Credit

Student Success and Support Program Plan

2015-16

District: **Grossmont-Cuyamaca CCD**
College: **Grossmont College**

Report Due by
Friday, October 30, 2015

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

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

INTRODUCTION

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

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

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

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

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

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

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

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

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

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

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

RESOURCES

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Grossmont College

District Name: Grossmont-Cuyamaca CCD

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

Signature of College SSSP Coordinator: _____

Name: Dr. Marsha Gable Date: 11/17/15

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

Name: Dr. Marsha Gable Date: 11/17/15

Signature of the Chief Instructional Officer: _____

Name: Dr. Katrina VanderWoude Date: 11/17/15

Signature of College Academic Senate President: _____

Name: Dr. Tate Hurvitz Date: 11/18/15

Signature of College President: _____

Name: Dr. Nabil Abu-Ghazaleh Date: 11/18/15

Contact information for person preparing the plan:

Name: Dr. Marsha Gable Title: Interim Vice President of Student Services

Email: marsha.gable@gcccd.edu Phone: (619) 644-7108

SECTION II. PLANNING & CORE SERVICES

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

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.
   b. What factors were considered in making adjustments and/or changes for 2015-16?
   c. In multi-college districts, describe how services are coordinated among the colleges.
   d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

   a. **In order to prepare the 2015-16 SSSP plan, departments conducting SSSP program activities were asked to review the outcomes, activities, and budget from the 2014-15 academic year and make appropriate adjustments based on those outcomes. The adjusted activities were then reviewed by an SSSP writing team in preparation for inclusion in this plan document.**
   b. **Factors considered in making adjustments were the ability to provide the services required for SSSP, including the availability of resources. For instance, the availability of adjunct counselors (and additional hiring of full time counseling faculty) was limited given that all colleges in the region were also trying to provide enhanced SSSP services. We also spent time and resources training newly hired adjunct counselors in order to meet the needs. In addition, timing related to the ed planning initiative at the state impacted the district's decision on the selection of an ed planning software system.**
   c. **Grossmont College is part of a two-college district with Cuyamaca College. Coordination of SSSP-related activities takes place at all levels (departmental, college, and district) and include:**
      - **GCCCD Student Success Committee (monthly meetings)**
      - **GCCCD Student Success Technology taskforce**
      - **Board policies are regularly reviewed at District Coordinating Educational Council and Districtwide Executive Council**
      - **Departments at both colleges have shared information about SARS coding**
      - **Some coordination between colleges discussed at regional meetings.**
   d. **The planning processes at Grossmont are integrated in a number of ways. All plans that are developed are informed by the college's vision, mission, values, and**

strategic plan goals that focus on providing our diverse student population with an exceptional learning environment. In addition, the college has developed a comprehensive student pathways framework into which all of its current student success plans (i.e. SSSP, Student Equity, and Basic Skills) fit. Annual planning and resource allocation are linked to our strategic planning goals and are informed by our program review processes (both comprehensive evaluations and annual updates) as well as our recurring outcomes assessments (learning and service). The goal at the college is to provide a comprehensive approach to student success that is funded by a commitment from the college regardless of funding source.

The effectiveness of these college student success efforts is monitored regularly through the collection and analysis of a set of key performance indicators (KPIs) related to all facets of our planning and evaluation cycles. These KPIs and other measures include numbers of students served, quality of that service, percent of students completing the basic skills sequence, success in transfer-level courses, and overall completion (transfer, certificate and degree). In addition, these measures are disaggregated by race/ethnicity, gender, age, and other factors in order to discern and address disproportionate impact. Regular review and discussion of these outcomes and measures allows the college to make adjustments as necessary in our student success approach and to report on progress as part of related evaluative processes (i.e. accreditation, CCCCO plans and reports).

2. Describe the college's student profile.

Grossmont College has an unduplicated headcount of approximately 18,300 students and 12,450 FTES. Approximately 55% of its students are female and the largest number of it students (40%) are between the ages of 20 and 24. Forty-one percent of the students are white, 33% are Hispanic/Latino, 7% are African American/Black, and 6% are Asian. Six percent of our students are veterans.

Grossmont College (GC) serves an average of 5000 new students each year. Of these, about half are first-time college students, while the other 2500 transfer-in from other institutions. Approximately 40% of Grossmont's student population comes from outside of the district's service boundaries.

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

The Grossmont-Cuyamaca Community College District (GCCCD) also just recently collaborated with the Grossmont Union High School District (GUHSD) to establish the East County Education Alliance, a cooperative effort between the two organizations to work on:

- **Articulation and alignment of high school and college coursework;**

- **Student engagement and college readiness; and**
- **Parent, community, and workforce engagement.**

Additionally, we have many community partnerships that provide an opportunity for information-sharing and referrals to orientation services, including:

- **CalWORKS – County of San Diego community service centers**
- **East County Career Center**
- **Guardian Scholars: coordinated services for foster youth**
- **"Got Plans?", a Grossmont Union High School District College and Career Fair (hosted alternately on Grossmont and Cuyamaca College campuses)**
- **San Diego County Refugee Services (County)**
- **Women's Resource Fair**

The following events and activities are also planned as part of a comprehensive approach to ensure that students, parents, and high school counselors are informed about college programs and processes.

- **High school counselor workshop in the Fall**
- **College campus "Open House" in the Spring**
- **"Getting Started at Grossmont College" information nights**
- **Parent orientation and advising workshops**
- **Financial aid outreach**
- **Campus tours**

Finally, the college also has a student transitions effort taking place at our local high schools that includes assistance with the application process, a brief orientation to admission processes, and administration of the assessment tests.

B. Orientation

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

The key adjustments made to our 2015-16 orientation processes based on outcomes and activities from 2014-15 are:

- **The expansion of our face-to-face Student Counseling, Orientation, and Registration (SCOR) sessions. In leaner budget times, the ability to provide key orientation and advising services in a face-to-face format was limited to a few optional sessions. With the availability of SSSP funding, the college has been able to reinstate and expand upon a service that allows students to meet with counselors, develop a targeted short-term education plan, and leave the session officially registered in a first semester schedule;**

- **The review and revision of the college's online orientation modules to provide a more targeted experience that keeps students moving more effectively through the matriculation process; and**
- **The expansion in student use of various mobile and other technologies to provide students with important matriculation information or help them find answers to their questions more easily. These technologies include:**
    - **GradGuru – a mobile app that provides students with important college deadlines and helpful tips; and**
    - **Intelliresponse – integrated website technology to assist our students in finding the information that they really need.**

In addition, the college will continue to expand outreach and transition services offered not only to local high schools but to targeted populations within our local community (i.e. Hispanic/Latino, low-income and refugees).

