



Student Success and Support Program Plan (Credit Students)

2014-15

**District: Glendale College District
College: Glendale Community College**

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

Email report to:
cccssp@cccco.edu

and

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

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

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their 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 students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

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

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

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

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

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

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

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

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

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

GENERAL INSTRUCTIONS

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

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

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

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College Name: Glendale Community College

District Name: Glendale 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: Jeanette Stirdivant
Name: Jeanette Stirdivant _____ Date: 10-14-14

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: Ricardo Perez
Name: Dr. Ricardo Perez _____ Date: 10/14/14

Signature of the Chief Instructional Officer: Mary Mirch
Name: Dr. Mary Mirch _____ Date: 10/14/14

Signature of College Academic Senate President: Andrew Young
Name: Mr. Andrew Young _____ Date: 10/14/14

Signature of College ^{Supt} President: David Viar
Name: Dr. David Viar _____ Date: 10/14/14

Signature of District Chancellor: _____
Name: _____ Date: _____

Contact information for person preparing the plan:

Name: Jeanette Stirdivant _____ Title: Interim Dean Student Services
Email: Jeanette@glendale.edu _____ Phone: 818-551-5195

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.

Preparation of Student Success and Support Program Plan

Glendale Community is located in Glendale and serves students from Glendale and the Greater Los Angeles Area. Factors collected in the Campus Profile 2014, the Student Success Scorecard, and the Student Equity Report were used in preparation of this plan. Three campus meetings were held to allow for input to the plan from a cross-section of faculty, staff and Administration and two Board of Trustees presentations.

- On February 11, 2014 a planning meeting was held for all faculty and staff in Student Services. Faculty and staff were informed about the budget process for SSSP and discussion was held about core services.
- On April 4, 2014 from 1:30-3:30 Division Chairs and representatives of the Academic Senate were invited to participate in a two hour planning meeting to discuss ideas for SSSP.
- On June 6, 2014 an expanded Student Support and Success governance meeting was held to talk about the plan and invite participation from Division Chairs, Instructional and Student Services Managers and Deans, Research and Planning and the managers of the Basic Skills Grant and Title III grants.
- One presentation to the Board of Trustees was made on February 21, 2014 and another presentation is scheduled for October 21, 2014.

Ila. 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.).

- **Student Enrollment:** 20,230 Credit students, 8,431 Noncredit students, with a total headcount of 28,661
- **Gender of Credit Students:** 54% female, 45% male
- **Ethnicity of Credit Students:** 33% Caucasian/Armenian, 29% Latino/Hispanic, 18%

Caucasian/European/Anglo, 5% Filipino, 3% Black/African American

- **Age of Credit Students:** 40% 20 and under, 26% 21-25, 10% 26-30, and 18% 31-50
- **Unit Load of Credit students:** 37% of students are taking 6-11 units, 21% are taking 1-5 units and 22% are taking 12 or more units
- **First Generation:** 33% of the students attending in Spring 2014 were first generation college students and 19% of the students indicated that both parents were born in the United States
- **Educational Goal:** 67% Transfer, 15% AA/AS degree, 4% certificate
- **Probation stats:** In Spring 2014, 622 students were on the first level of probation and 1802 students were on the second level of probation for a total of 2,424 students on probation 1 or 2. Of those students on probation one or two in spring 2014, 1326 students enrolled in fall.
- **Annual Number of first time students:** Credit First-Time College students 4,083, Credit First-Time Students at GCC from other colleges 2,093 – Total annual number of first time students anticipated at 6,000.
- **Delivery Methods:** online, groups at GCC, Garfield Campus, and local high schools

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

Pre Orientation

- Through the Office of Student Outreach Services (SOS), GCC promotes, markets, and processes all pre-enrollment/pre-orientation services and programs to local high school, the Noncredit Garfield Campus, and the local community.
- Student Outreach Services (SOS) will provide pre-enrollment services to at least 43 high schools in Glendale and the Greater Los Angeles Area and the Garfield Campus on a regularly scheduled basis.
- SOS will develop a greater presence through Social Media.
- SOS will expand Shadow Days where high school students and noncredit students visit GCC classes to become more familiar with GCC.
- Early College Acceptance Program (ECAP) is a partnership between SOS, Assessment, Admissions and Records, and Counseling. ECAP assists first-time high school students and students at the Noncredit Garfield Campus with their transition to Glendale Community College. This program, conducted in spring, provides Application Workshops, Online Orientation, Assessment, and culminates with a Two hour Counseling and Advisement workshop with the student and counselor completing an abbreviated electronic Student Education Plan (SEP) in order for new student to receive priority registration. The SOS staff provide application workshops at local high schools and at the Noncredit Garfield Campus. Once students have received a GCC ID number they are eligible to sign up for a campus visit. GCC provides bus transportation to the campus in order for the student to take the English and math assessment, provides lunch, and a two hour New Student Counseling and Advising Workshop to develop a two semester electronic abbreviated SEP.

Orientation

- After students complete assessment, all students who wish to receive priority registration are required to participate in regularly scheduled New Student Counseling and Advising Workshop. Workshops are available in Armenian, Spanish, and English and are available year round. The workshop provides information regarding college programs, college services, institutional procedures, and student expectations. Students also receive a Counseling Handbook which covers all of the Title 5 mandated requirements and the student completes an abbreviated student educational plan. The workshop is provided in a level III classroom to allow students to access their MyGCC online portal, GCC email, and to develop an abbreviated SEP on-line.
- All applicants may participate in the on-line orientation which is available in Armenian, English, Korean, and Spanish. The current on-line orientation provides information regarding college programs, college services, institutional procedures and student expectations. Currently, a group of faculty, staff, and administrators are meeting to determine if an outside company should be contracted to develop a new online orientation or if it can be developed by faculty and staff at GCC. The new orientation will be ADA accessible, interactive, and have videos and be available in multiple languages. The goal is to have this available by fall 2016.
- Counseling faculty deliver classroom presentations about how to maintain priority registration.
- Assessment Classified staff and student workers register prospective students for the Counseling and Advising Workshops and assist students with signing onto MyGCC and activating their email account.
- Classified staff post reminders on MyGCC about participating in core services.
- Classified staff and student workers assist the counseling faculty with the Counseling and Advising Workshops.

