



**Credit**

**Student Success and Support Program Plan**

**2015-16**

District: Gavilan Joint Community College

College: Gavilan College

**Report Due by**

**Friday, October 30, 2015**

**Email PDF of completed plan to:**

[cccssp@cccco.edu](mailto:cccssp@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<sup>1</sup>. 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<sup>2</sup>.
- 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 [cccssp@cccoco.edu](mailto:cccssp@cccoco.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. 30<sup>th</sup>).

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

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

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<sup>1</sup> Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

<sup>2</sup> 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.

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

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

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

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

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

#### **RESOURCES**

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

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

College Name: Gavilan College

District Name: Gavilan Joint Community College

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: Kathleen Moberg

Date: \_\_\_\_\_

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

Name: Kathleen Moberg

Date: \_\_\_\_\_

Signature of the Chief Instructional Officer: \_\_\_\_\_

Name: Kathleen Rose, Ed.D

Date: \_\_\_\_\_

Signature of College Academic Senate President: \_\_\_\_\_

Name: Bea Lawn

Date: \_\_\_\_\_

Signature of College President: \_\_\_\_\_

Name: Steven M. Kinsella, DBA/CPA

Date: \_\_\_\_\_

Contact information for person preparing the plan:

Name: Rosa Rivera-Sharboneau, Ed.D

Title: Counseling Dept. Chair

Email: [rsharboneau@gavilan.edu](mailto:rsharboneau@gavilan.edu)

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**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.**

The College discussed the SSSP update during summer 2015, but needed to wait until all the data from the first year initiatives was available. Revision began in late summer with the intent of bringing a draft to the participatory governance areas in September. The Counseling department had already created teams to address 3SP components: Orientation, EdPlan, and follow up services. The teams are composed of counselors from categorical programs, basic skills, non-credit, Athletics, and CTE programs

As a small college, many administrators and staff serve on multiple committees, such as Student Equity, Basic Skills, etc. The college made a concerted effort in 14-15 to bring concerns, initiatives, resources and data to all Student-related committees so there was a more global understanding of what data was needed, what the data revealed, and how we could evaluate our successes in clearly measurable outcomes. We began talking about combining Equity, Basic Skills, and SSSP memberships so that we could continue to reduce silos, which culminated in Basic Skills and Equity retreats that included Categorical programs, SSSP leadership, students, etc. Noncredit SSSP and AB 86 leadership were also involved in these discussions, especially as emerging populations were identified and the logistics and overlap of providing services arose. The college is also reviewing ways to add Equity and Student Success components to program review.

The Counseling department, primarily responsible for implementing SSSP this year, included other departments in their workshop development, and regularly scheduled

meetings. They provided 25 hours of training for new and continuing counselors in both General Counseling and categorical programs to ensure there was consistent service provision and understanding of regulations and technology applications such as Degree Works. The Kick Start and First Year Seminar course were designed to provide a variety of college and online resources laying the foundation for increased student self-advocacy and better informed decisions.

After the initial roll out of the two-step orientation process and follow up, the Counseling department developed an ambitious Phase II process for additional interventions and follow up in the 15-16 academic year.

**2. Describe the college's student profile.**

Please see attachment.

**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.**

Gavilan College has partnerships with the Gilroy Unified, Morgan Hill Unified, and San Benito high school districts. We also have a partnership with the South County Cal-Soap serving first-generation students. Our Outreach coordinator serves on the Cal-Soap Advisory Board. EOPS, CalWorks, TRIO, Mesa, and Puente programs also provide core services to our students.

Gavilan's orientation is composed of two parts: Kick Start session and First Year Seminar classes. The Kick Start (KS) sessions are offered at all of the local high schools in the Spring term and during school hours – this coordination with high schools was well received by prospective students. The KS sessions are coordinated with assessment dates so students can complete both requirements at one given time. Gavilan Counselors conduct the Kick Start sessions and Peer Mentors assist students. To improve coordination and delivery of assessment and Kick Start sessions at the high schools, two stakeholder meetings are being planned for the AY 15-16.

<b>B. Orientation</b>
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**1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?**

Gavilan is developing a pathway process that engages students at multiple touch points across campus. The first is the Welcome Center; peer mentors assist new students with Financial Aid and Admissions applications, registration questions, and Enrollment Steps. They also assist with Assessment, Kick Start sessions and First Year seminar courses. For 2014-15, peer mentors assisted 3,330 students with counseling related questions. Data collection will improve 2015-16 to distinguish target populations from others. The expansion of the Welcome Center to the college sites began Summer 15 and Fall 15.

Kick Start curriculum and First Year Seminar course:

The content for both orientation components are similar regardless of the delivery method (online or in-person). Instructors meet once per term to review, modify, and improve curriculum. Benchmarks are established to help determine if courses are meeting student learning outcomes. Students receive a college catalog and planner when they attend a KS session and attend FY seminar class. Instructional materials are shared among instructors. A common ILearn shell was created to hold all instructional materials. Designated classroom space was identified and allows for the flexibility of scheduling KS sessions and FY seminar course. For Fall 15-Spring 16 cycle, both the in-person and online KS sessions will have an exit survey.