The above adjustments complement the existing online orientation (outlined below) and a number of departmental or program-specific orientations, including:

- **Student Services department and program orientations (group and individual):**
    - **EOPS**
    - **DSPS**
    - **CalWORKS/CARE/New Horizons**
    - **International Counseling**
    - **Foster youth (EFFORT)**
- **College program orientations:**
    - **UMOJA**
    - **Freshman Academy**
    - **University Link**
    - **EOPS summer institute**
    - **Adult Re-entry orientation**
    - **OPT program week-long orientation**
    - **ESL**

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

   For the 2014-2015 academic year, Grossmont College provided 7,210 orientations.

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

   Grossmont College has an unduplicated headcount of approximately 18,500. For the 2014 -2015 academic year the college served approximately 6,770 new students, of these approximately 2,075 were first time college students, while the other 4,500 transferred in from other institution. The data presented below represents the

number of orientation services provided in 2014 – 2015 as well as the percentage of students served.

Service Provided	% of Unduplicated Headcount
7, 210	38.9 %

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

In order to reduce unmet need and ensure student participation, we have streamlined our matriculation services to require that students complete their orientation and assessment before receiving a counseling appointment for an educational plan. Additionally, we are offering priority registration as an incentive for new students who complete the full matriculation process (orientation, assessment, and educational plan) by the spring deadline.

3. a. Are orientation services offered online?

Students who are new to GC participate in an on-line orientation after submitting a college application through "CCCApply". Students are able to access the on-line orientation at any point during the matriculation process; it is one of the components required in order to earn priority registration*. Orientation may be done before or after completing the English and/or math assessment, but must be completed prior to participating in advising. The assessment session also includes a "mini" orientation that provides relevant matriculation information.

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

The college uses the following technologies which are supported by GCCCD Information Systems staff:

- **Cynosure – orientation and advising technology**
- **SARS – used by general counseling, EOPS, DSPS, CalWORKS, New Horizons, EFFORT**
- **Colleague – recording participation in orientations**
- **WebAdvisor (support is provided to DSPS students through the Assistive Technology Center)**

**In 2012 the Grossmont-Cuyamaca CCD implemented a district policy to allow new students who had completed the full matriculation process to receive a "Group 3" priority registration date.*

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

   The online Cynosure orientation features videos, modules, and questions to check for understanding. It is organized around six primary topic areas and meet the Title 5 Guidelines (55502-55521):

   1. **First Steps: Overview of the matriculation process (55031)**
   2. **Academic Goals: Identifying a goal and beginning an education plan (58621)**
   3. **Student Services**
   4. **College Success (55003, 58108, 58621)**
   5. **Campus Life**
   6. **Student Conduct and Safety**

   In addition to the orientation information listed above, the college also feels that the following information is an important part of our college orientation and are included in the "Campus Life" and "Student Conduct and Safety" sections of the online orientation as well as other hard copy documents available on campus (such as the college catalog and students handbook):

   - **Safety**
   - **Health Services**
   - **Student Code of Conduct**
   - **Student Engagement Opportunities**
   - **Student Responsibility**

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	SSSP Associate Dean	Coordinate face-to-face orientation and educational planning	SSSP
1	Program Specialist	Assistance in coordination of face-to-face orientation and educational planning	SSSP
11	Counselors	Provide face-to-face orientation and educational planning	SSSP/Match
8	Adjunct Counselors	Provide face-to-face orientation and educational planning	SSSP/Match
3	DSPS Counselors	Provide face-to-face orientation and educational planning	SSSP/GF
4	EOPS Counselors	Provide face-to-face orientation and educational planning	SSSP/GF
4	Classified Staff	Provide support with orientation planning	SSSP/Match

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Administrator/Counselors	SSSP/Match	$457,534
2000	Classified/Support Staff	SSSP/Match	$44,909
3000	Employee Benefits	SSSP/Match	$145,455
4000	Supplies, Materials, Equipment	SSSP	$17,500
5000	Travel, Software Contracts	SSSP	$19,000
7000	Student Tools	SSSP	$ 3,000

C. Assessment for Placement

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

   The following key adjustments are being planned for our 2015-16 assessment and placement processes based on outcomes and activities from 2014-15:

   - **More effective scheduling, and implementation of, additional assessment sessions in order to serve more students;**
   - **Planned expansion of our student transitions efforts (with associated assessment testing) in the local high schools and community areas;**
   - **Review of the district re-take policy in light of students not understanding what the assessment test really means and the possible implementation of pre- and post-test interventions; and**
   - **The reinstatement of ESL assessment, orientation, advisement, and registration sessions in order to ensure placement of students into the appropriate ESL sections.**

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

   During the 2014-2015 academic year, 5,718 math, English and ESL assessments were provided.

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

Service Provided	% of Unduplicated Headcount
5,718	30.9 %

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

To reduce unmet need and to ensure student participation, the college increased assessment offerings from two days weekly, to offering assessments four days per week. Additionally, we have expanded assessment offerings by reserving additional computer labs to administer assessments during peak times.

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

Given the target audience of 2500 first-time college students, as well as those transferring from other institutions, the college assessment process will provide sufficient seats for this population, while also encouraging the utilization of assessment exemptions (see #6 below).

- **Spring: Testing will be offered both at high schools and in the college Assessment Center, with the goal of promoting early access to and completion of all matriculation steps**
  - **Timeline: March 1-June 23**
  - **Goal: 2500 seats**
- **Summer: While efforts will be made to serve all prospective students during the spring, there are a number of students who need assessment services in the summer**
  - **Timeline: June 24-August 18**
  - **Goal: 800 seats**
- **Fall/Winter: During the fall, a regular assessment schedule will be posted to accommodate students who will be enrolling in the spring semester, or who did not participate in assessment during the spring or summer.**
  - **Timeline: September 1-January 20**
  - **Goal: 500 seats**

Currently, the following resources are available to students in order to assist in preparation for the assessment tests:

- **Free pre-test on Accuplacer for math and English**
- **Practice tests on Math department website**
- **In-person pre-test workshops**

Students are informed about these resources via the assessment webpage and a confirmation email from the counseling department.