Post-Orientation

- A new Student Welcome Day will be held just prior to the start of school in Fall 2015 for all incoming students and their parents.

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

- All counseling faculty and staff will continue to provide pathways for success.
- SOS will provide Pre-Orientation/Pre-Enrollment Services.
- Assessment staff registers students for Orientation and Counseling Workshops and provide technical assistance for MyGCC.
- IT will assist with processing of assessment scores.
- Institutional Research will provide evaluation of effectiveness of services connected with orientation, pre-and post-orientation.

JOB TITLE	DEPARTMENT	GENERAL/ FUND	SSSP	DESCRIPTION
Dean of Student Services	Student Services	.75	.25	To manage and evaluate the SSSP plan
Student Outreach Manager	Student Outreach Services		1.	Manages and coordinates all Orientation, Pre-orientation and Post-Orientation services
FT Academic counseling faculty	Academic Counseling	4.75	5.10	To provide orientation, counseling/advisement and SEP planning, and follow-up services
Adjunct Counseling faculty	Academic Counseling		4.85	To provide orientation, counseling, advisement and SEP planning, and follow-up services
FTE Counseling Faculty in other departments providing Orientation	Veterans/Scholars DSPS EOPS	1 2.5 5.75		Provide Orientation, counseling and advisement and SEP planning and follow-up for special groups
Student Ambassadors			Hourly	Hourly student workers who assist with Orientation, counseling workshops and
Office Assistance	Counseling	2.		
Student Services Tech		2.		To Responsible for all data collection
Instructional Technology Hourly			Hourly	MIS assistance with all core services
Research and Planning		.50	.50	Evaluate all core services

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 College currently has an outdated on-line orientation available on its website. A group of faculty, staff and administrators are meeting to determine if an outside company should be contracted to develop a new online orientation or if it can be developed by faculty and staff at GCC. The new orientation will be ADA accessible, interactive, and have videos. The goal is to have this available by fall 2016. The cost for a new on-line orientation will be included in the Budget portion. Students sign up for face to face First-Time Counseling and Advising Workshops using SARS.

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.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;

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

- An annually updated Counseling Guide addressing all components of the Orientation Check list as listed in title 5 section 55521 is available on-line, distributed during the First Time Counseling and Advising Workshops and is available in all counseling offices.
- The Counseling Guide is made available to all students enrolled in Student Development 100, 101, and 103 courses, and in EOPS, DSPS, General Counseling, CalWORKs, Veterans, and at the Garfield Campus.
- First-Time Student Counseling and Advising sessions are available throughout the academic year to address the needs of students enrolled in late start and short term sessions.
- Board-adopted policies and administrative regulations and those currently in the governance process address SSSP criteria and students rights regarding the process are or will be available through publication in the catalog, schedule of classes, Counseling Guide 2014-15, and on-line. Some of the policies are still in the governance process and should be completed prior to June 15. See detail of board policies and administrative regulations listed below.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031: **Board Policy 4250 and AR 4250 and 4256**
- (2) Maintaining registration priority pursuant to section 58108: **Board Policy 5055 and AR 5044**
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003: **Board Policy 5050 and AR 5600**
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621: **Board Policy 5130**
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed: **Procedure listed on college website, catalog, class schedule, First-time Student Counseling and Advising Handbook**
- (6) Academic calendar and important timelines: **Procedure listed on college website, catalog, class schedule, First-time Student Counseling and Advising Handbook**
- (7) Registration and college fees: **Procedure listed on college website, catalog, class schedule, First-time Student Counseling and Advising Handbook**
- (8) Available education planning services: **Procedure listed on college website, catalog, class schedule, First-time Student Counseling and Advising Handbook**

- All College faculty and staff have been informed about SSSP guidelines through training, multiple meetings, newsletters, campus email communications, and presentations at Board meetings.
- A new Student Success Website will be available December 2014.
- A New Priority Registration page detailing the new guidelines will be available in the class schedule and on-line registration website.
- Joint Student Services faculty and staff cross-training and in-services on the SSSP services.
- Counseling faculty received a refresher course in the Myers-Briggs to use with career counseling in the Spring 2014.
- Counseling faculty received training on SSSP components and integration with MIS.
- Counseling faculty received training on strategies for Career Exploration and Decision Making.
- Counseling faculty will develop presentations about SSSP to be delivered to basic skills classes and the importance for all students to complete the core services: orientation, assessment, and SEP and an educational goal.
- The New and Continuing Student Program Plan will be available in the Master Calendar and available on line.
- Students participating in orientation and advising sessions will complete an evaluation addressing the Student Learning Outcomes for the Counseling/Advising Session.
- The counseling faculty will annually address the survey results to ensure that the Student Learning Outcomes are being addressed in the Counseling and Advising Workshops.
- Research and Planning will evaluate services and assess the disproportional impact on student groups.

Process for First Time Students

- Complete admissions application
- Receive email from college with ID number and directions to go to the Assessment Office after preparing for assessments
- Take appropriate assessment, activate email, and once completed, view online orientation
- Once the online orientation is completed, sign up for First-Time Student Counseling and Advising Workshop
- Attend two-hour Counseling and Advising Workshop conducted by a counselor with the assistance of two student workers to help with computer entry. All information from the orientation checklist is presented and student leaves with an abbreviated SEP.

Process for First Time Transfer Students

- Complete application
- Receive an email from the college with ID number and directions to go to Assessment or to Counseling if the student has transcripts
- Counselor will refer the student to Assessment Center if needed and process transcript evaluation
- Attend 2 hour Counseling and Advising Workshop or complete ASEP with Counselor

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

Special Populations

Veterans

Veterans complete the on-line orientation and have a personal meeting with a Veterans counselor where they receive the Counseling and Advising Handbook and an abbreviated or comprehensive SEP after they have been assessed. Some of the Veterans also attend the First Time Student Counseling and Advising workshop.

