**Student Success and Support Program Plan**  
*(Credit Students)*

### 2014-15

<table>
<thead>
<tr>
<th>District: West Valley - Mission Community College District</th>
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<td>College: Mission College</td>
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</table>

**Report Due Postmarked by**  
**Friday, October 17, 2014**

Email report to:  
cccsssp@cccco.edu

and  
**Mail report with original signatures to:**  
Patty Falero, Student Services and Special Programs Division  
California Community Colleges Chancellor’s Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

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

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

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

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

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

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

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.
All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

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

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

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

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

**SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE**

College Name: **Mission College**

District Name: **West Valley Mission Community College District**
We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the California Code of Regulations.

Signature of College SSSP Coordinator: Myo Myint / Rita Grogan
Name: Date: 10/15/14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: Dan Sanidad
Name: Date: 10/15/14

Signature of the Chief Instructional Officer: Leandra Martin
Name: Date: 10/15/14

Signature of College Academic Senate President: Wael Abdeljabbar
Name: Date: 10/15/14

Signature of College President: Daniel Peck
Name: Date: 10/15/14

Signature of District Chancellor: Patrick Schmitt
Name: Date: 10/16/14

Contact information for person preparing the plan:
Name: Rita Grogan Title: Director, Student Enrollment and Financial Services
Email: Rita.Grogan@missioncollege.edu Phone: 408.855.5072

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

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

IIa. Core Services

i. Orientation

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

The primary target student audience is first-time college students as well as students who transferred from other institutions or re-entry students who are returning to the community college after a hiatus. The annual number of first-time students to be served is estimated at 1700. High school students who enter as concurrently enrolled are assisted in partnership with their home schools’ staff, using the K-16 Bridge Program career exploration and educational planning tools. (See section iii. Counseling, Advising, and Other Education Planning Services for sample educational plan.)

The delivery method will be in the form of in-person and online classes, COUNS 000A - Orientation to Mission College (0.5 associate degree applicable units). The orientations will meet the Title 5 regulations that stipulate the content and may include activities such as campus tours, student panels, and basic technology exposure to access resources on the Mission College Student Portal.

Mission’s COUNS 000A course is the main method for providing orientation for first-time college students. However, students that complete Mission’s 2.0 or 3.0 unit college success courses are also granted credit for having completed the orientation requirement. Included are COUNS 001 - College Survival Skills; COUNS 005 - Strategies for Success; and COUNS 023 - Becoming A Master Student Athlete. These courses provide a more in-depth introduction to college, cover the Title 5 orientation requirements, and also help students’ master essential college study skills techniques. All of Mission’s orientation courses can be taught either online or in-person. In-person classes are scheduled on weeknights, Saturdays and weekdays to accommodate the diverse schedules of our student population.

To meet the needs of our re-entry and transfer students, Mission also offers more condensed “refresher” online orientation sessions. The online refresher orientations have no unit load attached. For both class and refresher online orientation sessions new and updated governmental required training materials is included for addressing mandated compliance issues, and local College/District practices.

The college currently partners with Santa Clara High School to offer a college study skills course that satisfies the orientation requirement. The feeder high schools in the Santa Clara Unified High School District work with Mission College representatives to set up our college orientation classes at the high school site in order to serve the high school seniors the semester before they graduate. The course is taught on the high school campus during both fall and spring terms. The specific course offered, COUNS 005, is 3.0 units, degree-applicable, and transfers to both
CSU and UC. In addition, each spring semester Mission College partners with the Kiwanis Club of Santa Clara to offer two sections of COUNS 000A. The Kiwanis Club helps to advertise and recruit students for the orientation courses and provides follow-up services to those that complete the course. Mission College Counseling faculty delivers all types of orientations.

The students will receive orientation services at the following points in their academic pathway depending on their status as first-time, transfer/re-entry:

- Prior to the start of their first semester (particularly if they are incoming freshmen from high school)
- By their second term at Mission College (they will receive notification that they will lose priority registration if they do not complete Orientation by the end of their first year (or 2nd term) at the college

In terms of coordination with our sister college, West Valley College, here is the plan: For students who have completed orientation services with Mission, this information will appear on the District’s Enterprise Resource Planning (ERP) system (Colleague – DATATEL). Use of the District’s ERP ensures that there is no impact to students’ enrollment priorities, should they take classes at both colleges, simultaneously.

The two colleges within our district, Mission and West Valley, have worked to develop similar policies and procedures for orientation. Both campuses offer orientation through a course entitled COUNS 000A. For students who have completed orientation services, the information will appear in a shared ERP system, Colleague - DATATEL. Students are allowed to register at either campus on their assigned registration priority dates. Completion of orientation at either campus is considered adequate for students within the district and will earn them the highest registration priority date allowable. These practices make it simple and efficient for students that take classes simultaneously at both colleges.

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

Counseling faculty: Instructors of the orientations. There are currently 14 full-time and 22 part-time counseling faculty who can teach the orientation classes although not all of them may do so in a semester.

Educational Dean, Instruction and Student Support Services
- Co-coordinate SSSP implementation Plan: intervention-service delivery, service communication

Director of Student Enrollment and Financial Services
- Co-coordinate SSSP implementation Plan: technical-support, data management

Institutional Business Analysis
- Assists with managing general and categorical programs’ data entry/reporting
- Supervises educational plan and instruction-enrollment integration activity
- Supervises service audit activity: student progress/intervention-data-support services

Student Services Technician
- Receives exemption documents, inputs status in Colleague/DATATEL
- Assists with data entry/ERP field-linking update.
- Data entry/cleanup in SARS for re-entry and transfer student record maintenance

District-IS Senior Systems Analyst
- Supports ERP service-data and outside-application-interface activity/ MIS reporting
- Assists with general and categorical program data-input/retrieval, and MIS reporting
3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

The in-person class orientation utilizes SMART classrooms that provide a computer and projector for the instructor to provide visual teaching aids to students. Students also utilize our computer labs to register for classes through the ERP MyMissionPortal. Online classes utilize the Angel course management system that District faculty can access when teaching distance education classes.

Mission’s online “refresher” orientation for re-entry and transfer students utilizes a PDF copy of our orientation handbook created by our Marketing Department’s graphic designer and a number of online quizzes set-up by our college web master.

These technological tools require assistance from our Information Technology staff and Angel Support staff if there are issues. (SSSP funds do not contribute to instructional course offering, although orientation occurs through instruction.)

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

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

These orientation services and the checklist of policies and procedures above will be provided in the form of in-person and online classes as described in question #1 regarding orientations.

Through the use of an Orientation Handbook (students in the online class will have an electronic PDF copy of this), guest presenters, activity worksheets, group activities, Q&A sessions and other effective teaching methodology determined by the counseling faculty, we will cover these topics for our students who attend the class.

The curriculum and materials needed to deliver orientation is in place. To ensure all topics above are covered, the official course outline for this class was revised to include all of them as learning objectives for the orientation class.