In addition, the college is working to implement the following to assist in assessment preparation:

- **Utilization of ACCUPLACER "My Foundations Lab" for pre and post-assessment interventions**
- **Coordinate with high school math and English faculty to promote test prep**

- **Communications strategies (to students and parents) to increase awareness of test prep resources, and the importance of the test (including communicating the importance of the assessment tests**
- **Support services for assessment (e.g. test taking methods)**
- **Implementation of required "boot camp" workshops prior to retaking the assessment**

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

For math and English assessment, the college utilizes Accuplacer, a web-based tool that is offered on-campus and at high schools, in both group and individual settings. There are also options for students to be placed in math and English based on prior coursework, including:
High school transcript-based placement: math articulation and English Curriculum Alignment Project (ECAP); and
Transcripts from other colleges are processed via the assessment office

For English as a Second Language (ESL), assessment is administered as a paper exam that is offered in both individual and group settings, and is evaluated by the ESL department.

Any student wishing to challenge a placement based on the assessment test can follow the prerequisite challenge process through each department.

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

The Accuplacer assessment instrument have CCCCO probationary approval through March 2016 and the ESL writing test has full approval through July of 2019.

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

The most recent disproportionate impact and consequential validity study of the Accuplacer instrument for English and math was completed in Spring 2015.

For ESL the assessment was last validated in 2008 and 2011. Our test is valid until July 2019.

5. a. What multiple measures are used?

Students are made aware of the multiple measures used to assess a student's math & english knowledge and skill. Along with the Accuplacer test, students may use high school transcripts from area schools (math only), SAT and ACT test scores, AP scores,

Early Assessment Program placement, IB score (english only), college transcripts, assessment tests from other area schools and the ELM & EPT.

For ESL, the Combined English Language Skills Assessment (CELSA), the Grossmont College ESL Writing Placement Test, and a survey of student language use are administered to all new Grossmont College ESL students.

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

Students may take the placement test and turn in any of the above documentation to assist in their placement. The highest placement will be applied.

For ESL, the CELSA, writing placement test, and survey are administered by our Assessment staff. The CELSA is machine scored by staff and student writing samples are evaluated by two ESL discipline experts. The CELSA and writing scores are combined using the Grossmont College ESL assessment guidelines and placed accordingly. ESL specialists also review the survey in addition to the test scores to determine final placement.

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

The use of weighted questions in the Accuplacer system is approved as meeting Title 5 requirements. Grossmont College ESL is also in compliance with Title 5 555502 by providing valid and reliable multiple measures to place new ESL students in the appropriate levels. GC ESL is also in compliance with 55522 by using State approved multiple measures in a clearly defined process which results in ESL students beginning their GC ESL classes at appropriate English levels.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Both colleges within the district use ACCUPLACER for math and English assessment testing and there is a joint agreement on cut scores between departments at both colleges. Grossmont College accepts scores from other community colleges in San Diego County only.

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

Re-Take Policy:

- **Students can retake the assessment test after 6 months to one year**

- **ESL re-take policy: must wait one year after taking the assessment, and then request permission from the ESL department**
- **Note: If a class is taken based on assessment/placement results, students cannot re-take the test at all, unless they petition directly with the math or English department.**

Recency:

- **There is no recency requirement related to assessment. However, students are encouraged to take advantage of pre-assessment study tools and/or practice tests to improve skills and gain confidence in taking the assessment test.**

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	SSSP Associate Dean	Coordinate assessment testing	SSSP
4	Counselors	Coordinate assessment testing	SSSP
1	Counseling Services Supervisor	Provide assessment testing and pre-assessment support	SSSP/Match
5	Classified Staff	Provide assessment testing and pre-assessment support	SSSP/Match
2	Classified Staff	Provide assessment testing and pre-assessment support	SSSP/Match/GF

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Administrator/Counselors	SSSP/Match	$314,680
2000	Classified/Support Staff	SSSP/Match	$299,627
3000	Employee Benefits	SSSP/Match	$233,033
4000	Assessment Units/Supplies	SSSP	$ 5,000
5000	Accuplacer/Travel/Software Contracts	SSSP	$158,002

D. Counseling, Advising, and Other Education Planning Services

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

The key adjustments made to our 2015-16 counseling services based on outcomes and activities from 2014-15 are:

- **the continuation of newly-implemented mini-sessions in general counseling to serve more students; and**
- **the continued provision of counseling services to veterans and allied health areas, with the possible expansion of those services in other targeted areas of campus.**

2. a. How many students were provided counseling, advising and education planning services in 2014-15? **5,787 were provided these services.**

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

Service Provided	% of Unduplicated Headcount
5,787	31%

   c. What steps are you taking to reduce any unmet need or to ensure student participation? Steps to be taken to reduce unmet need or to ensure student participation include:

   - **Develop tracking systems that assists in identifying those students who have not received a comprehensive Education Plan**
   - **Assign additional Faculty and hours of availability allocated to mini session to accommodate more students more often**
   - **Establish mobile counseling stations to increase student access to counseling**
   - **Increase intrusive outreach to students by facilitating in class presentations which requires partnering with other academic departments on campus**
   - **Partner with Financial Aid and Admissions and Records to identify students at risk and provide them with workshops and courses to assist with developing academic success behaviors and goals**
   - **Increased offerings of courses and workshops aimed at increasing holistic supports for those populations of students most affected by disproportionate impact.**

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

   The following services are provided to students:

   - **Online orientation and advising: Virtual counselor/advising available to students after they complete English and math assessment; Gives students first semester course suggestions (abbreviated ed plan)**
   - **"Transition" workshops offered at the high schools for graduating seniors**
   - **In person optional advising sessions (for students who have completed online orientation and online advising if they have additional questions)**