Initially students completing Kick Start printed a hard copy of their abbreviated Ed Plan to be submitted to Counseling and scanned into Banner. As the Kick Start curriculum was reviewed and revised, web versions of the Abbreviated Ed Plans were introduced in the online version using the ILearn (Moodle) platform. The goal is to have all Abbreviated Educational Plans completed on IMoodle during AY Fall 15 –Summer 16 regardless of the delivery method of the sessions.

Kick Start Sessions – Second Language Learners:

The session dates are identified in tandem with the ESL instructors. The sessions are offered during times students are not in class and primarily within the first two weeks of instruction. Instructors help identify the target population and coordinate with Counseling.

Special Populations:

New students, regardless of program or categorical affiliation or eligibility, all participate in the campus two-part orientation program. Some sections of the First Year Seminar courses are specifically designed for specific populations (e.g. TRIO Summer Bridge, Athletics, Puente, CalWorks, etc.)

Student Checklist:

To notify students of the 3SP requirements, email notifications are sent to inform and direct students of their next steps. A Student Checklist, designed AY 14-15, that tracks the requirements a student must meet or has met is located on the student portal (implementation for Fall 15). The checklist is integrated with the college student information system, thus the information is accurate and contributes to the integrity of the data used for reporting.

2. **a. How many students were provided orientation services in 2014-15?**  
**Orientation includes Kick Start Sessions and First Year Seminar Classes:**

## Summer 14-Spring 15

Location	No. Kick Start Sessions offered	No. of Students Served
Main Campus	39	590
Online	-0-	109
Morgan Hill	3	43
Hollister	4	78
High Schools	6	159
Total	52	979

## Summer 14-Spring 15

Location	No. Sections: <b>First Year Seminar</b> Classes: GUID 210, KIN, GUID 6	No. of Students Served	No. of Students who Passed Course
Main Campus	24	720	
Morgan Hill	1	30	
Hollister	3	90	
Online	7	210	
Total	35	1050	759

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

See attached report. Academic Year 2014-15, there were 1319 students who met the criteria for services. 80% of targeted students enrolled in courses; 70% of those who enrolled successfully completed the course.

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

Gavilan does not currently have automated systems developed to do outreach to students who have applied to the college and for Financial Aid, but who do not enroll. Outside of the enrollment priority process, we do not have institutionalized “carrots/sticks” for new students who do not participate in orientation. We hope to begin using Banner to input prospective student information from Outreach events in spring 16 to better evaluate our yield and develop follow up approaches. Because we are also already over our enrollment cap and have unfunded FTES, there is the fiscal liability of recruiting more students than we can fiscally support.

The Counseling department’s next goal is collecting **early** student data of the number of students who did not participate. The data must be disaggregated so effort and resources can be directed to the target population – excluding those who are exempt from participation.



Last year marked the first year we were able to update Outreach brochures with the enrollment steps and SSSP requirements. (Resources were not available prior to SSSP funding). The Outreach Advisory group discussed new SSSP requirements, and Outreach staff also took the information to high schools.

A more formal, campus wide marketing effort helped inform prospective students of the matriculation components. This occurred on the web, on-campus, local high schools, and in our local communities. The College will be implementing a new web management system, which will help us improve our marketing, outreach, and information.

- Curriculum for Kick Start and First Year seminar was updated Fall 14 and projected to be updated again Spring 16. Instructors are streamlining, standardizing, and evaluating content. Content designed to engage students in discussions, hands-on-activities, and self-reflection. Instructional design improvements to improve first-year seminar retention to 80%.
- Fall 14 improvements to the Kick Start registration system greatly improved the re-direction of First-Time students who have college experience toward a different type of orientation process. (Distinction between first time to college and first time to Gavilan populations.)
- Hiring additional part-time counseling faculty, peer mentors, and counseling office support during 2014-15 provided additional resources to key offices for direct services to students.
- Projected hiring of 2 General Full-time counselors and one General/Athletics counselor for Spring 16 will help expand day, evening, and off-site orientation offerings. Students appear to favor the in-person delivery options.
- Implementation of an automated student notification system (GradGuru) to help inform students of key services, deadlines, expectations, and key milestone. Potential to incentivize the completion of assessment, orientation, and educational plan beyond the priority enrollment service– Incentives are being explored for Spring 16.
- Data collection must be timely which requires the development of these systems.
- The online completion of KS sessions must be readily available to notify students that they completed the requirement– currently the data is only available at the end of each term.
- In-person KS sessions will utilize same pre/post surveys used on the online versions of the sessions.
- Spring 16 KS sessions will include additional resources to help students understand the relationship between their interests, skills, career options, job market and educational opportunities and training.
- Preliminary data indicates that students find the in-person KS sessions more valuable and students retain more knowledge than those students who participate on the online version of KS. Spring 16, counseling plans to expand the in-person sessions. Students do not have the same level of motivation to complete the online KS.

