequisite shall be made prior to the student's enrollment in the course.

Students who are seeking to challenge a course prerequisite or corequisite are encouraged to consult with a counselor in

COD Counseling Center to receive guidance on the validity of a challenge prior to it being submitted. The student is responsible and bears the burden for showing that grounds exist for the challenge. To submit a challenge, a student should obtain a Prerequisite Challenge form located on the Admissions & Records website under "Forms." Along with the form, a student must submit compelling evidence demonstrating that they have met the prerequisite.

Prerequisite challenges are reviewed by the discipline faculty. For the challenge to be approved, it requires the approval and signatures from both faculty and the Dean. All approved challenges are forwarded to Admissions and Records so that the student can be permitted to enroll.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

The counseling faculty and staff will continue to receive training on SSSP and educational planning, particularly where new technologies have been implemented.

The SSSP Advisory Committee recommended the development of an in-house faculty advising program. All full-time faculty are already advisors within their programs. The committee hopes to foster and strengthen that program.

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: _Gary R. Bergstrom_____ Title: _Professor_____

Stakeholder Group: _Faculty_____

Name: _Timothy Duran_____ Title: _ASCOD Officer of Academic Affairs_

Stakeholder Group: _Student Senate_____

Name: _Joseph C. Farmer_____ Title: _MESA Program Director_____

Stakeholder Group: _Academic Senate, Curriculum Committee Chair_____

Name: _Amber Fratini_____ Title: _Adjunct Counselor_____

Stakeholder Group: _Adjunct Faculty_____

Name: _David A. George_____ Title: _Professor_____

Stakeholder Group: _Faculty, BSI Committee_____

Name: _Maria Herrera_____ Title: _Temporary Counselor_____

Stakeholder Group: _Faculty_____

Name: _Danielle Kroll_____ Title: _Director, Library & Learning Resources

Stakeholder Group: _Leadership_____

Name: _Curt Luttrell_____ Title: _Director, Admissions & Records_____

Stakeholder Group: _Leadership_____

Name: _Carlos Maldonado_____ Title: _Director, Student Life_____

Stakeholder Group: _Leadership_____

Name: _Daniel Martinez_____ Title: _Director, Institutional Research___

Stakeholder Group: _Leadership_____

Name: _Deanna Murrell_____Title: _Director, Financial Aid_____

Stakeholder Group: _Leadership_____

Name: _Maggie Negron_____Title: _Assessment & Testing Services Specialist

Stakeholder Group: _Classified_____

Name: _Amanda Phillips_____Title: _Director, Counseling & Advising Services

Stakeholder Group: _Leadership_____

Name: _Francisco Ramirez_____Title: _Counselor_____

Stakeholder Group: _Faculty_____

Name: _Jose Simo_____Title: _Counselor_____

Stakeholder Group: _Faculty_____

Name: _Sherilyn Willis_____Title: _Executive Director, Educational Technology

Stakeholder Group: _Leadership_____

Name: _Leslie Young_____Title: _Dean_____

Stakeholder Group: _Leadership_____

Summary

Part I: Funding

2015-16 Credit SSSP Allocation	$	1,445,919

Total 2015-16 Planned Expenditures in Credit SSSP

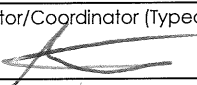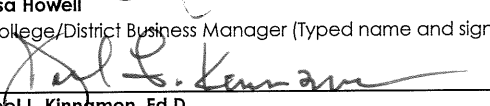|		
Part II: Planned Credit SSSP Expenditures	$	1,445,919
Part III: Planned District Match	$	2,954,085
1:1.3 Calculated required district match for Credit	$	1,879,695

Total Planned Expenditures in Credit SSSP	$	4,400,004

Balance of 2015-16 Credit SSSP Allocation	$	-

The required District Match was met:	Yes

Certification

The undersigned certify that the the 2015-16 Credit SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25, in accordance with the objectives and activities identified in the college's 2015-16 Credit Student Success and Support Progam Plan per title 5, section 55510 and the SSSP Funding Guidelines.

	Email address	Phone Number	Date
Amanda Phillips	afphillips@collegeofthedesert.edu	(760) 636-7962	12-11-15
College Credit SSSP Director/Coordinator (Typed name and signature)			
Annebelle Nery, Ph.D.	anery@collegeofthedesert.edu	(760) 776-7442	12-14-15
Credit SSSP Supervising Administrator or CSSO (Typed name and signature)			
Lisa Howell	lhowell@collegeofthedesert.edu	(760) 674-7625	
College/District Business Manager (Typed name and signature)			12-15-15
Joel L. Kinnamon, Ed.D.	jkinnamon@collegeofthedesert.edu	(760) 773-2507	
Superintendent/President (Typed name and signature)			