- **Group Counseling – includes workshops in General, Transfer, International, EOPS, CalWORKS, CARE, New Horizons, Guardian Scholars, Umoja and Veterans.**
  - **Transfer Center Workshops**
  - **Transfer Options**
  - **Transfer Options (for denied students)**
  - **SDSU: Critical Changes Affecting Transfer**
  - **UC Application Workshop**
  - **CSU Application Workshop**
  - **UC TAG Workshops**
  - **UniversityLink**
  - **SDSU Supplemental**
  - **Associate Degree for Transfer (ADT) to a CSU**
  - **SDSU Writing Proficiency Assessment Workshops**
  - **SDSU Admit Workshops**
  - **EOPS – two contacts over the course of the semester**
  - **CalWORKS two contacts over semester**
  - **Summer Institute Program to provide advising and short-term ed plan (also includes counseling course which helps develop comprehensive ed plan**
  - **1st semester appts, drop-in counseling**
  - **Workshops to begin developing comp ed plans (EOPS, CalWORKS, Int'l, transfer)**
  - **Foster youth counseling, advising, also includes a class (PDEO 299A), DSPS also SEC.**
  - **Comprehensive Career Assessments and evaluations for the purpose of assisting students in identifying their major goal**
  - **Assessments and Workshops designed to consider the holistic needs of student and how best to serve them**

For continuing students, comprehensive education planning is provided through contacts with counselors in 60-minute in-person appointments, via phone counseling, online (email) counseling, workshops, drop-in counseling that serve all students, including Veterans.

Comprehensive ed planning services are also provided through the DSPS and EOPS offices to serve students in those specific populations. Additional services to continuing students include:

- **Financial Aid: Financial Aid Advising workshops for students not meeting SAP (Satisfactory Academic Progress); COUN 095 class for students on Financial Aid probation (includes comprehensive ed plan)**
- **Counseling courses: COUN 120, 110, 130, 104 (all offered in person and online); all have a comprehensive ed planning component**

- **CalWORKS, county offices, county health services – collaboration between staff to provide workshops and educational services to students**
- **Department of Rehab – Grossmont staff communicates with Dept of Rehab; Dept of Rehab requires a comprehensive ed plan for our shared students**
- **EOPS, CalWORKS, CARE, DSPS do short and long-term ed plans, and follow through to completion**
- **Veteran's Affairs Office requires and houses abbreviated and comprehensive ed plans. Counseling appointments reserved for Veteran's students just before their priority registration date in order to ensure they have the opportunity to see a counselor and complete an ed plan to be approved by the VAO office before they register for classes.**
- **Student-athletes: Online orientation, assessment, and advising (as above), athletic advisor offers assistance with class scheduling and eligibility**
- **Career – referrals to the career center who conduct workshops, in-person, career fair advising, referrals to websites**
- **Personal, crisis, emergency and disability-related counseling are provided in-person (external resource information is also available to students on the Counseling website)**

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

Yes, drop- in counseling is available. Counseling services can be obtained via counseling appointments, mini sessions anddrop-in counseling. In addition, students have the opportunity to make 1 hour appointments with Counselors to develop comprehensive education plans. Mini sessions are reserved for crafting abbreviated ed planning, while drop in sessions consist of answering quick questions, making appropriate referrals, and providing guidance for walk in students. . At the beginning of the semester, DSPS has walk-in services and "same day" appointments throughout the semester (except during peak times at the beginning of the semester and during registration). EOPS offers "same day" service throughout the semester in order to allow for crisis counseling and other needs.

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

Typical drop-in or mini session wait times are as follows:

- **General counseling – 5-10 minutes**
- **DSPS - 10-15 minutes**
- **EOPS - 10-15 minutes**

For appointments, typical wait times are:

- **General counseling – 1-3 weeks**
- **DSPS – no wait**

- **EOPS – 1-3 weeks**

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

New students complete an abbreviated (one-semester) ed plan on-line through Cynosure during the matriculation process and/or participate in an in person comprehensive student counseling orientation and registration experience (SCOR). In addition, the following special services provide an abbreviated ed plan:

- **EOPS Summer Institute Program (SIP)-**
- **Veterans have specific ed plan requirements to complete in order to receive benefits**
- **ESL department provides a specific ed plan (ESL pathway) that is based on assessment results**
- **DSPS: student ed contract (SEC) that is done with counselor specialist that also lists classes and accommodations**

The Scope of and the content of an abbreviated Educational Plan consists of:

- **For those students participating in the online Cynosure experience- students craft a first semester education plan (abbreviated) that incorporates their math and English placement and takes into account their chosen major goal.**
- **For students who participate in the in person SCOR Orientation, using the same criteria noted above a student is able to meet one on one with a counselor to develop a first semester education plan and receive assistance with registering for classes.**
- **For students participating in these special services programs they receive similar in person support as outlined by SCOR in addition to higher touch supports to ensure their enrollment in appropriate courses is provided.**

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

The assistance to complete a comprehensive education plan includes:

- **All COUN courses include an individualized comprehensive ed plan based on the students' goal(s).**
- **Careful consideration of multiple factors including student strengths and potential barriers to success are taken into account when identifying and outlining both short term and long term academic goals for the student.**
- **General Counseling provides career exploration and academic goal identification workshops each semester.**
- **Career Center offers workshops and software to assist students with goal identification (exploration for major, career, program, or transfer school)**

- **Counseling appts in all areas (general, veterans, , EOPS, transfer center, CalWORKS, New Horizons, DSPS). DARS (degree audits) are run in 1 hour appointments for students to determine courses completed and remaining for comprehensive ed planning based on students' goal(s).**
- **Workshops in EOPS and Transfer Center**
- **Financial Aid ed plans are done in DSPS, EOPS, General Counseling and via the COUN 095 course.**

The Scope and Content of the Comprehensive Education Plan includes:

- **An exploration of student academic and career goals to include but not limited to a determination of students chosen academic and career pathways and options, AA, AS, ADT, Certificate Program,etc**
- **An understanding of where the student wishes to pursue/compete their academic goal: UC system, CSU system,public. Private, out of state insititutions**
- **A comprehensive review of all coursework previously taken(transcripts) and coursework currently enrolled in**
- **Exploration of students' global needs, strengths, academic standing, general education and major requirements, catalogue rights, and financial aid standing**
- **Counselors work with students to craft a 4-6 semester comprehensive plan that outlines the specific coursework and course sequence that a student must follow to meet their academic goal, taking into account all of the factors as outlined above**