The Counseling department has requested FTEF (funding from Office of Instruction) to offer the number of sections it deems necessary to provide this service to incoming first-time students. The college has made a commitment to new students and has asked that orientation classes not be cancelled, regardless of enrollment numbers and the impact on the department’s efficiency. Orientation classes are scheduled to allow students ability to enroll through a robust, flexible-schedule offering across an annually planned timeframe.

The counseling department has offered a section of COUNS 005 - Strategies for Success (3.0 units) at our local high school each semester. COUNS 005 fulfills the orientation requirement, provides in depth exploration of study skills and success strategies, is degree-applicable, and transfers to UC and CSU. The course has maintained strong
enrollment and helps prepare students for entry into the community college. Additional sections are offered according to demand.

The counseling department has placed these orientation sessions on the “Steps to Success” flyer created specifically for new students. These orientation sessions are published in the Schedule of Classes for the terms in which they will be offered. Counselors and staff inform students of this mandated service when they inquire at the Counseling Office and/or the college Welcome Center.

Because the common orientation classes are 0.5-unit associate’s degree applicable courses, homework is required and this allows Counseling faculty to reinforce the knowledge obtained during the orientation class. Also, the classes provide a counselor-student relationship for further follow-up services.

For re-entry students taking an online orientation “refresher” workshop, they will have a brief quiz at the end of service activity to gauge their level of understanding and awareness of policies that impact them. The West Valley Mission Community College District (WVMCCD) and the Lewis Center for Educational Research partnership to develop and implement the K-16 Bridge Program educational planning resource allows for SEP service across all student populations. (Re-entry students have access to educational planning, as well.) The resource is web-based, and it includes career assessment and college-going-training (admission and financial aid application forms and processes, etc.) curriculum, and it includes both the abbreviated and comprehensive educational plan templates. K-16 Bridge Program plan data is developed and transmitted into the District’s ERP.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

The following have been identified as areas that need to be addressed to strengthen and provide a comprehensive orientation:

- develop a more comprehensive/collaborative/consistent plan to track completion of orientation (and waiver) through district Information Systems;
- upon application to the college with indication of status, mandated orientation services should be offered immediately or waiver information presented immediately;
- on assessment results, indicate that orientation is a next step (the steps to success should be visible at all steps of the process);
- incorporate this orientation requirement into the outreach component using the Welcome Center;
- gathering data of incoming new students to plan for # of orientations needed; also, look at unit accumulation;
- develop other types of orientations geared for re-entry students;
- update mission college website to reflect latest policies/procedures regarding orientation;
- request additional FTEF when the impact/demand increases (SSSP funds do not contribute to instructional offering); College instruction, general funds are shared among all instruction divisions;
- analyze the effectiveness of one-day, in-person orientations;
- create a mechanism for students enrolling solely for personal development to indicate their goal on the application for admission;
- create a timeline for reports needed (for effective implementation and assessment of orientation efforts).

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

See budget section of the plan.
ii. Assessment and Placement

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

The assessment center reports an 80% current-student rate of assessment. Service intervention is necessary to assess all students. Awareness to serving students who are exempt through pre-requisite requirements, etc. is to be implemented. Compass is the computerized test used at Mission College and at off-site testing locations. The Assessment Center administers testing to students/applicants with a student basic record in the spring of each year, for placement into the following semester classes. (There are plans to test on a year-round basis, as well.) High school students are assessed across the months from March through May, for enrollment prior to enrolling in the fall term classes. (The Assessment Center will start assessing those with student basic records who attend local Adult Education Centers in the future, too.) Below is a list of local high schools that elect to have Mission College assessment administration/off-site testing:

<table>
<thead>
<tr>
<th>Independence</th>
<th>Andrew Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overfelt</td>
<td>James Lick</td>
</tr>
<tr>
<td>Yerba Buena</td>
<td>Santa Clara</td>
</tr>
<tr>
<td>Wilcox</td>
<td>New Valley</td>
</tr>
<tr>
<td>Fremont</td>
<td>Piedmont Hills</td>
</tr>
<tr>
<td>Milpitas</td>
<td>Willow Glen</td>
</tr>
<tr>
<td>Calaveras Hills</td>
<td>Los Altos</td>
</tr>
<tr>
<td>SVCTE (formally: CCOC)</td>
<td></td>
</tr>
</tbody>
</table>

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

Assessment Testing Specialist (Program Specialist)
- On and off-site assessment, assistance with pre-requisite exemption and course equate input

Temporary/Hourly Support
- On and off-site assessment, assistance with pre-requisite exemption and course equate input

Educational Dean, Instruction and Student Support Services
- Co-coordinate SSSP implementation Plan: intervention-service delivery, service communication

Director of Student Enrollment and Financial Services
- Co-coordinate SSSP implementation Plan: technical-support, data management

Institutional Business Analyst
- Assists with managing general and categorical programs’ data entry/reporting
- Supervises pre-requisite score and course equate activity
- Supervises service audit activity: pre-requisite/course data update and implementation

Student Services Technician
- Receives exemption documents, inputs status in Colleague/DATATEL
- Assists with data entry/ERP field-linking update.
- Data entry/cleanup in SARS, Colleague-DATATEL, Compass application, etc.
3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Compass is the proctored, online test at Mission College and it is used at offsite open-testing centers. Compass is administered in large groups, or it can be administered to few students who show up for testing. Currently, Compass is developing its next test version (5.0). Mission is prepared and ready to administer the new version, and the College was to be notified of its availability for use by Fall 2014; the 5.0 version has been moved back to the Spring 2015 enrollment cycle.

The ESL Department requires a writing sample and uses validation surveys, regularly. ESL students and instructors are surveyed each semester to validate score and class assignments. Using the survey in reading, English, ESL and math course sections validate the test, as well. When an instructional department recognizes that their placement scores seem inappropriate, the research office conducts validation surveys. Surveys are given to the requesting department’s students and instructors in the early weeks of a semester session. The survey measures perception of how students and instructors feel regarding the department classes’ placed students. Survey results are communicated to departments for assisting them in future decision-making.

Mission uses a pre-requisite challenge form, as well. Students meet and provide documentation to the Department Chair when challenging class placement. After reviewing required documentation, the Department Chair approves the request through sign-off on the form. The Assessment Center maintains a file of the challenge forms, and it updates student test scores in the ERP to resolve the course pre-requisite requirements.

The ESL Dept. reads assessment-writing samples. In addition, all tests are manually scored to recognize added factors, such as whether a student holds a veteran status; the factor responses are used for multiple measure recognition. Factor-response points are awarded to students and the points are added to the tests’ final score. The list of additional questions follow (additional points are added by hand as part of multiple measures):

**English/Reading:** Two or more answers per section correct = 2 extra points (one for English, one for Reading)

- Question: How many years of English have you studied? (correct answer: 3 to 4 years)
- Question: How long ago did you graduate from High School? (correct answer: under 4 years)
- Question: What was your GPA when you finished High School? (correct answer: 2.5 or higher GPA)

**Math:** All three correct = 1 extra point.

- Question: Highest Math Course studied? (correct answer: Algebra 2 or course above)
- Question: How long ago did you finish your last math course? (correct answer: 1 year or fewer months)
- Question: What was you grade in your last math course? (correct answer: “A” and/or “B” grade)

**ESL:** Both correct = 1 extra point.

- Question: Highest degree earned? (correct answer: Bachelor or higher degree)
- Question: How many years of English have you studied? (correct answer: 2 or more years)

Students are also placed using the High School EAP English and Math exam results. If a student passes the English area, the student is eligible for English 1A. If a student passes the math area the student is eligible for any college
Below, is an illustration of the EAP, SAT & ACT tests results which the Math & English Departments allow. All students must be assessed for Reading results.