DSPS Students

The Center for Disabilities provides comprehensive assistance for students with disabilities beginning with application assistance. Once the student has an ID number, the student makes an appointment with a counselor. All students receive Counseling and Advising Handbook, which is available in alternate format for students who are blind or visually impaired. The Student Educational Contract (SEC) is accepted as an abbreviated SEP. Counseling faculty reinforce that the student must make an appointment for a comprehensive SEP prior to completing 15 degree applicable units.

Deaf/Hard of Hearing

Deaf students can either do the On-line orientation or go to the First time student Counseling and Advising workshop. If the student chooses to go to the workshop, the student is responsible for making arrangements for an interpreter with the Center for Students with Disabilities prior to attending the session.

Student Athletes

Student Athletes are encouraged to attend one of the "special one day orientation" programs provided for student athletes. These programs are provided on several Saturdays prior to the start of school. Students take their assessment prior to attending the Athletic Orientation. The program includes College Orientation, completion of an Abbreviated SEP and a review of the intercollegiate athletic rules.

International Students

International students select one of two day long enhanced orientations which includes all the mandated orientation information along with special information designed to meet the needs of the International student.

ORIENTATION GOALS FOR 2014-15

- Evaluate Early College Acceptance Program (ECAP) to determine student understanding of pathways
- Evaluate Counseling and Advising Workshops
- Develop Basic Skills Class Workshops
- Develop checklist for online /website as part of registration
- Review and revise email communication to students following application with information

about next steps

- Develop a video explaining how to log and use MyGCC student portal and activate email account
- Hire counseling faculty to work with at-risk students and provide comprehensive services identified in SSSP plan
- Hire para-professionals to work with at-risk students to give information, do research, provide non-counseling services
- Host Counselor Day for high school counselors to increase pathways for students
- Increase presence on Social Media and other traditional media venues
- Increase visibility of student pre enrollment services in social media and in traditional media
- Increase use of Student Ambassadors
- Investigate increasing Jump Start at the local high schools to increase pathway opportunities for students
- Begin planning for Welcome Day in 2015
- Purchase Samsung Chrome books for high school orientations, workshops, and for counselors to take into the classroom to do group advisement and training
- Purchase table banners for pre-enrollment/pre-orientation services
- Purchase Display-to-Go for SOS
- Purchase supplies for college fairs
- Develop and purchase printed materials for use with pre-enrollment/pre-orientation services
- Research and identify ways to shorten the time it takes for student to get ID number
- Research the possibility for alternative enrollment opportunities for students
- Develop videos on life at college—like U-tube—students talking to students....Some web sites, student can click on too see more:
 - Why assessment is important?
 - Why do I have to pick a major by 15 units?
 - What kinds of majors can I pick?
 - What is a SEP?
 - What are general education courses?
 - What is IGETC and breadth?
 - How can counselors help me?
 - What is the Learning Center?
 - But I don't want to see a tutor....I'm not dumb
 - I am not doing great in my classes.....what do I do now?
 - What if I don't get the grade I expected on a test/paper?
 - Why should I visit my professor during faculty hours?
 - Moodle log-in orientation

5. 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.

Orientation Budget 2014-15

Staffing	Department	FTE	SSSP 2014-15
Dean of Student Services	Student Services	.25	\$ 43,057.50
Dean of Student Services Benefits	Student Services	.25	5,597
Manager Student Outreach	Student Outreach Services	1.0	\$ 88,524
Manager Benefits	Student Outreach Services	1.0	\$ 11,508
Full Time Counselors	Counseling	5.10	\$ 477,584
Adjunct Counselors	Counseling	4.85	\$ 125,000
Counseling Benefits			\$ 78,336
Student Workers	Student Outreach Services		\$30,000

Resources	Description	SSSP 2014-15
New Online Orientation	New video in English, Spanish, and Armenian	\$80,000
Printing	Brochures, materials for all aspects of Orientation	\$15,000
Videos	For use on internet, orientation and as part of New Orientation and for MyGCC	\$10,000
Transportation	High School, Noncredit student visits to Campus	\$25,000
Rentals	Events	\$4,000
Supplies	Office Supplies	\$5,000
Hospitality	Lunches for HS visit and welcome day	\$10,000
Bags	Bags for students for pre orientation services	\$10,000
Purchase lap tops for application workshops	Samsung Chrome lap tops for application workshops and in class SEP preparation	\$22,000
Wireless service set up		\$2,000
Counselor Day		\$5,000
Collaborative expansion		\$5,000
Display to go/Banners		\$6,000

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.).

Assessment is required of all students wishing to take English, Math, English as a Second Language, or Chemistry and or to take courses which may have English, Math, English as a Second Language, or Chemistry as a prerequisite. Testing is provided year round, as well as evenings and weekends to accommodate students, however the majority of students assess prior to enrollment dates.

Assessment or proof of prerequisite completion is required to attend the First-Time Student Counseling and Advisement Workshop and receive an abbreviated SEP.

- Approximately 4,500 students take the English placement test annually.
- Approximately 1,500 students take the English as a Second Language annually.
- Approximately 5,000 students take the math placement test annually.
- Approximately 200 students take the chemistry test annually.

The majority of students take the placement test in the Assessment Office at GCC Main Campus, however special arrangements have been made for the Assessment staff to offer testing at several of the local high schools and the GCC Garfield Campus. Prior to taking an assessment test, a student must have filed an application and have a GCC Identification number. Students enrolled in the English and or Math Collaborative do not need to assess with the Assessment Center as it is part of their curriculum.

Students with disabilities are provided assessment accommodations based upon verified disability-related needs. Depending on the accommodation required, the Center for Students with Disabilities may provide an alternate location or method of assessment.

The English, ESL and Math Collaborative foster relationships with local high school teachers and with Noncredit with the goal of enabling collaboration between GCC and high school English, ESL and math faculty to address how to achieve the goal per the Student Success Task Force: Recommendation 1.1, which specifically enjoins community colleges to "collaborate with K-12 education to jointly develop new common standards for college and career readiness."

English Collaborative

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

serving 1,429 students.