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

The following technology tools are used for education planning at the college:

- **Cynosure – provides new students with abbreviated SEP**
- **DARS – Comprehensive SEP as part of appointments, transcript (from other schools) evaluation information, AP evaluations**
- **ASSIST, College Source, TAP (UC and SDSU), Career Café, Career Cruising – used for ed planning, transfer, as well as career counseling**
- **Image Now – to look at disabilities and ed accommodations; and also to store general ed advising sheets and comprehensive ed plans, storage of student petitions, high school transcripts**
- **SARS – for scheduling and notes**
- **Accuplacer - for assessment**
- **Colleague – for case notes, assessment score information, transcripts from other schools, AP/IB scores, prerequisite clearance information**
- **Grossmont College articulation website**
- **EOPS uses a shared virtual drive in order to track work done with students**

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	SSSP Associate Dean	Coordinate counseling and educational planning	SSSP
1	Program Specialist	Assistance in coordination of providing counseling services and educational planning	SSSP
11	Counselors	Provide face-to-face counseling and educational planning	SSSP/Match
8	Adjunct Counselors	Provide face-to-face counseling and educational planning	SSSP/Match
3	DSPS Counselors	Provide face-to-face counseling and educational planning	SSSP/GF
4	EOPS Counselors	Provide face-to-face counseling and educational planning	SSSP/GF
4	Classified Staff	Provide support with counseling services	SSSP/Match

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Administrator/Counselors	SSSP/Match	$1,642,199
2000	Classified/Support Staff	SSSP/Match	$ 149,556
3000	Employee Benefits	SSSP/Match	$ 657,309
4000	Supplies/Educational Planning Tool/Equipment	SSSP	$ 47,008
5000	Travel/Conference/ Software Contract	SSSP	$ 37,000
7000	Student Tools	SSSP	$ 5,000

E. Follow-Up for At-Risk Students

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

The following modifications and additions have been made:

- Increase in student to counselor contacts through General Counseling as evidenced by the growth of mini(counseling)-sessions offerings;
- Increase number of Full time and adjunct counselors available to provide in-person group and individual counseling

- Increase in specialized orientation and counseling workshops offered for special populations through Umoja, ESL, DSP&S, EOPS, Career Center
- Greater intentional partnering with other academic departments on campus to make students aware of increased services

2. a. How many students were provided follow-up services in 2014-15?
   - 8,887 follow up & 2,526 At-Risk follow ups were recorded

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

Service Provided	% of Unduplicated Headcount
11,413	62%

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

Measures to be taken to increase/ensure student participation in follow up services include:

- **Targeted communication campaign that includes email, social media, in class presentations, follow up phone calls, peer to peer ambassador advocacy, high visibility in the student services building 10 (Welcome Center), partnerships with ASGC- student government and student constituency groups, mobile counseling at off site locations**

Measures to be taken to reduce unmet need include:

- **Increase number of Counseling Courses to be offered each semester,**
- **increase mini session offerings**
- **increase load for faculty providing comprehensive education planning**
- **increase number and variety of workshops offered through Counseling Services aimed at helping students to identify their academic and career pathways.**
- **Provide early intervention activities for probation and at risk students early and often to reduce instances of probation and disqualification**

3. a. What types of follow-up services are available to at-risk students?
   b. How and when are students notified of these services?
   c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.
   d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

   In answer to sections a, b, and c above, the following services are provided to at-risk students with appropriate notifications and methods listed, and are specific to title 5 section 55525):
   - **Academic Probation**

  - Students are notified online via email. Students can also access their status through WebAdvisor. Services include voluntary counseling appointments. We do not have mandatory intervention. Student will lose registration priority if on probation for two consecutive semesters and are notified of the potential loss of registration priority via e-mail after the first semester. They also receive an e-mail if they lose their priority.
- Lack of Progress Probation
  - Students are notified online via email. Students can also access their status through WebAdvisor. Services include voluntary counseling appointments. We do not have mandatory intervention. Student will lose registration priority if on probation for two consecutive semesters and are notified of the potential loss of registration priority via e-mail after the first semester. They also receive an e-mail if they lose their priority.
- Disqualified
  - Students are notified online via email. Students can also access their status through WebAdvisor. Student may appeal. Students must sit out one full semester within the district (not including Summer) if they do not appeal or if appeal is unsuccessful.
  - Financial Aid SAP probation/disqualification (different criteria than academic probation and academic progress probation)
  - Students notified after each academic term via email or snail mail. Also notified via WebAdvisor financial aid status page.
  - Intervention services – COUN 095 required at disqualification level. Warning is related to making satisfactory academic progress.
- Basic Skills
  - Students are notified through assessment process.
  - Services – project success classes (learning communities), Freshman Academy, can be referred to DSPS for assessment, accommodations and classes, Math Academy, English Express, Summer Institute Program with Math 90 or Eng 105, tutoring services
- No Educational Goal/course of study
  - Students who have no goal are notified by Financial Aid that they need to declare in order to receive Aid.
  - Services – counseling, counseling courses, workshops, welcome letters include services available, appointments, referrals to career center

In addition, the college considers the following groups of students to be in need of follow-up services and tries to provide them where possible:

- International students
  - Notified via WebAdvisor, email, snail mail, on occasion from immigration
  - Services – student ambassadors, intl. admissions, intl. counselor, Intl student club mentoring support system
- CalWORKS/CARE

  - Notified: Progress reports are required for all students; also provide annual mandatory orientations
  - Services: reports are reviewed at 2nd appt. with the counselor, recommendations are provided
- DSPS
  - Notified: receive a notification through A&R if they have lack of progress or academic probation
  - Services: counseling, review of ed accommodations, have voluntary progress reports
- Foster Youth
  - Students get priority financial aid review of FAFSA; triage between EOPS and Financial Aid in recognizing issues related to financial aid; if academic probation with EFFORT students, EOPS is notified in order to activate personal and academic counseling. Students are also eligible for DSPS services if they have a disability. Also have liaison within A&R.
- Veterans
  - Notified by college if they have not met college requirements for satisfactory progress, then by A&R specialist, then by veteran's administration (VA)
  - Services - counseling, veteran work study, faculty resource for veterans resource center, Student veteran organization (SVO)
- Athletes
  - Services – monitoring of eligibility and course progress, recommendation to appropriate interventions.