**EAP / SAT / ACT TESTS**

Did you take any of these tests while in High School?
- CSU Early Assessment Program (EAP) test for English & Mathematics
- College Board (SAT) Mathematics (Level 1 or 2)
- College Board (APS) Advanced Placement Statistics
- College Board (APC – AB Test) Advanced Placement Calculus – AB
- College Board (APC – BC Test) Advanced Placement Calculus – BC
- American College Testing (ACT) Mathematics Test

If you did, and you got high scores, you don’t need to take the Mission College Placement Tests:
- CSU (EAP) Test for English & Mathematics
  * English: 147 or above ... You are clear to take English 1A
  * Mathematics: 50 or above ... You are clear to take Math 1, 2, 8, 10, 12, D, G
- College Board (SAT) Mathematics (Level 1 or 2)
  * 550 or above ... You are clear to take Math 1, 2, 8, 10, 12, D, G
- College Board (APS) Advanced Statistics
  * 3 or above ... You are clear to take Math 1, 2, 8, 10, 12, D, G
- College Board (APC/AB) Advanced Calculus
  * 3 or above ... You are clear to take Math 3B
- College Board (APC/BC) Advanced Calculus
  * 5 or above ... You are clear to take Math 4A & 4B
- American College Testing (ACT) Mathematics
  * 23 or above ... You are clear to take Math 1, 2, 8, 10, 12, D, G

Bring documentation of test results to a Counselor, or the Assessment Center, to verify/clear prerequisite holds.

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

Mission’s sister college, West Valley College, uses CELSA, and ESL hard-copy tests, and the Accuplacer assessment to gain their reading, English and math test results. Mission counselors can view scores from West Valley College in the ERP and the College maintains a master grid of courses that equate to district courses and most, local community colleges. Mission College accepts placement scores from other colleges/districts as long as the student’s placement score, together with its related course description, is listed on the master grid.

5. Describe college or district policies and practices on:

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

   Pre-test practice is given through online PDF files from the vendor, Compass service. Practice tests include answer key solutions. Students can complete online pre-test practice at home, for example, and anywhere off-site. The on-campus Academic Skills Center (tutorial center) assists students in preparing for assessment tests, as well. The center provides pre-tests, test answer solution and consulting by tutors.

   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?

Students are allowed to take tests twice in a 365-day period although students must wait at least one week to retake the test. No other conditions need to be met since the Compass vendor does not have a policy.

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

English test scores are allowed for up to five years time, math scores are allowed for up to two years time, ESL scores are allowed for up to three years time, and reading scores are allowed for up to ten years time. High school grades from the assessed areas are accepted in rare situations. For example, the math test offers its highest test-result at a Calculus 1 class level, only. If a student appeals for acceptance into a Calculus 2 class level, the student is able to use his/her high school math grades, together with permission from the math department chair, for acceptance consideration into the class.

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

No third party test results are accepted for placement. The EAP score result is accepted for English and Math.

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

** The approximate cost per year for the Compass test is $12,600. The cost is based on the purchase of 10,000 units per year at $1.26 per unit. Tests are purchased in bundled and loose formats.

See budget section of the plan for more details.

### iii. Counseling, Advising, and Other Education Planning Services

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

The target student audience is incoming college freshmen (high school graduates) as well as continuing and returning students who need assistance with counseling, advising and education planning. The estimated annual number of students to be provided counseling, advising and other education planning services is 1700.

Counseling, advising and education planning services are provided in person, online (via email through a designated counseling email address: askmccounselor@wvm.edu) and in FTES funded Counseling classes that include: Orientation, Study Skills, College Success, Personal Development and Careers & Lifestyles. (SSSP funds do not contribute to instructional class offering.)

In person services take place during a 5-10 minute drop-in counseling session delivered at the front office of Counseling. It also takes place in the form of 30-minute appointments. Drop-in counseling is offered for the following issues:

- prerequisite clearance
• advisement for necessary classes to take in the upcoming term
• petition to repeat classes, academic renewal
• interpretation of English, Reading and Math Assessment and Placement scores
• information about major and degree offerings at the college
• request to evaluate transcripts from other colleges
• Other advising-related questions that can be handled within 5-10 minutes

The 30-minute appointments are utilized for the following:
• abbreviated and comprehensive education plans
• career and major exploration and assessment
• personal issues and concerns impacting academic performance
• financial aid appeals

Students may also request a phone or Skype 30-minute appointment with a counselor if an in-person appointment is not possible.

Students may also email inquiries to the counseling email address with questions similar in nature to those asked during drop-in advising. An online form is used which prompts students to submit specific information along with their questions. Emails from students participating in categorical programs are redirected to counselors in those programs to ensure consistency in the counseling provided. Students are also encouraged to review the department’s FAQs prior to submitting a question.

The Counseling classes provide students with varying levels of academic advising. The Orientation class provides abbreviated education plans for all students. The College Success and Careers & Lifestyles classes require a comprehensive education plan of students as part of the assignments.

Currently there are no other entities that assist with providing these services. The college categorical programs’ students are served through SSSP general-counseling guidance, but there are differences in intervention/service strategies.

The counseling department utilizes an “Are You On Course?” timeline to help students identify steps to be taken throughout their academic journeys. The times when students are provided with counseling, advising and education planning services follow:

- Before registration
- During registration of classes (when there are glitches and/or questions related to class repeats as an example)
- When students take the Orientation classes
- When students are undecided about or change their majors (this can happen at any point during their time at the college)
- When students are placed on academic and/or progress dismissal, or probation
- When students are placed on Early Alert and receive contact from a counselor
- When students are disqualified from Financial Aid and need to see a counselor for an education plan to attach to their appeal
- When students are nearing 60 units and come for a graduation “check-up”
- When students are nearing 100 units and are in jeopardy of losing priority registration benefits
- When students are having academic/personal difficulties/crises

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.
As described in Question #1, services are offered online through a counselor email address, in person on an individual basis and in groups through a classroom setting. Drop-In counseling is available for certain services, while other services like completing the education plan, requires an appointment.

Student access to counseling and advising services have been difficult due to a shortage of counseling faculty; strategies to better address counseling assignment loads, etc. are being considered/planned. Students are able to schedule appointments via the online eSARS appointment system with a high level of ease. The time needed before a student can see a counselor can be as long as 3-4 weeks due to the shortage of counseling faculty; solution(s) to address the time-span concern are a priority for resolve. Hosting orientation and educational planning through an instructional offering proves to be a necessary strategic alternative.