Math Collaborative

The Math Collaborative is actively working in 11 high schools, 35 classrooms and served over 700 students last year. In addition to serving high school students in the classroom by offering senior level math classes, helping students apply to GCC online, and offering pre- and post- assessment testing, there is a Fall Tea Welcome for new high schools and new teachers. Monthly meetings are held encouraging faculty to collaborate across campuses, winter workshops are held covering topics of interest to both the high school math faculty and GCC faculty, student field trips are provided to familiarize students with the campus and programs we offer, and scholarships are awarded to high school seniors who enroll in a math class their first semester at GCC. The High School Math Collaborative is an all- encompassing program that benefits the GCC Math Division, high school teachers, counselors and, most importantly, students.

ESL Non Credit Collaborative

The ESL Credit and Noncredit Division chairs will work to develop a process for students enrolled in Noncredit level 4 and 5 to have their final essay read to determine placement in the appropriate Credit ESL course. This will eliminate students from having to take the Credit ESL exam and allow them to know where they would be placed in the ESL Credit program. The Credit and Noncredit ESL departments will work together to develop a plan to increase success for students in both the Credit and Noncredit ESL programs.

Assessment Goals for 2014-15

- Research and develop articulation agreements with the Noncredit ESL program to the credit program to provide pathways from noncredit to credit for students
- Develop training for and between Credit and Noncredit ESL faculty
- Provide Credit and Noncredit faculty the opportunity to develop rubric for Credit ESL placement based on the Noncredit ESL final
- Research the validity of Accuplacer math assessment
- Research the use of high school grades for placement into math and English (Long Beach model)
- Increase opportunities for students to have English and math review prior to assessment at the main campus, Garfield Campus, and on-line
- Evaluate the use of pre-assessment and retesting for math and English
- Research the possibility of expanding the math and English Collaborative programs
- Research the possibility of developing an ESL Collaborative Program with the high schools
- Develop Assessment videos to help students understand the importance of preparing for assessment
- Evaluate Assessment homepage to make it more student friendly
- Increase staff in Assessment Center to provide more technical support to student.

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.

Job Title	Department	General Fund	SSSP Funded	Description
Assessment Center Coordinator	Assessment		1	Coordination of Assessment Center
Student Assessment Lab Tech	Assessment	2.52	.48	Provides assessment Services including Scheduling, Proctor training and Testing and working with students
Student Workers Assessment		Multiple Hourly	Multiple hourly	Assists in coordination of assessment services and procedures
Student Assessment Asst.	Assessment	.5	.5	Assists in coordination of assessment services and procedures
IT Technician	IT		hourly	Technical Support
Research Analyst	Research and planning		.5	Responsible for evaluation of core services
English/ ESL test Readers	English, ESL Department	Multiple hourly	Multiple Hourly	Readers for English and ESL essay
Credit and Noncredit ESL faculty	Credit ESL Noncredit ESL	Multiple Hourly	Multiple Hourly	Money to develop rubric

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).

English Placement

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

- CPT Sentence Skills Test (Accuplacer)
- CPT Reading Comprehension Test (Accuplacer)
- English Language Essay Sample
- Grade in Last English Class (self-reported)

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

Formula 1 = (.3 CPT Sentence Skills) + (.1 CPT Reading Comp) + (2.0 Grade Last English Class)

Formula 2 = (5.0 English Language Essay sample) + (2.0 Grade Last English Class + (6)

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

Math Assessment Instruments

A. Basic Math and/Beginning Algebra

Student placement into basic math and beginning algebra (math 155/255, 158, 145/245) is based on Accuplacer-version 9.4 and is based on one approved assessment instrument and two additional multiple measures:

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

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

B. Beginning Algebra/Intermediate Algebra

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

Beginning Algebra Test

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

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

C. Intermediate Algebra/College Algebra

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

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

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

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

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

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

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

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

Credit ESL Assessment Instruments

A. Grammar Courses

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

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

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

B. Listening/Speaking Courses

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

- ESL Listening and Speaking Test
- ESL Grammar Test

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

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

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.

Glendale Community College does not accept placement test results from other institutions.

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.

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

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

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

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

Below is the Retest and Recency Policy for GCC.

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

6. 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.

Assessment Center Budget 2014-15

Staffing	Department	FTE	SSSP 2014-15
Assessment Center Coordinator	Assessment	1.	\$ 57,191
Benefits for coordinator	Assessment	1.	\$ 12,582
Student Assessment Lab Tech Assistant	Assessment	.48	\$ 23,235
Benefits for Student Assessment Lab Tech Assistant	Assessment	.48	\$ 5,112
English /ESL Readers	English/ESL faculty	Hourly	\$ 15,000
Collaborative hourly stipends	English, Math ESL Credit and Noncredit faculty	Hourly	\$12,500

Resources	Description	SSSP 2014-15
Testing Units for Math, English, and ESL	Tests	28,453

iii. Counseling, Advising, and Other Education Planning Services

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

Counseling and advising services are available to all current students of Glendale Community College. Services include: academic, career, personal and mental health counseling. Counseling, advising and other educational planning services are provided by full-time and adjunct counseling faculty. Prospective students are eligible to see counseling faculty during “Drop-in” Counseling which is available during the hours of operation. Glendale Community College does not employ advisors, coaches or other para-professionals to provide counseling and advising services to students. The use of para-professionals is currently being discussed and their role will be defined by the Academic Senate and the faculty and classified unions.

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

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

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

From July 1 2013- June 30, 2014 Counselors served the following students:

Academic Counseling Appointments	8,015
Drop-in Counseling Appointments	25,569
Workshops	552
Group Advising and counseling	2,464
Class visits	1,436

Student Development Courses

- SD 100 College Orientation (1 unit) (1-2 sections per term are available on-line)
- SD 101 Freshman Orientation (1 unit)
- SD 103 College Orientation for International Students (1 unit)
- SD 105 College Success for Students with Disabilities(1 unit)
- SD 125 Career Planning (1unit)
- SD 126 Job Search Strategies (1unit)
- SD 127 Major Exploration (.5 units)
- SD 128 Vocational Pathways (1unit)
- SD 129 Test-To-Speech Software Use for Reading and Writing Assistance (1unit)

- SD 130 Using Technology to Support Reading Skill Development (1unit)
- SD 141 Improving College Performance and Study Skills (1unit)
- SD 143 Study Skills Lab (.5-2units)
- SD 145 Achieving Academic and Career Success (3units)
- SD 146 Effective Study Techniques (1 unit)
- SD 150 Tutor Training (.5 units)
- SD 171 Student Leadership (1unit)

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

Glendale Community College is currently using a home grown electronic Student Educational Plan (SEP) which is integrated into the PeopleSoft computer system. This program has been determined to have problems and during the 2014-15 academic year the college will be installing a new electronic student educational plan (Los Rios Model) and training the counseling faculty to use this new SEP. The new SEP will allow the counselor and student to have the same view, however the student will not be able to change the plan. The home grown model will continue to be used until the new plan is available.