Follow-up services are offered in other areas of the college as well and include:

- EOPS SIP & Freshman Academy person-to-person coordination between counseling and instructors, EOPS, financial aid, CalWORKS, and Umoja progress reports throughout the semester. Monitoring of basic skills students in programs such as learning communities (specifically record sharing between writing and reading instructors, referrals to DSPS if necessary). Also a foster youth component in which students are referred to EOPS, Financial Aid, if needed.
- SARS Early Alert system and intervention team that includes a lead faculty member (counselor adjunct)
- Embedded tutoring in basic skills or other targeted courses
- Development of instructor resources for referring students to student services
- Mid-semester resource tables (manned by college employees) to check in for help as the semester unfolds
- Nursing student success advisor identifies and meets with high risk students through the semester.
- Student mentoring programs in the health professions areas
- Area-specific tutoring in addition to the colleges main tutoring center

Currently there is no integrated early-alert system that involves instructional faculty. On an individual basis, faculty monitor student progress and refer students to services as needed. In the near future, the college is looking to be more intentional in its follow up efforts with the development and implementation of a college-wide retention program.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	SSSP Associate Dean	Coordinate follow-up services, including students at-risk	SSSP
1	Program Specialist	Assistance in coordination of follow-up services	SSSP
11	Counselors	Provide face-to-face and group/workshop follow-up services	SSSP/Match
8	Adjunct Counselors	Provide face-to-face and group/workshop follow-up services	SSSP/Match
3	DSPS Counselors	Provide face-to-face and group/workshop follow-up services	SSSP/GF
4	EOPS Counselors	Provide face-to-face and group/workshop follow-up services	SSSP/GF
4	Classified Staff	Provide support with follow-up services	SSSP/Match

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Administrator/Counselors	SSSP/Match	$169,973
2000	Classified/Support Staff	SSSP/Match	$ 82,569
3000	Employee Benefits	SSSP/Match	$152,786
4000	Supplies/Equipment	SSSP	$ 22,500
5000	Travel/Conference/Software Contracts	SSSP	$ 9,500

F. Other SSSP/Match Expenditures

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Administrator/Counselors/Specialist	SSSP/Match	$119,511
2000	Specialist	SSSP	$ 39,336
3000	Employee Benefits	SSSP/Match	$ 64,406

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

Budget Code	Expenditure Title/Description	Funding Source	Amount
1000	Transfer Counselor	Match	$ 20,350
2000	Classified- A&R/Career Services/Transfer	Match	$966,004
3000	Employee Benefits	Match	$373,605

SECTION III. POLICIES

A. Exemption Policy

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

Board Policy and Administrative Procedure 5050 (Student Success and Support Program) outlines the criteria by which students are exempt from participation in SSSP services as follows:

EXEMPTIONS
A student may be exempted from certain Student Success and Support Program requirements based on one or more of the following criteria;

- **Has completed an associate degree or higher;**
- **Has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence;**
- **Has completed these services at another community college;**
- **Is enrolling at the college to take a course that is legally mandated for employment or in response to a significant change in industry or licensure standards; or**
- **Is a special admit student pursuant to Education Code 76001.**

Any student exempted from orientation, assessment, counseling, advising, or student education plan development shall be notified and may be given the opportunity to participate in those services.

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

2014-2015 records indicate that approximately 55% of applicants fell into one or more of the below exempt categories:

- **Has completed an associate degree or higher**
- **Has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence**
- **Has completed these services at another community college**
- **Is enrolling at the college to take a course that is legally mandated for employment or in response to a significant change in industry or licensure standards**
- **Is a special admit student pursuant to Education Code 76001**

The college will be addressing the technology and tracking gap in specifically identifying exemptions per category.

B. Appeal Policies

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

If a student requests an exemption from core services based on the criteria listed in Section III.A.1. above, and is not satisfied with the outcome, they may appeal to the Dean of Counseling Services.

C. Prerequisite and Corequisites Procedures

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

As outlined in Board Policy and Administrative Procedure 4260, prerequisites and co-requisites are established and periodically reviewed as part of the college's curriculum process. As outlined in the administrative procedure, grounds for challenge include:

1. **Student can demonstrate that the prerequisite has not been established following the District's policy or in accordance with Title 5.**
2. **Student can demonstrate that the course is discriminatory or applied in a discriminatory manner.**
3. **Student can demonstrate knowledge or skill needed to succeed in the course without**

the prerequisite.

4. **Student can demonstrate that attainment of his/her educational goal will be unduly delayed because the prerequisite has not been made reasonably available (impacted programs).**
5. **Student can demonstrate that no threat is posed to self or others in a course which has a prerequisite established to protect health and safety.**

Prerequisites are cleared in the Colleague system for classes taken at Cuyamaca or Grossmont Colleges. Students wishing to clear prerequisites for courses taken at other colleges must follow a process outlined on the college's webpage for prerequisite clearance (http://www.grossmont.edu/assessment/prerequisite.asp). That process includes contacting the indicated department, filling out the appropriate forms, and providing documentation related to the course they would like to use to clear the prerequisite.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

The college is currently offering, or supporting participation in, the following professional development activities:

- **Accuplacer conferences**
- **NCORE conference**
- **Student Success Conference**
- **ETS (Ensuring Transfer Success)**
- **CSU counselor conference**
- **CAPED (Cal Assoc Post-Sec Ed Disabled)**
- **CCCCO webinars**
- **ASSIST webinars**
- **CCCEOPS Assoc.**
- **CalWORKs Assoc.**
- **Presentations to the college community to assist in advising at-risk students**
- **CCCEOPSA conference**
- **Integration of SSSP activities and information into college-wide Professional Development plan**
- **Accuplacer conferences**

In addition to the activities listed above, GC also plans in 2015-16 to support the following professional development activities:

- **ASSIST webinars**
- **Weekly meetings and discussions to discuss the implementation of SSSP; discussions on DSPS, EOPS, and administrative listservs**

SECTION V. ATTACHMENTS

The following attachments are required:

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

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

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

ADDITIONAL INFORMATION

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

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

Attachment A

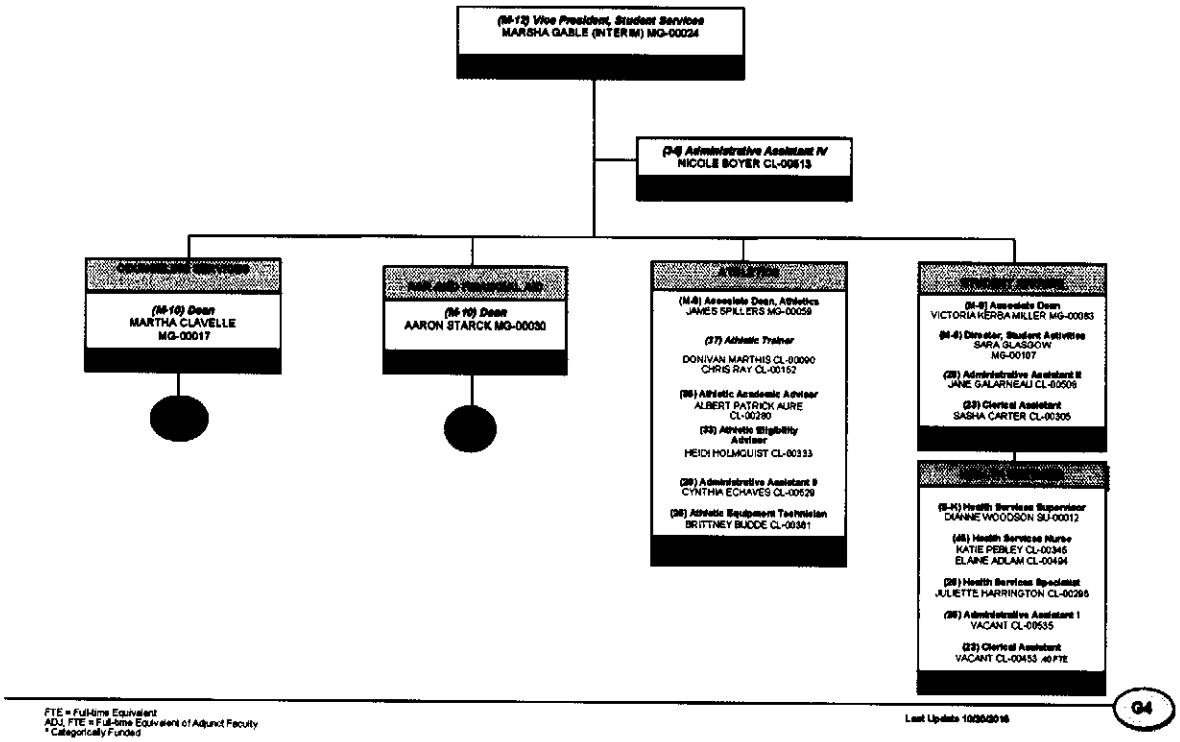
Student Success and Support Program Plan Participants

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

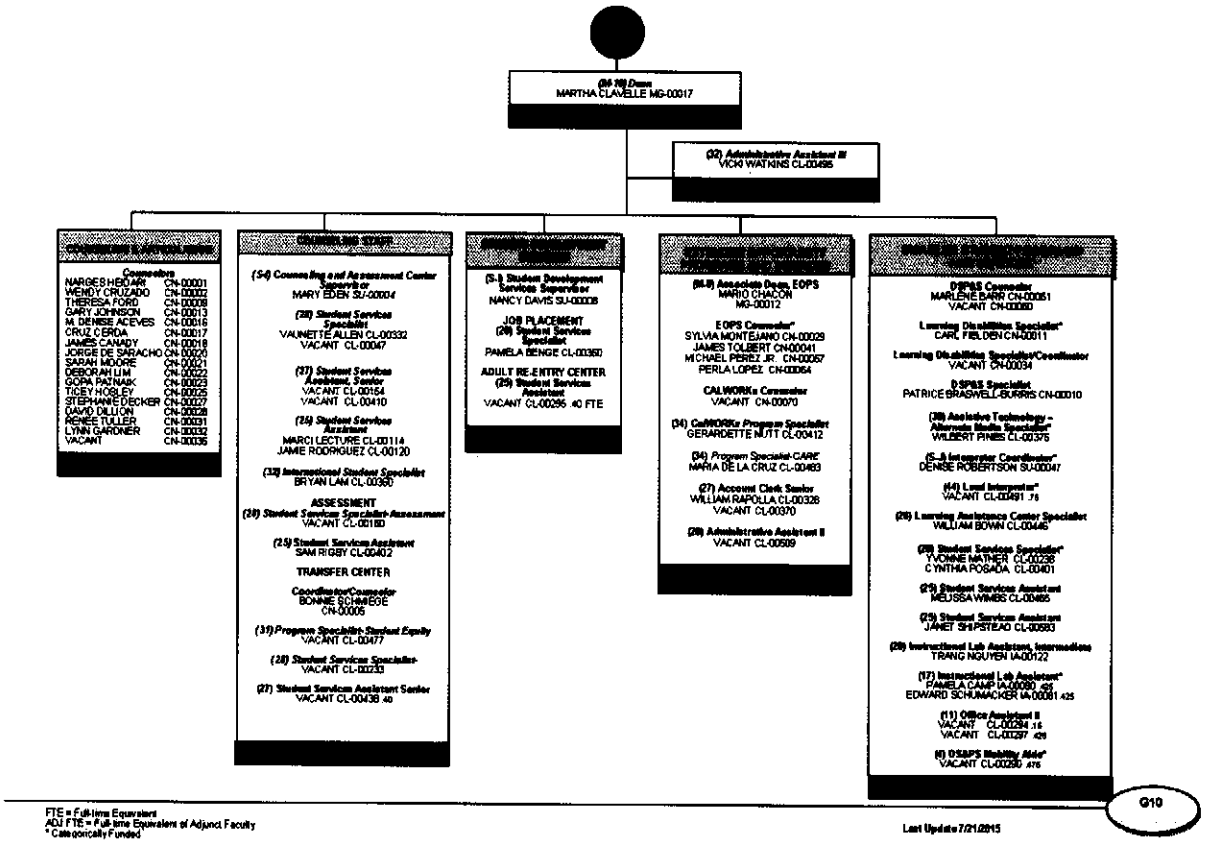
Name	Title	Stakeholder Group
Marsha Gable	Interim VP, Student Services	Administrator
Martha Clavelle	Dean, Counseling Services	Administrator
Aaron Starck	Dean, Admissions & Records-Financial Aid	Administrator
Mario Chacon	Interim Associate Dean, EOPS	Administrator
Tate Hurvitz	President, Academic Senate	Academic Senate
Shakerra Carter	Counseling Supervisor	Classified Staff, Student Services
Yousif Slaiwa	Student	Associated Students GC
Corey Manchester	Math	Instructional Faculty, Basic Skills Committee Co-Chair
David Dillon	Counselor, SSSP Technology	Faculty, Student Services
Renee Tuller	Counselor, Chair	Faculty, Student Services
Natalie Ray	Tech/Prep Counselor	Faculty, Student Services
Carl Fielden	Learning Disabilities Specialist	Faculty, Student Services
Pearl Lopez	EOPS Counselor	Faculty, Student Services
Ticey Hosley	Counselor, Articulation Officer	Faculty, Student Services
James Canady	Counselor	Faculty, Student Services,
Helen Liesberg	ESL Dept, Chair	Faculty, Academic Affairs
Shirley Pereira	Math Dept, Chair	Faculty, Academic Affairs
Oralee Holder	English Dept, Chair	Faculty, Academic Affairs
Chris Hill	Sr. Dean, College Planning and Institutional Effectiveness	Administrator
Christopher Tarman	Sr. Dean, Research Planning and Institutional Effectiveness	Administrator, District Services