The average wait time for drop-in counseling varies depending upon the time of year. During peak registration times (1-2 weeks before instruction begins), wait time can be as long as 30-45 minutes. However, during the regular semester, the wait time averages 5-10 minutes. This depends on the amount of coverage the department can afford to provide. We need to balance the need for drop-in advising with the need for 30 minute appointments to provide more in-depth, lengthier services.

Our college does not utilize paraprofessional advising generally, however, a few positions are available and a change in this practice is being considered.

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

Students are provided this assistance through 2 methods:

1. Orientation classes: The counseling faculty guide students through picking out appropriate classes for their first semester at the college and encourage students to address basic skills deficiencies as soon as possible based on their assessment placement scores. Students will be encouraged to schedule a 30-minute appointment with a counselor in the future to create a comprehensive education plan once they decide on their program of study.

2. 30-minute counseling appointment: Counselors guide students in selecting appropriate classes for the upcoming semester, based on the assessment placement scores, and the student’s academic and career interests. A comprehensive education plan is made as soon as the student has decided on his/her program of study.

* The K-16 Bridge Program student educational plan (SEP) is used and interfaces with the District’s ERP. See the application website sample, Appendix D.

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

Students are provided assistance through 2 methods:

1. 30-minute counseling appointments: An electronic education plan (K-16 Bridge Program resource) is to be used to create the comprehensive education plan (as is the case for abbreviated education plans). The counselor assesses the students’ interests and needs during the appointment to help determine what course of study is appropriate to them based on their self-disclosure. Under the comments section of the education plan, a counselor may include suggestions on services and programs that students can benefit from joining and/or learning about. Reminders are posted on the education plan, in terms of important deadlines for transfer and graduation.
2. **Counseling classes related to college success and career selection:** These classes require that students develop a comprehensive education plan as part of the class assignments. Students must schedule a 30-minute appointment with a counselor for SEP approval. Prior to meeting with the counselor, the career class would have given the student personality, interest and other related career assessments to help students identify an appropriate course of study. College services and support programs are presented in the college success class to assist students in their pursuit toward completing academic/college goals.

* The ERP student-planning module will manage registration and future term offerings after build out is complete. The Colleague module, SEP shopping-cart strategy offers enrollment data analysis to predict future-terms course/section offering and to enable tracking of student-to-goal completion.

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

  - Full-time Counselors = 12
  - negotiated student contact hours = 33 hours per week
  - Part-time counselors = 5
  - Full-time equivalent counselors = 14.72

**Educational Dean, Instruction and Student Support Services**
- Co-coordinate SSSP implementation Plan: intervention-service delivery, service communication

**Director of Student Enrollment and Financial Services**
- Co-coordinate SSSP implementation Plan: technical-support, data management

**Institutional Business Analyst**
- Assists with managing general and categorical programs’ data entry/reporting
- Supervises SEP/enrollment integration activity
- Supervises service audit activity: student progress/intervention-data-support services
- Provides Informed Goal data for follow-up service, reporting, etc.
- Supervises SEP data activity related to instructional offering
- Supervise exemption documents, resolves input status conflict in Colleague/DATATEL
- Supervises data entry/ERP field-linking and update activity
- Manages data entry/cleanup in SARS for re-entry/transfer student record maintenance
- Supervises data management related to priority registration and early progress alert

**Student Services Technician**
- Input/clean up of Informed Goal data for follow-up services
- Resolves SEP data errors related to data integrity and service support
- Receives exemption documents, inputs status in Colleague/DATATEL
- Assists with data entry/ERP field-linking update
- Data entry/cleanup in SARS, K-16 Bridge SEP, etc. for re-entry/transfer student record maintenance
- Assists with cohort data activity related to registration and early progress alert services

**Career Advisor**
- Assists with career assessment proctor services and related career-library research services
- Career service intervention to incoming, pre-entry students, after student basic data recorded
- Assists with service data recording and data integrity issues
- District-IS Senior Systems Analyst
- Supports ERP service-data and outside-application-interface activity/ MIS reporting
- Assists with general and categorical program data-input/retrieval, and MIS reporting

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

Counselors provide online resources to support education planning. Counseling faculty develop educational plans using online tools like ASSIST, C-ID. Implementation of the K-16 Bridge Program SEP occurs during the 2014 fall semester. (Work to develop the K-16 Bridge SEP website and ERP interface has occurred, and both of the District colleges use the one tool.) The department indicates completion of educational plans in the SARS scheduling software, selecting whether an abbreviated versus a comprehensive education plan has been created. The ERP Degree Audit module exists, but has been minimally used for guiding students due to errors in reporting graduation requirements. The District’s Degree Audit module does not take into account students who wish to transfer (it is used to determine whether an Associate’s Degree requirements have been met), and future build out of the tool is planned.

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

See budget section of the plan.

iv. Follow-Up for At-Risk Students

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

Mission College has a long-standing commitment to improving the academic achievement of at-risk students and this is evident in its current practices and proposed plans. The Early Progress Alert service is conducted each semester and it informs the college community with valuable information on students needing immediate counseling and support services to help improve students’ progress.

The at-risk target audience students are those who have been placed on academic and/or progress probation and dismissal, those who lack progress in basic skill classes and students who persist without a firmly defined educational goal. The estimated annual number of students to be provided at-risk follow-up services is 3,700. The college identifies these students by running a data report through Colleague-DATATEL and the District Cognos data warehouse application.

The college identifies these students by running a data report through Colleague-DATATEL, and its Early Progress
Alert data, archived in the data warehouse application. The integration of Mental Health within the college’s Health Services, the Veterans Center (VALOR), and the collaboration with other support services programs have provided more options for at-risk students needing immediate intervention.

The strategies used to address needs of these students are the following:

Early Progress Alert - All teaching faculty assigned to full-term classes are encouraged to submit early, interim student grades for all full term class students by the end of the 5th week of fall and spring semesters. Students who appear to be struggling are identified and sent communication notice. Also, reports are generated and provided to general counseling and all categorical programs (state and federal funded, special population cohorts) indicating student contact information, and the classes and areas (e.g. participation, assignments, exams) where students are struggling in each class. Communication email notifying students of their current progress encourages them to speak with their instructor(s) and the counseling faculty. Counselors also reach out through email and/or telephone to offer assistance and support. Referrals to personal counseling services, assistance in financial aid and/or book loans, as example, become topics for resolve.

The college also offers non-credit IS classes such as IS949 and IS 950 that provide supplemental instruction opportunity. Further, the counseling department offers classes such as COUNS 0145B, COUNS 005, COUNS 001 when study skill, self-esteem and/or diversity issues are of concern. Free tutoring is also available for students in the Academic Support Center (ASC) through one-on-one tutoring and group tutoring formats. Online 24/7 tutoring help is available through a system called “SmartThinking”, which became available to students in the 2013-14 academic year, allowing access to live, online help in popular subjects.