Glendale Community College provides help to students in developing an abbreviated student educational plan of 1-2 terms as part of the First-Time Student Counseling and Advising Session, or at an individual counseling appointment.

First-time students who did not attend Orientation are sent an email to visit the Counseling Office to develop an abbreviated or SEP or comprehensive depending on their need at the time of the appointment.

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

Counseling Goals for 2014-15

- Counseling faculty will develop a comprehensive plan for delivery of the abbreviated or comprehensive student educational plan.
- Counseling faculty, in collaboration with the counselors from the feeder high schools, will develop workshops and services to increase pathways for students.
- Counseling faculty will review the First-Time Student Counseling and Orientation Handbook.
- Counseling faculty will review ECAP program and services provided and evaluate for successful delivery of student information
- Counseling faculty will develop a “Frequently Asked Questions” sheet for students.
- Counseling faculty will identify and develop processes and procedures for answering student

questions by email.

- Work with the Academic Senate and unions to determine appropriate use of para-professionals.
- Expand services to assist students to identify a major and explore pathways in groups and individual counseling sessions
- Research and develop on-line counseling component for students enrolled in online courses
- Research and develop a plan to provide more comprehensive plan for students in basic skills classes.

3. 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.

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

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

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

Before a student completes 15 units they receive notification that they must declare a course of study and complete a comprehensive SEP or they will lose priority registration.

4. 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).

GCC Counseling Department

Glendale Community College has the equivalent of 9.85 full time Academic Counseling faculty providing counseling services and 4.85 adjunct counseling faculty. Counseling Faculty work 35 hours per week with 25 hours of direct student contact in the form of appointment, drop in, group counseling with respect to Orientation, Advisement and Counseling, preparation of an abbreviated or comprehensive SEP, and follow-up services. Several faculty are on reassigned time or reduced contracts (Transfer, Articulation, .5 pre-retirement, Department Chair).

Additionally there is 1 FTE counseling faculty member working with Veterans, 2.5 FTE working in DSPS and 5.75 working in EOPS for a total of 13.95 FTE Full time faculty and 4.85 FTE. We are planning to hire several new adjunct faculty and classified staff to increase counseling hours, provide follow-up services and provide direct services to student per the SSSP program.

Job Title	Department	General Fund	SSSP	Description
Dean Student Services	Student Services	.75	.25	Coordinate all Core Services
Dean, Benefits	Student Services	.75	.25	Benefits to reflect coordination of all core services
Full Time Academic Counselors	Academic Counseling	4.75	5.10	Provide full range of academic counseling, advising and other planning services
Adjunct Academic Counselors	Academic Counseling		4.85	Counseling faculty providing full range of services
Counseling Faculty in Special Units providing services	Veterans/Scholars DSPS EOPS	1 2.5 5.75		Counseling faculty in Special Units providing full range of services
Student Services Technicians	Academic Counseling		1	Assist with advisement and follow-up
Student Technicians	Academic Counseling			Scheduling and support services for students and counseling faculty
Student Services Program Coordinator	Academic Counseling		1	MIS Support for all core services
Instructional Technology Programmer	Instructional Technology	1	Hourly	Hourly programmer to set up MIS and all other services required to track Student Success

5. 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.

Technology used for Educational Planning

- Full spectrum of educational planning tools are used by students and counselors with

- students such as Assist, CSU Mentor, UC Transfer Admissions Planner
- Counseling faculty utilize the Transfer Counselor Website
 - Homegrown electronic SEP, new SEP currently being installed
 - The GCC Career Center has an extensive website and provides an array of web based career exploration tools such as Eureka and Discover
 - Explore use of on-line counseling

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 counseling, advising and other education planning services.

Staffing	Department	FTE	SSSP 2014-15
Dean of Student Services	Student Services	.25	\$ 43,057
Benefits for Dean	Student Services	.25	\$ 5,597
Full Time Counselors	Counseling	5.10	\$ 477,584
Adjunct Counselors	Counseling	4.85	\$ 125,000
Benefits for Counseling faculty		8.0	\$62,086
Student Services Assistants	Counseling		
Student Services Tech	Career Center	1.0	\$ 71,939
Student Services Program Coordinator	Student Services	1.0	\$ 81,912
Benefits for Clerical Benefits	Student Services	2.3	33,847
Instructional Technology		Hourly	\$ 41,000

iv. Follow-Up for At-Risk Students

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

Glendale Community College defines At-Risk students as the following:

- Students in basic skills courses
- Students who have not identified an educational goal and course of study
- Students on academic or progress probation
- Achievement gaps for African-American students in course completion rates, progress in the English and mathematics sequence, completion of a degree or certificate, transfer

- Achievement gaps for Latino students in progress in the ESL and math sequence, completion of a degree or certificate, and transfer
- Achievement gaps for Asian students in completion of a degree or certificate
- Achievement gaps for students with disabilities in progress in the ESL and English sequence, and transfer
- Achievement gaps for Filipino students in transfer
- Achievement gaps for foster youth in course completion rates
- Achievement gaps for male students in progress in the mathematics sequence and completion of a degree or certificate

At-Risk Students enrolled in basic skills courses and student with achievement gaps

In 2013-14 Glendale Community College had 4,140 students enrolled in at least one basic skills course as identified in Title 5. The courses are designed to address the pre-collegiate needs in math, English and ESL needed to take college level courses. These students are identified by their assessment results. When working with a counselor to develop the abbreviated SEP new students who are in basic skills courses are especially encouraged to take Student Development 101, Freshman Seminar. Students are encouraged to take English – both reading and writing their first semester.