Attachment B – Org Charts:

GROSSMONT COLLEGE –VICE PRESIDENT- STUDENT SERVICES



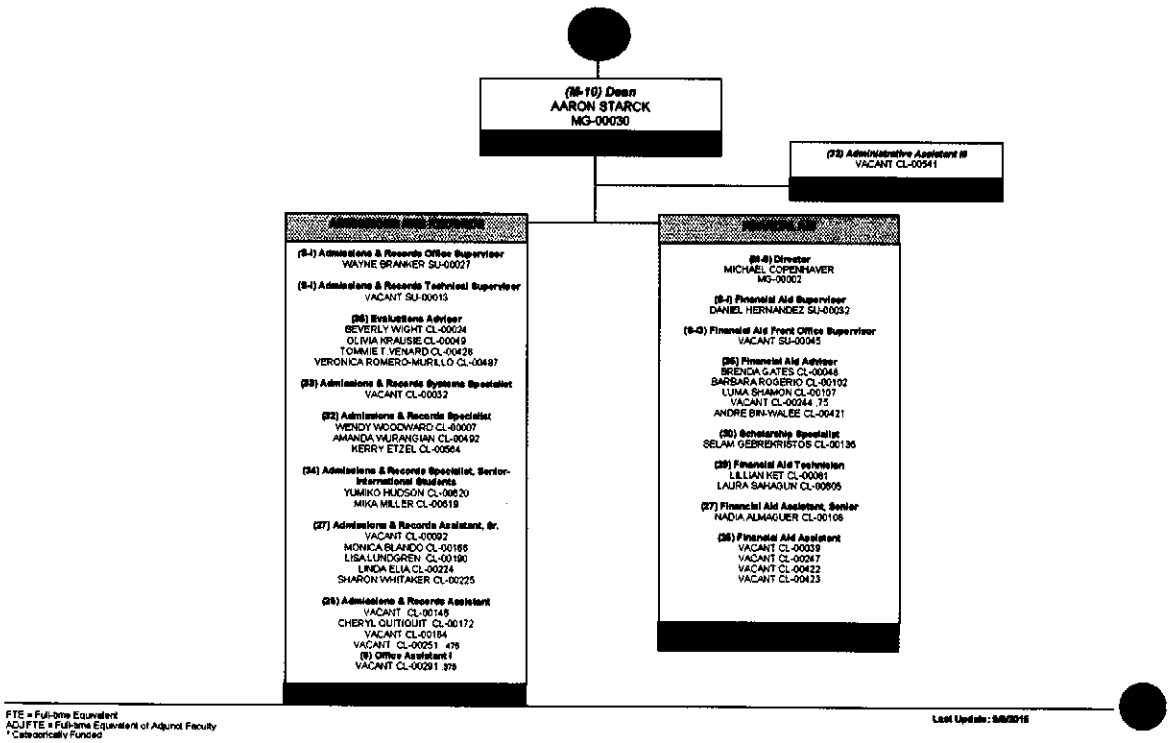
GROSSMONT COLLEGE – DEAN, COUNSELING SERVICES



FTE = Full-time Equivalent
ADJ FTE = Full-time Equivalent of Adjunct Faculty
* Categorically Funded

Last Update 7/21/2015

GROSSMONT COLLEGE – DEAN, ADMISSIONS AND RECORDS AND FINANCIAL AID



FTE = Full-time Equivalent
ADJFTE = Full-time Equivalent of Adjunct Faculty
* Categorically Funded

Last Update: 5/6/2015

Attachment C

SSSP Advisory Committee

The following are members of the college's Student Services Council, which serves as an advisory group for SSSP-related work:

- Vice President, Student Services
- Dean, Admissions & Records-Financial Aid
- Dean, Counseling Services
- Associate Dean, EOPS
- Associate Dean, Student Affairs
- Associate Dean, Athletics
- Admissions and Records Supervisor
- Financial Aid Director
- Financial Aid Supervisors
- Counseling and Assessment Center Supervisor
- Student Development Services Supervisor
- Health Services Supervisor
- Director, Student Activities
- General Counseling Department Chair
- EOPS Department Chair
- DSPS Faculty Coordinator
- Transfer Center Coordinator
- Academic Senate President