General counseling sends an email invitation to students on probation and/or dismissal to invite them to a workshop or 1-day class related to study skills needs, including time management. Students on dismissal must meet with a counselor to fill out a Petition for Reinstatement, as well. Counselor interaction encourages consideration of student situation, crafts an education plan to achieve a clear academic/progress standing, and selects appropriate course/study adjustments. The petition, itself, includes a section related to education planning, allowing department notice of those who lack a plan. Because disqualified students are most likely disqualified from financial aid opportunity, the counselor can assist in the Financial Aid Appeal process through creating an adjusted education plan.

Students who repeat basic skills classes and/or fail to make progress out of precollege ESL/basic skills classes are identified for follow up services, as well. The college’s federal AANAPISI grant funds have provided best-practice initiatives and the college intends to institutionalize appropriate practices. Also, students who lack defining a firm educational goal is identified through frequent-report tracking and they are provided follow up, academic counseling. (The Student Services Technician assists in gathering reports and providing them for Counselor intervention.) Targeted communication (PORTAL notice, email contact, etc.) with students encouraging counseling contact and discussion for resolve helps to direct students to intervention services. Intent to define the comprehensive education plan recognizing college coursework before the third semester/15 units becomes the guiding principle for service, but minimizing excess units beyond what is reasonable, presents an educational-goal-completion strategy.

- **Probation Intervention**—Students on probation status will be referred to Tutorial Services during their first semester on probation with the understanding that if they do not make progress or improvements by the next semester they will remain on progress probation and will be required to take a study skills course or other appropriate counseling classes. Tutorial Services utilize SARS which will allow the college to cross reference those students who were referred to Tutorial and those who actually utilized the services. Those students who did utilize Tutorial will be given a survey to discover the effectiveness of the services. Students who did not utilize Tutorial Services and who did not pass the course will be contacted and informed of their options and the requirement to enroll in college success courses. The plan to implement the intervention will occur in fall 2015.

- **Petition for readmission**—the college will expand upon the current administrative procedures and processes. Currently students on dismissal status need to petition for readmission but conditions for
readmitting are not set in place in the district ERP system. Often students are readmitted on the basis of what the student discussed with the counselor and there are no systemic measures that allow counselors to readmit students, conditionally. The college plans to implement a “conditional readmit” component in the Colleague-DATATEL system that will allow counselors to define the parameters by which the student can be readmitted based on conditions. For example: readmitted but with unit maximum restrictions; must enroll in study skills course; readmitted but must do condition 1 & 2, etc. This change will require strong involvement from our District IS, the counselors at both colleges, the A&R Directors at both colleges, as well as both colleges Student Services Vice Presidents. While we have had initial conversations regarding this, both colleges will need to map out the protocols and steps required. The plan to pilot this intervention is scheduled for fall 2015.

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

Counseling faculty - help students through the development of education plans, teaching a workshop and/or class about study skills and time management, following up with students on early alert through appointments in person and online/telephone.

Educational Dean, Instruction and Student Support Services
- Co-coordinate SSSP implementation Plan: intervention-service delivery, service communication

Director of Student Enrollment and Financial Services
- Co-coordinate SSSP implementation Plan: technical-support, data management

Institutional Business Analysis
- Assists with managing general and categorical programs’ data entry/reporting
- Supervises SEP/enrollment integration activity
- Supervises service audit activity: student progress/intervention-data-support services
- Provides Informed Goal data for follow-up service, reporting, etc.
- Supervises SEP data activity related to instructional offering
- Supervise exemption documents, resolves input status conflict in Colleague/DATATEL
- Supervises data entry/ERP field-linking and update activity
- Manages data entry/cleanup in SARS for re-entry/transfer student record maintenance
- Supervises data management related to priority registration and early progress alert

Student Services Technician
- Input/clean up of Informed Goal data for follow-up services
- Resolves SEP data errors related to data integrity and service support
- Receives exemption documents, inputs status in Colleague/DATATEL
- Assists with data entry/ERP field-linking update
- Data entry/cleanup in SARS, K-16 Bridge SEP, etc. for re-entry/transfer student record maintenance
- Assists with cohort data activity related to registration and early progress alert services

Career Advisor
- Assists with career assessment proctor services and related career-library research services
- Career service intervention to incoming, pre-entry students, after student basic data recorded
- Assists with service data recording and data integrity issues

District-IS Senior Systems Analyst
- Supports ERP service-data and outside-application-interface activity/ MIS reporting
- Assists with general and categorical program data-input/retrieval, and MIS reporting
3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

- K-16 Bridge Program SEP resource – abbreviated and comprehensive education plan development and reporting (There are plans to map the data into the District’s ERP system in future years.)
- District ERP is used to coordinate data, communicate with students and provide follow-up-service-report data
- Constant Contact, is a third party resource, allowing for batch email-communication service. (District use of the Student PORTAL is preferred and will be fully implemented in future years.)

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

See budget section of the plan.

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

i. Instructional Research

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

   The District IS personnel, in collaboration with the College’s Office of Institutional Research and Planning, currently perform the services for internal and external data requests, as well as the two areas collaborate on building out the data warehouse.

   The College will continue to foster an institutional climate that understands and supports the importance of using data to improve student success. Institutional Research will specifically focus on examining the gaps and weaknesses in the services provided and the impact of these services over time. Research will be conducted in a purposeful, coordinated manner, thus maximizing existing campus efforts and resources, and to also identify effective practices. Data will be shared to allow the Student Success Committee—which was formed in 2013—and its various task groups to work on accomplishing institutional objectives. SSSP data will be reviewed with the goal of providing useful information to Department and Division Chairs for the purpose of enrollment management. Overall student achievement and retention data will systematically be evaluated to identify opportunities for further analysis; identify student outcomes and experience, both cognitive and affective that is central to the West Valley College experience; establish bench marks for student success and retention for selected cohorts; and develop a mechanism for the efforts to be reviewed, continued, and sustained.

   The Research Office at Mission College historically was staffed with one analyst who provided a wide array of services to the campus community. Mission College now has a Director of Institutional Research and Planning who has a few staff members working with her. The college will utilize the district data warehouse for institutional research purposes including SSSP. The warehouse is continuously evolving and now suffices as the decision support system for the college and allows users a web interface for data acquisition. The college will ensure that the Researcher will regularly disseminate institutional data on student performance specifically retention, persistence and success. The Researcher will also assist Student Services in analyzing SSSP and Student Equity data with regards to the Equity Indicators including Access, Course Completion (Retention), ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer, Student Success and Support Program Services.

Assessment Research

One of the important provisions of SSSP is Assessment. The college utilizes the ACCUPLACER computerized assessment instrument approved by the state. Comprehensive mathematics consequential
validation research was conducted in spring 2013 for 69 sections at all course levels. Consequential validation reach was also conducted in spring 2013 for 29 sections of three levels of English courses, and consequential validation research was also conducted the same semester (spring 2013) for 10 sections across 3 levels of reading. Data analysis on ESL consequential validation and disproportionate impact research was submitted, as required by the state Chancellor’s Office in 2009, and was resubmitted in spring 2012. Moving forward, the college will continue to conduct consequential validation and disproportionate impact research following the four-year timeline and aligned with the college’s accreditation cycle.