Both the counseling and basic skills faculty spend time with students identifying the additional services available on campus such as tutoring, Writing Center, Math Discovery Center, Library workshops. Currently the counseling faculty and the Learning Center are merging services to provide a one stop center for all success services.

The Learning Center is becoming a Success Center and will be renamed in the future (undecided at this time). Counseling faculty will work with the faculty in basic skills courses to develop and present a series of workshops targeted to students enrolled in basic skills courses and to students on probation.

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

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

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

Students on Academic or Progress Probation

This population is identified once grades are posted. Students are sent an email, letter and the information is posted on their home page of the student portal informing the student of what they need to do depending on their academic or progress probation status.

Probation 1

Students on Probation 1 will be required to attend probation workshop and make an appointment with an academic counselor to do a comprehensive SEP. The workshop will be 60 minutes and will cover a variety of topics: GCC's policy on academic probation, progress probation, dismissal, academic renewal, how to calculate GPA, and the student will take a study skill assessment. Prior to leaving the 60 minute workshop the student will select two topics where they feel that they are weak based on the study skills assessment. The student can complete the workshops in the Learning Center or on line at their convenience. Student will sign a contract including the conditions that need to be completed. Students may choose not to accept the terms of the contract but they will be expected to sign a waiver explaining that they will lose their priority registration in the future, if they continue on to P2.

Probation 2

Students on P2 will be required to enroll in a Student Development 141 course. The course is going to be a traditional 1 unit class given in a 6 week format and will also be available as a hybrid course. Topics to be covered will include but are not limited to: introduction to study skills methods, academic support services, and student's academic assessment. The class is designed to improve such skills; note taking, test taking, and time management. Students will sign a contract which will be different from the contract signed by P1s. Priority registration will be reinstated if the student agrees to enroll and successfully completes the course.

Dismissal

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

Students who have not identified an educational goal or course of study

In 2013-14 GCC had 5,844 students who identified themselves as undecided at the time of application. Undecided students will receive an email with information posted on the student portal with referral to the Undecided Career Workshop which are offered year round and at different times and days to accommodate students' schedules.

Undecided students who are enrolled in or near completion of 12 degree applicable units are sent an email informing them about the requirement for a major and loss of priority registration and encouraging them to attend one of the Undecided Career Workshops. Students can enroll on-line for the workshops. Once students have attended the workshop, they can meet with a counselor in person to discuss the educational planning. Students may also enroll in the one unit Student Development 125 Career Planning courses.

Students with achievement gaps as identified for Student Equity

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

Teaching faculty involvement

Research and develop an early alert system which will allow faculty to notify students who are at-risk of not passing a course. The student will be notified through the MyGCC portal and be able to enroll in the various workshops based on need. The goal is to tie student needs and resources together along with providing professional development to instructional faculty about the resources available.

Follow-up Goals for 2014-15

- Develop a systematic approach of informing students about their probation status, through My GCC Portal, mailing or email
- Design and implement a process to allow students who participate in probation intervention an opportunity to be reinstated to priority registration
- Develop and coordinate with the Tutoring/Learning Center, workshops designed for 1st semester probation students
- Develop and implement a hybrid Student Development course focused to serve the needs of 2nd and 3rd semester probation students
- Hire Student Services Technicians to mentor and monitor students on probation
- Develop and implement new procedures for returning dismissal student
- Research the possibility of including a study skills assessment for students at basic-skill levels in English and math
- Collaborate with Assessment Center in identifying at-risk student based on assessment placement
- Collaborate with Basic Skills, Fast Track programs in delivering information and services to students for enrollment eligibility levels
- Coordinate, collaborate, and develop an expanded Supplemental Instruction for basic skills with the math, English, and ESL
- Research the possibility of using students in Service Learning Community as peer mentor project in assisting 1st year and probation 1 students
- Instructional and Student Services faculty will work with Instructional Technology to develop Early Alert System

- Develop a best practices for training faculty on how to use the Early Alert System
- Work with Instructional faculty on developing a plan to imbed/integrate “career” into curriculum
- Coordinate, collaborate with instructional faculty to expand workshops aimed at basic skills levels

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

Job Title	Department	General Fund	SSSP	Description
Dean Student Services	Student Services	.75	.25	Coordinate all Core Services
Dean, Benefits	Student Services	.75	.25	Benefits to reflect coordination of all core services
Full Time Academic Counselors	Academic Counseling	4.75	5.10	Provide full range of academic counseling, advising and Follow-up services
Adjunct Academic Counselors	Academic Counseling		4.85	Provide full range of academic counseling, advising and Follow-up services
Counseling Faculty in Special Units providing services	Veterans/Scholars DSPS EOPS	1 2.5 5.75		Counseling faculty in Special Units providing full range of counseling and advising and follow-up services
Student Services Technicians	Academic Counseling	2	1	Assist with advisement and follow-up
Student Technicians	Academic Counseling	4		Scheduling and support services for students and counseling faculty
Student Services Program Coordinator	Academic Counseling		1	MIS Support for all core services
Instructional Technology Programmer	Instructional Technology	1	Hourly	Hourly programmer to set up MIS and all other services required to track Student Success

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

- Student Electronic Student Educational Planner is available in MyGCC for student use
- Campus resources include Learning Center, Writing Lab, ESL lab, Math Discovery Center, and Biology Tutoring Center
- Multiple Career websites available from the Career Center website
- Purchase software to support at risk students in English, Math, or ESL

- Develop hybrid course for probation students
- Home grown Early Alert notification is available on Student Portal (MyGCC)

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.