Research on Student Performance (First-year Student Experience)
Research on various cohorts will also be conducted, for example research on the College’s First-Year Experience Program (FYE) will analyze student success along specific measures such as success and persistence rates. Since the college’s FYE Program links math and English with Counseling, ongoing research will be conducted to identify the extent to which assessment scores play a role in student success/performance in math and English courses, and the effects of counseling and educational planning on the retention and success rates of these students.

Research Focusing on the impact of Orientation, Counseling, Educational Planning, and Follow-up
The College will collect, analyze and disseminate data on student success, retention, completion, and transfer rates which will aid the College and the District in planning for students’ needs and for the purpose of enrollment management. The College Researcher will present SSSP data (assessment data and course placements, basic skills data, and college success and retention rates) to Student Services Council and to the Division Chair Council to assist in them in making informed decisions and developing planning agendas. Research on student demographics in basic skills courses with comparisons to degree-and transfer-applicable courses will also be conducted. Each department in Student Services that is responsible for SSSP services will continue to enter the SSSP data in the College’s Datatel student information system. For example since EOPS and DESP also provide counseling services, that department is responsible for entering and maintaining the data on EOPS counseling.

The following Research and Evaluation goals specifically articulate the plan to use data to improve student success:

- Support for IS, Counseling, and A&R in developing SSSP data entry workflow
- Frequency data on each of the service categories
- Data and analysis to evaluate impact of the implementation, including Scorecard measures (persistence, SPAR, and basic skills progress)
- Methodological support for formative and summative evaluation of service categories (i.e. student surveys across orientation methods)
- Disproportionate impact studies of assessment process
- Analysis of adherence to educational plans
- Data disaggregation by populations identified in the Student Equity Plan
- Other studies as needs are identified throughout the rollout

ii. Technology

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

All technology use that directly relates to the delivery of services is designed to enhance the operation and effectiveness of the college and for easy and convenience of students. The responsibility of technology support services are shared between the district and college.

WVMCCD uses the Colleague-Datatel, Enterprise Resource Planning system to provide student
information for the colleges. Cognos (data warehouse) is a Business Intelligence Tool that is designed to support reporting institutional data. It works together with Colleague and allows for standardized and ad-hoc reports to be created. These reports are utilized for the purpose of enrollment management and for institutional research focusing SSSP components.

During the high school outreach and recruitment process, Mission College introduces the K16 Bridge Program to prospective students in participating schools. The K16 Bridge Program combines online lessons and support (via an active portal) with in-person standards-based instruction. Prospective students learn how to use the K16 Bridge program to access a variety of information such as college and career options, Using the K16 Bridge program as part of the college efforts to comply with the Student Success Initiative has resulted in focused connection between prospective students and their selection of majors in college, and has allowed participating students to be better equipped for attending college.

The MC Portal was developed and launched in fall 2011. The student portal was also designed as a useful retention and student success tool by providing current information and resources in user friendly, easy to read format. The single sign on entry allows students to navigate the college website and logon to the Angel Learning Management System, SmartThinking, and other external-support services without ever leaving the portal. A few web tutorials and You-tube videos were created to ease student anxieties and the portal is well used by the students. As described in the Assessment Section, the pre-requisite clearance and challenge process may be conducted completely online. Scheduling assessment appointments are also conducted online. Online assessment test preps are also available via the WVC Assessment webpage. The college also utilizes SARS Grid which is used for counseling appointments and SARS Trak to track counseling services. It records reasons for their visits and verify student identification. SARS statistical reports serve to document the number of students served the types of counseling provided.

Orientation (Counseling A) may also be taken as an online class. Returning students who have already completed orientation but may need a refresher may also utilize the self-paced orientation “workshop” available on the web. As described in the Orientation Section, Counseling A includes a hands-on, lab format and students utilize a variety of online resources and may register for classes via the student portal. The College recently worked closely with West Valley College and the K-16 Bridge Program to redesign, customize, and launch the K16 Bridge online SEP component. The full description and the sample online SEP is described in the Counseling, Advising and SEP Section of this plan. The K16 Bridge Program SEP is fully compliant with SSSP and this is evident in the fact that it provides an SSSP check list and the abbreviated and comprehensive SEP models were developed by counselors who understand the importance of functionality as well as the look and as well ease of use.

IIc. Transitional Services Allowed for District Match

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

There are no transitional services, as defined above, requested at this time.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy
Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

New Students may be eligible for a waiver of orientation if they meet any of the following criteria:

- New students with an AA/AS or higher degree OR
- New students whose educational goal is to maintain or enhance job skills or for personal interest OR
- 9th-12th grade students who are enrolled in college classes and enrolled in high school classes OR
- Students concurrently enrolled in another college or university and only enrolling in one class at Mission.

2. **Appeal Policies**
   Describe the college’s student appeal policies and procedures.

The college allows students to appeal for an exception to certain academic matters concerning refunds, optional fee waivers, repeats, withdrawals, late-adds and academic renewal. The Academic Appeals Committee comprised of Director of Enrollment and Financial Aid and faculty members review all student issues and respond with resolution. The purpose of the Appeals Committee is to provide an avenue for students seeking relief from the rules and regulations of the college pertaining to admission, readmission, residency tuition or fees, degree or certificate standing, academic standing, grade extensions, and extensions of deadlines. Prior to petitioning the Academic Appeals Committee students must first attempt to resolve their problem or concern directly with the appropriate individual or the individual’s supervisor.

Petitions from academic rules and regulations must be submitted in writing on forms available in the Admissions Office. Appeals of the committee’s decisions may be submitted to the committee for reconsideration if a student has additional extenuating circumstances that were not included in the original petition. Decisions of the Academic Appeals Committee are final and binding but maybe appealed to the College President within 5 instructional days of reaffirmation of the Committee’s decision.

A student may also file a grievance when he or she believes that a faculty or staff member, or an administrator has violated College rules, policies or procedures, or other local, State, or Federal laws. The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures are available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights or privileges as a student. The procedures include, but not limited to, grievances regarding:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual harassment
- Financial aid
- Illegal discrimination

All students are informed of their rights and responsibilities during orientation, the New Student Convocation, via the college website and the student portal, and in the college catalog.

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

Per Title 5, requisites must be separately reviewed and approved by the Curriculum Committee prior to the approval of the course as a whole.

**Types of requisites:** Course requisites include prerequisites, co-requisites, and advisories. Title 5 clearly requires credit degree-applicable courses to establish prerequisites and advisories when necessary to assure that students can successfully complete coursework. However, implementation of those requirements is not a simple matter, and must be balanced with concerns about student equity and success.
Implementation: When a course is developed as part of a sequence of courses within a single subject area such as CIT or French, prerequisites can be implemented relatively easily through content review which matches the skills needed by entering students with course objectives listed in the prerequisite course. However, requisites from outside the subject area—particularly requisites which relate to reading, composition, or computation—must be justified carefully. For many years, the state has required colleges to justify these prerequisites through a process of statistical validation to prove that students lacking the prerequisite will not be able to successfully complete the target course.

This changed as of 2011, and recent Title 5 changes now allow validation of prerequisites in computation and composition through a “rigorous process of content review”. However, before colleges can use content review to justify these prerequisites, the District Governing Board must adopt a local policy authorizing this method and must also approve a plan spelling out the process to be used. As of October 2011, this process still has not been developed or approved.

Content review of all courses for which pre- or co-requisites exist will be conducted on a regular basis (not less than every six years) to insure the continued appropriateness of the pre- or co-requisite.

Challenges
PREREQUISITES, COREQUISITES OR OTHER LIMITATIONS ON ENROLLMENT
Students have the right to challenge prerequisites or co-requisites or other limitations on enrollment for the following reasons:
1. Students believe the prerequisite or co-requisite has not been made reasonably available.
2. Students believe that the prerequisite or co-requisite was established in violation of regulation or in violation of the District-approved matriculation policies and processes. (Supporting documentation must be provided.)
3. Students believe that the pre or co-requisite or limitation on enrollment is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner. (Supporting documentation must be provided.)
4. Students believe they have the knowledge or ability to succeed in the course despite not meeting the prerequisite. (Supporting documentation must be provided.)
5. Enrollment in the course has been limited to a special group of students, and there are no other courses which would fulfill the requirement. Students believe they would be delayed by a semester or more in attaining the degree or certificate specified in your educational plan. (Supporting documentation, including a copy of your educational plan, must be provided.)
6. The pre- or co-requisite was established to protect health and safety and despite the fact that the student does not meet the pre- or co-requisite, the student believes he/she is able to demonstrate that he/she does not pose a threat to himself/herself or others. (Evidence must be provided.)

Where to obtain forms:
To challenge a pre- or co-requisite or other limitation on enrollment, contact the Counseling or Admissions Offices for a challenge form and specific instructions. Submit the completed form and any required supporting documentation to the Counseling or Admissions Offices. The student’s request will be evaluated by a challenge review committee within five (5) instructional days and a written response will be mailed to the student.

Where to obtain forms:
Complaints
If students feel that assessment, orientation, counseling or any other matriculation procedure is being applied in a discriminatory manner, the student may file a complaint with the Vice President of Student Services Office. Each nonexempt matriculating student has rights and responsibilities pursuant to Title 5. Students may be exempted from the assessment and/or orientation components of matriculation pursuant to Title 5.

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

The Mission College Organizational and Professional Development Committee is constituted as a standing Mission
College committee. The Committee will report to the College’s Governance and Planning Committee (GAP). The committees' activity and focus follows:

- To guide implementation, oversight and review of the Mission College Organizational and Professional Development Plan.
- Coordinate College Flex Day Activities.
- To make recommendations to the college and to the district on policies and procedures.
- To serve as liaison with the District related to staff development matters and Flex activities.
- Plan staff/professional development activities.
- Review and make recommendations regarding staff/professional development accreditation standards.

On Flex days, the organizational and professional development committee arranges the presentation of workshops to faculty and staff, related to implementation of various student success and support programs and services. Routinely, counselors and A&R staffs attend conference and workshops both in person and online related to student success and support programs and services.

Counselors, counseling staff and A&R staff receive on-going training and in-service to ensure students receive consistent, up-dated and accurate information, including change in District policy and administrative procedure.

5. **Coordination with Student Equity Plan and Other Planning Efforts**

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

During the 2013-14 academic year, the Student Equity Taskforce was approved to be a subcommittee of the College’s highest participatory governance committee, GAP. The single committee is a combination of the College’s Student Equity Committee, the former Matriculation Committee, and the Student Success Committee, a subcommittee of the former Matriculation Committee. The GAP subcommittee status is intended to bond together GAP’s responsibility for institutional effectiveness, including program review, college budgeting and facility and safety, and accreditation, acknowledging student equity and student success as a necessary part of leadership attention.

The SSSP Plan and services is coordinated with the college’s development of the student equity plan in a number of ways. First of all, the dean of student services serves as a member of both the SSSP Plan Taskforce and the Student Equity Plan Taskforce. Additionally, the draft of both plans are presented to various college participatory governance bodies, including the academic senate, in order to allow input from various stakeholders before receiving final GAP recommendation to the President. This practice ensures that the SSSP Plan and services are working in conjunction not only with the student equity plan, but also with other plans and programs, and fundamental campus operations. Mission recently underwent a site visit from the accreditation team, and the College worked hard to incorporate recommendations of the team into its SSSP Plan through addressing issues that required coordinated, transparent oversight.

5. **Coordination with Student Equity Plan and Other Planning Efforts**

Describe how the SSSP Plan and services are coordinated with college’s development of its student equity plan and other district/campus plans and efforts including accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

With the passage of the Student Success Act (SB 1456), Mission College identified three existing committees that share overlapping goals and tasks: the Matriculation, Student Equity and Basic Skills committees. These committees have developed and implemented numerous projects over the years to respond to student success issues. They share a common goal to increase student success and completion by fostering student-centered guidance, support and instructional system in accordance with the College mission. The committees were
combined into one and they help coordinate college service activities. Members of the faculty—along with the Vice President of Student Services, and the Dean of Instruction and Student Services—serve as members of the new Student Equity and Success Committee. The chair of the Student Equity Task Force, who is also the EOPS Director, plays a strong role in the development of the Student Equity Plan along with the Vice President of Student Services who takes the lead in the development of the SSSP and Student Equity Plans. A Student Equity leadership structure will be implemented soon, and in the future it will take the prominent role in implementing strategies and completing the Student Equity Plan and required reporting. The new Student Equity and Success Committee has been in place since 2013 and its purpose is to address student success in a purposeful, coordinated manner, thus maximizing campus resources and identifying pathways for student success. The 2014-2015 Plan now being submitted reflects the College’s intention to implement a concerted student success and retention plan, utilizing the collected data and drawing upon best practices.

The essence of the SSSP core service is to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational goals. The Mission College SSSP Plan integrates student equity factors and addresses the needs and gaps identified in the Basic Skills Plan. Since all programs and units complete Program Review, the goals and activities will support the program review and institutional effectiveness planning process which also includes budget resource allocation. Again, the Student Equity and Success Committee report directly to the College Governance and Planning (GAP) Committee, and GAP advises the college president. It will continue to work in collaboration with other participatory governance bodies to review the data, identify strengths, weaknesses and gaps in the college’s institutional practices, and to develop goals and activities based on what is learned. Through the Student Equity planning process the college has identified an achievement gap among Hispanic students, yet there are noteworthy achievements in learning community environments like Puente, and within athletic programs where these students participate in collaborative learning, where they get consistent counseling and support, and their progress is routinely monitored. The college intends to scale up these best practices. The college also hopes to replicate the successful efforts of our AANAPISI Program which has been very effective in helping Our Asian and Pacific Islander students to reach their academic goals. The cumulative efforts in this plan aligns with the mission of the college, congruent with the Basic Skills and Student Equity Plans, and will support the college’s accreditation process. The coordinated efforts involving many groups have culminated into a comprehensive Pathway to Student Success which is graphically demonstrated below.
6. **Coordination in Multi-College Districts**

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

The West Valley-Mission Community College District has established a single set of Board approved policies and the two college presidents and their respective vice presidents confer on the resulting administrative procedures. The two vice presidents of Students Services, along with the two Directors of Enrollment (Admissions & Records) have taken the lead in developing the district polices and administrative procedures reflected in Chapters 4 and 5 of the Board Policies and Administrative Procedures.