Staffing	Department	FTE	SSSP 2014-15
Dean of Student Services	Student Services	.25	\$ 43,057
Benefits for Dean	Student Services	.25	\$ 5,597
Full Time Counselors	Counseling	5.10	\$ 477,584
Adjunct Counselors	Counseling	4.85	\$ 125,000
Benefits for Counseling faculty		6.0	\$62,086
Student Services Tech	Career Center	1.0	\$ 71,939
Student Services Program Coordinator	Student Services	1.0	\$ 81,912
Benefits for Clerical Benefits	Student Services	2.0 Plus	33,847
Instructional Technology		Hourly	\$ 41,000

Resources	Department	SSSP
Learning Center Software	Learning Center	80,000

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

i. Institutional Research

- 1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.**
 - The office of Research and Planning will work with all groups assess the effectiveness of the core programs and services
 - Research and Planning will evaluate the work of SSSP and Student Equity to determine progress for the Scorecard.

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.**
 - On-line Orientation – new online orientation being developed
 - Assessment pre-testing

- Math, English, and ESL workshops
- On line tutoring
- Electronic SEP
- MyGCC Student Portal
- Probation tutorials and videos being developed
- Career Planning Software on line career Center Website
- Educational Planning Software –Assist
- Comprehensive Library resources
- Student videos
- Notification to students about Probation Status, Registration etc. as part of student portal in MyGCC
- Moodle for Student Development hybrid courses

IIc. Transitional Services Allowed for District Match

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

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.

Current Administrative Regulation 5600 exempts students from participating in the required services however the student is then not eligible for priority registration. This Administrative Regulation is currently in the process of going through governance.

From AR 5600

1. In all cases, a student may be exempted from participation in any or all matriculation services. Such action on the part of the student will not result in any limitation on the available College services or the student's enrollment in College courses except where a student is not eligible to take specific courses where assessment score prerequisites have not been met.
2. A student may be exempted from assessment, orientation and/or counseling and advisement based on the following criteria: completion of an A. A. degree or higher; enrollment in fewer than 6 units; completion of matriculation services at another college; enrollment in the college for personal enrichment, upgrading of job skills or the student does not intend to earn a degree or certificate.
3. Students who are exempt from some or all of the matriculation services provided by the College, will be informed of these services at the time that the exemption is made.
4. The District will maintain records of all exemptions that are made to this policy. This data will be made available to the Chancellor of the California Community Colleges for purposes of evaluating the impact of matriculation services.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Glendale Community College does not have a process for students to appeal mandatory participation in the SSSP activities; however students may:

- Appeal their loss of priority registration; or
- Substitute assessment with proof of successfully completing the prerequisite at another regionally accredited college.

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.

Glendale Community College's Board Policy 4260 and Administrative Regulation 614.7 were established in accordance with Title 5, Section 55003 to define the policies and procedures for all Course Prerequisites, Co-requisites, and Advisories on Recommended Preparation. This Administrative Regulation is currently going through governance.

The criteria for identifying and implementing the use of a basic skill prerequisites and/or co-

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

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

For sequential intra-departmental course prerequisites and co-requisites content review standards must be followed.

For Inter-Departmental prerequisites and co-requisites in addition to content review at least one of the following validations must occur; at least three UC or three CSU campuses reflect equivalent prerequisites or co-requisites for the equivalent course or statistical research is conducted to validate the prerequisite or co-requisite.

For Program prerequisites any prerequisite established or proposed for a program must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

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

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

- Knowledge to complete the course successfully – can be based on prior course work, occupational experience or other learning experience. Documentation may be requested
- The prerequisite or co-requisite course has not been made reasonably available and will cause undue delay in the completion of the student's educational goal. Attach SEP and student should have a counseling faculty member's recommendation.
- The prerequisite or co-requisite has not been established in accordance with the districts process for establishing prerequisites and co-requisites.
- The placement score does not reflect the ability of the student.
- The prerequisite or co-requisite is unlawfully discriminatory is be applied in an unlawful

discriminatory manor.

4. Professional Development

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

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

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

Policies and Professional Development Goals 2014-15

- Development of Success Webpage
- Develop a comprehensive plan for Student Success communication with Faculty and Staff
- Reevaluate the current prerequisite appeal form and process
- Complete all Board and Administrative Regulations which relate to SSSP plan

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.

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

1.1 Awareness. Improve awareness of GCCD resources with increased and effective internal and external communication

1.2 Access. Increase student access by developing strategies and systems to improve student articulation, assessment, and basic skills preparedness for both credit and noncredit students

1.3 Persistence and Success. Increase credit and noncredit student persistence and success.

The Institutional Planning Coordination Committee (IPCC) reviews all plans at Glendale Community College. This committee is responsible for overseeing the entire college planning process and ensuring that all planning is coordinated and integrated to ensure institutional effectiveness. According to its mission statement, "The Institutional Planning Coordination Committee (IPCC) models and monitors continuous quality improvement to ensure institutional effectiveness. The committee oversees college planning; assesses the effectiveness of planning; makes

recommendations for sustained continuous quality improvement; develops strategies to promote college-wide dialogue, discussion and participation in the integrated planning process; and identifies trends and common needs that reveal institutional and student needs. These objectives are achieved by the strategic use of institutional data, accreditation standards, federal and state regulation, and community input as guiding principles for assessing institutional effectiveness”.

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.

NA

SECTION IV. ATTACHMENTS

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

The following attachments are required:

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

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

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

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

Other Attachments (optional)