Both Colleges worked closely together with the District Information Systems (IS) team to implement SB 1456 particularly with regards to Enrollment Priorities, Academic Standing, and ensured that the orientation, educational planning, and reporting processes were in place. The Vice President of Student Services at West Valley College initially developed a district wide matrix that delineated each Student Success Initiative but the matrix was
shared with Mission College so the Mission could capture the progress on the implementation of SB 1456. These collaborative efforts will continue in the future and both colleges will establish a timeline to review the implementation progress by the end of the 2015-16 academic year. Collaboration will also occur, consistently, through the work of the District Enrollment Management Committee (DEMC), which includes the Vice Presidents of Student Services, Vice Presidents of Instruction, the Vice Presidents of Administrative Services and the Directors of Enrollment (Admissions & Records) for both West Valley and Mission Colleges. This committee reports directly to the WVMCCD District Council, the District’s operational oversight body.

The following delineates coordination efforts on SSSP components.

- The District IS and Vice Presidents meet monthly to review, create, and utilize a priority list of technology projects and discuss progress and changes needed based on college/district priorities. The District IS priorities often affect Student Services area particularly the 3 core components of SSSP. This practice will continue and will include subgroup meetings or task forces when both colleges are ready to implement new technologies and tools such as the state’s Common Assessment.
- The Curriculum and Student Team (CST) has also been coordinated by the district IS staff with college representatives from the areas of Instruction, Admissions and Records, Financial Aid, and SSSP (Counseling and Assessment). The purpose of this group is to assess and discuss technical functionality and effectiveness of the commonly used colleague fields, coordinate a district-wide calendar of instruction and student services activities so as to streamline processes, avoid unnecessary conflicts and errors, and make technical recommendations for improvement.
- The Vice Presidents of Student Services have agreed to a common letter to faculty regarding the Early Progress Alert.
- The Vice Presidents of Student Services and respective Deans recently reviewed the Academic Standing (Academic and Progress Probation letters) and will continue to make appropriate changes in the future whenever appropriate.
- Both colleges have agreed to review the timelines for submitting the faculties’ Early Progress Alert intervention grades.
- Both colleges developed and will continue to make improvements on the common K-16 Bridge Program Educational Planning resources.
- Both colleges will ensure that the download activity of the K-16 EdPlans will be operational across the district, including acknowledgment of assessment, orientation, and educational plan completion.
- Both colleges will work with IS to develop a common SSSP completion screen for viewing status in all component areas.
- Joint presentations to District Council and the DEMC will be proposed in the future which would include further collaborations between the two colleges.

In addition, coordination among the colleges and district occurs within the realm of ERP activity, and application of administrative practice, primarily. The District’s IS Department (ERP oversight responsibility) has planned together with both colleges in the following:

1. Education plan up and download activity across the K-16 Bridge Program and ERP platforms, including acknowledgement of assessment, orientation and educational plan (abbreviated/comprehensive) completion
2. Filter service completion and exemption lists in order to develop priority registration assignments
3. Filter academic/progress standing, and unit count status to develop priority registration assignments
4. Develop a common SSSP completion screen for viewing status in all component areas

Finally, The two colleges Counselors have met to develop a similar, common K-16 Bridge Program educational planning resource, Counselors have decided on practices regarding students enrolled in classes at both colleges, and the sharing of outside-District transcripts has been achieved using Laserfiche scan and server repository practices. Regular meeting and data review, discussion is intended, as well.
SECTION IV. ATTACHMENTS

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

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

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

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

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

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

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

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

Student Success and Support Program Plan Participants

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

Name: Dan Sanidad Title: MC Interim Vice President of Student Services
Stakeholder Group: MC Student Services Division- College Administration

Name: Victoria Hindes Title: WVC Vice President of Student Services
Stakeholder Group: WVC Student Services Division- College Administration

Name: Myo Myint Title: MC Interim Dean, Instruction-Student Support Services
Stakeholder Group: MC Student Services/Instruction Divisions- College Administration

Name: Richard Alfaro Title: MC EOPS-CARE Director
Stakeholder Group: MC Student Services Division- College Administration

Name: Donna Hale Title: CalWORKS Director
Stakeholder Group: MC Student Services Division- College Administration

Name: Thuy Trang Title: Student Services Division Chair
Stakeholder Group: MC Student Services Division- Faculty

Name: Rebecca Tran Title: Counseling Dept. Chair
Stakeholder Group: MC Student Services Division- Faculty

Name: Inge Bond Title: Director of Research and Planning
Stakeholder Group: College /District Research-Administration

Name: John Spencer Title: Assessment Testing Specialist
Stakeholder Group: College/Classified Staff

Name: Sarah Randle Title: Institutional Research and Planning Specialist
Stakeholder Group: College -Classified Staff

Name: Rita Grogan Title: Director of Student Enrollment and Financial Services
Stakeholder Group: College/District –College Administration

Name: Rick Bennett Title: Vice President, Administrative Services
Stakeholder Group: College /District-College Administration

Name: Doug Masury Title: Financial Analyst
Stakeholder Group: College-Classified Staff

Name: Kevin Cartier Title: Senior Systems Analyst-Applications/Database
Stakeholder Group: District-Classified Staff

Name: Linh Nguyen Title: Senior Systems Analyst
Stakeholder Group: District-Classified Staff

Name: Wael Abdeljabbar Title: Academic Senate President
Stakeholder Group: College-Faculty
Attachment B
Organizational Chart

Mission College – Student Services (Student Success and Support Program Co-coordinators)

Mission College - Instructional Divisions

Mission College Constituencies and Committees
Attachment C
SSSP Advisory Committee
(Student Equity and Success Committee)

Sarah Randle, Institutional Research Planning and Development Specialist
Kenneth Songco, Director of Federal Student Services Grants Implementation and Compliance (AANAPISI Programs)
Gaozong Thao, Counselor
Katy Fitzgerald, Recruitment Supervisor
Monica Rivas, Foreign Language Faculty
Myo Myint, Interim Dean Instruction and Student Support Services / ESL Faculty
Bianka Guardino, Counselor
Richard Alfaro, Director of EOPS-CARE/ACCESS (TRIO) CHAIR
Dan Sanidad, Interim Student Services Vice President
Attachment D
K-16 Bridge Program Student Educational Plan website
RESOURCES

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