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

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

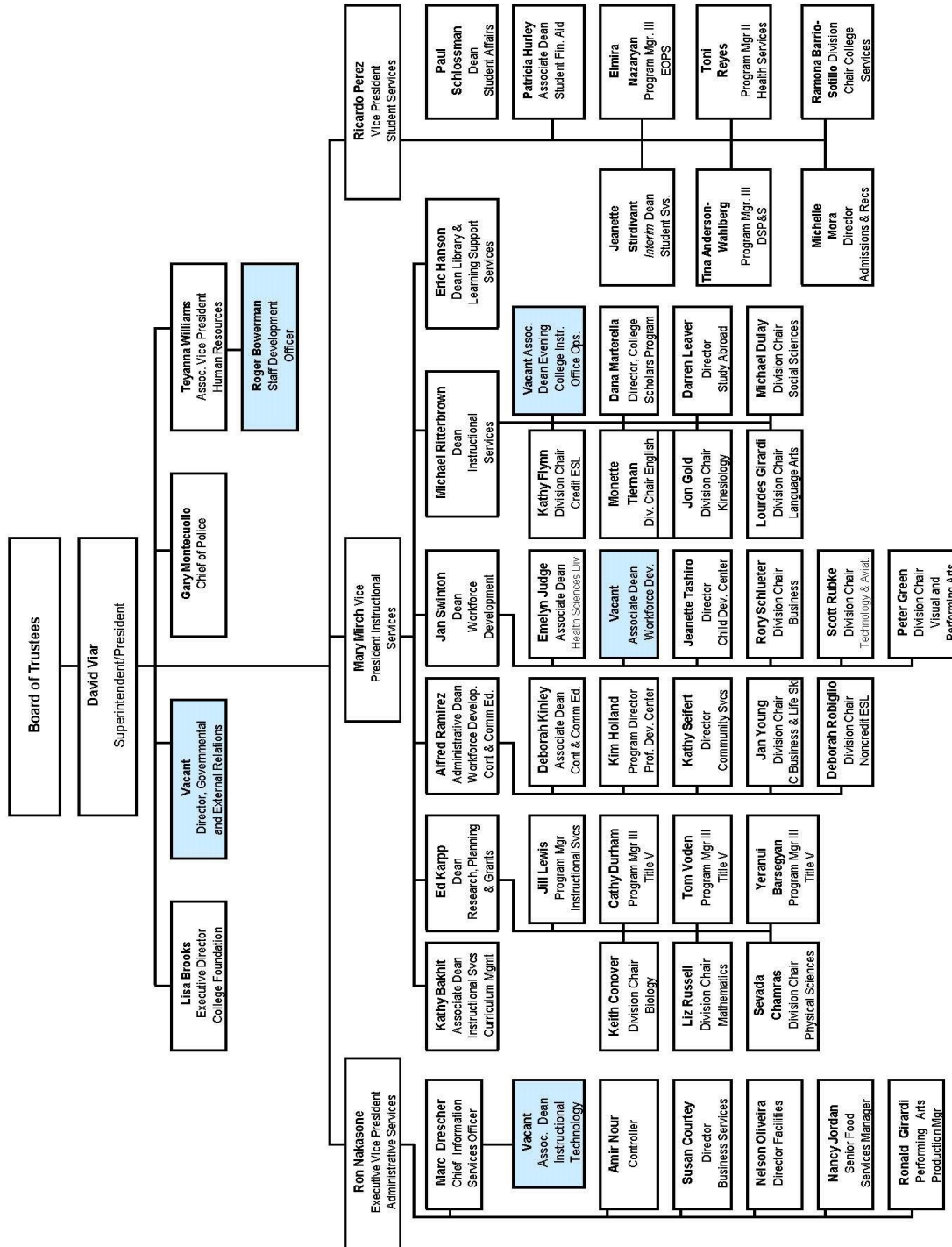
Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Name	Title	Stakeholder Group
Ricardo Perez	Vice President Student Services	Student Services
Mary Mirch	Vice President Instructional Services	Instruction
Jeanette Stirdivant	Interim Dean, Student Services	Student Services
Michael Ritterbrown	Dean, Instructional Services	Instructional Services
Andrew Young	Academic Senate President and Math Faculty	Faculty
Michelle More	Director, Admissions & Records	Admissions & Records
Tina Andersen-Wahlberg	Director, Disabled Student Programs	Disabled Student Programs
Kathy Bakhit	Associate Dean Curriculum & Management	Curriculum & Management
Elmira Nazaryan	Director, EOPS	EOPS
Beth Kronbeck	Faculty	Academic Senate
Teresa Davis	3SP Coordinator	College Guild
Henan Joof	Outreach Coordinator	CSEA/Student Services
Monette Tiernan	Department Chair, English	Faculty
Jan Young	Department Chair, Noncredit Business and Life Skills	Faculty
Edward Karpp	Dean, Research, Planning, and Grants	Research & Planning
Bethany Pflueger	Faculty	Academic Senate and Guild
Tatyana Bartholomew	Student Services Technician	CSEA/Career Center
Meg Chil-Gevorkyan	Student Services Technician	CSEA/Student Outreach Services
Sevana Hakopian	Student	ASGCC
Francisco Aguilar	Student	ASGCC
Erick Peralta	Student	ASGCC
Kevork Kurdoghlian	Student	ASGCC
Dana Nartea	Student Services Coordinator	Student Services

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

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

**Glendale Community College
ORGANIZATIONAL CHART**



TO BE REMOVED

Attachment C
Student Success and Support Program Plan Participants
Following is a list of the membership of the Student
Success and Support Planning Official Governance
Committee

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

Name	Title	Stakeholder Group
Jeanette Stirdivant (Chair)	Interim Dean, Student Services	Student Services
Michael Ritterbrown	Dean, Instructional Services	Instructional Services
Michelle More	Director, Admissions & Records	Admissions & Records
Tina Andersen-Wahlberg	Director, Disabled Student Programs	Disabled Student Programs
Edward Karpp	Dean, Research, Planning and Grants	Research & Planning
Kathy Bakhit	Associate Dean, Curriculum & Management	Curriculum & Management
Elmira Nazaryan	Director, EOPS	EOPS
Beth Kronbeck	Faculty	Academic Senate
Teresa Davis	3SP Coordinator	College Guild
Elizabeth Fremgen	Joint Faculty	Academic Senate and Guild
Bethany Pflueger	Joint Faculty	Academic Senate and Guild
Tatyana Bartholomew	Classified	CSEA
Meg Chil-Gevorkyan	Classified	CSEA
Sevana Hakopian	Student	ASGCC
Francisco Aguilar	Student	ASGCC
Dana Nartea	Student Services Coordinator	Student Services/Resource
Patricia Hurley	Associate Dean, Financial Aid	Financial Aid Services/Resource
Deborah Kinley	Associate Dean Continuing Education	Non-Credit Education/Resource
Conrad Amba	Research & Planning Analyst	Research & Planning/Resource
Jolie Morris	Student Services Technician	Transfer Center/Resource
Ramona Barrio Sotillo	Student Services Division Chair	Student Services/Resource
Nancy McLees	Instructional Technology	Instructional Technology/Resource

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](#)