- Inconsistent IR and data sources/collection have been a challenge. Where data was being captured changed during Spring 14; nevertheless, reports point to data sources used Fall 13. Creating a global understanding in IT and IR of reporting needs and requirements has also been a challenge due to insufficient staff. Institutional Researcher is creating systems and reports to help collect consistent data to help inform practices.

**3. a. Are orientation services offered online?**

- Orientation (KS sessions + FY seminar) are offered online.

Summer 2014 – Fall 14 – Spring 15

Orientation Component	Online (students served)	In-Person (student served)
Kick Start Sessions	109	870
First Year Seminar	210	840

**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.**

- iLearn-Moodle platform is used to deliver the orientation components (KS +FY seminar)
  - Home-grown Kick Start curriculum using iLearn – Moodle platform
  - iLearn-Moodle- customized abbreviated educational plan
  - Ellucian Mobile application and GradGuru will be also be used starting Fall 15.
  - EAB-Student Success Collaborative “Navigate” – under development, projected implementation Spring 16
  - Student Lingo – online success workshops
  - Ellucian MyDegreeWorks – used to develop educational plans
  - College Source – used to help counselors develop educational plans
  - Eureka – college, career, and majors software to assist students with decision-making
  - GradGuru – anticipated 15-16
- 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.**

Kick Start curriculum includes the following topics:

1. Steps for successful enrollment for new students
2. Options at Gavilan: Programs/degrees/certificates/transfer/courses
3. How to navigate “MyGav” student portal
4. How to read class schedules and catalog
5. Understanding placement test scores, prerequisites, and advisories
6. Introduction to GE patterns

7. Overview of student support services including financial aid, counseling, etc.
8. Development of Abbreviated Ed Plan
9. Payment deadlines

The curriculum is the same for both in-person and online options. Spring 16 curriculum updates planned – inclusion of EAB Student Success “Navigate” product that will enhance students’ self-awareness and develop informed decisions regarding major, registration, job prospects, etc.

**Guid 210/ First Year Seminar:**

Students will acquaint themselves with college and university requirements, educational alternatives, and strategies for academic success. This includes an orientation to college programs, services, policies, and facilities. Students will apply assessment test results, develop an individualized education plan and class schedule, and/or enroll in first semester classes. Student will also learn to use a variety of technology tools and online resources to enhance their understanding of themselves and the college experience.

[http://www.gavilan.edu/curriculum/course\\_outlines/GUID\\_210.pdf](http://www.gavilan.edu/curriculum/course_outlines/GUID_210.pdf).

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)
5	Full time Counseling faculty	Kick Start Sessions and First year Seminar	GF/SSSP (overload)
4.02	Part Time Counseling	Kick Start and First Year Seminar	SSSP

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
5150	Student Calendar/Time planners	SSSP	\$4105.47
5150	Catalog	SSSP	\$10,000
5150	GE brochures	SSSP	\$357.30
5150	Brochure “Steps to Student Success”	SSSP	\$847.39
5150	Student Handbooks	SSSP	\$1,203.08

5300	Student Lingo Online Workshops	SSSP	\$11,995
5300	EUREKA	SSSP	\$3,681.19
5636	SARS/Ellucian Degree Works	SSSP	\$19,414.
5831	EAB Navigate Contract	SSSP	\$65,000
5831	Installation of computers and monitors into classroom	SSSP	\$3,110.50
5831	Portal Mod-Enrollment Checklist	SSSP	\$9,647.5
6400	Classroom Projector	SSSP	\$3,744.37
6400	Classroom headphones & installation	SSSP	\$700
6409/6411	New computers/monitors for Orientation classroom and off-sites	SSSP	\$47,049.85
6412	"Not Any More" Video	SSSP	\$2,900

### 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?

Assessments are offered by Assessment Office and ESL department. While the ESL department did not have adjustments to ESL placement, the following responses relate to assessment for non-ESL students:

College math faculty began conversations with partner high school math faculty regarding the impact of Common Core on placement/readiness. No concrete changes to current processes could be developed as the effects of Common Core are currently unknown. Both English and math faculty continued work on Boot Camps to improve initial placement. The TRIO program also hosted Summer Bridge that resulted in improved placement for the majority of participants.

The Counseling department will explore more regular use of the Early Assessment Program (EAP) scores, available through the California Assessment of Student Performance and Progress (CAASPP) results for Spring 16. How to automate uploading the information to reduce manual data entry is also being explored.

Working with MIS (IT department) implement automatic upload of AP scores from College Board for summer 16.

Students who complete assessment are being notified on the New Student Checklist available in the student's portal that they have met this enrollment requirement. Students are also being

encouraged to enroll in English and Math courses within first two terms of enrollment – this is also being tracked on the checklist. Additional follow up with those that have not enrolled, as well as discussions with Instruction regarding scheduling projections and sufficient course offerings is also underway.

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

Non ESL assessments: 2,453

ESL assessments: 102

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

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

We offer Assessments to our local high schools, offer numerous Outreach events, we are working closely with high school counselors to reinforce the importance of the process.

For assessments for credit ESL program, the ESL Department is experiencing great stress due to low enrollment and coordination with noncredit ESL. The administration has not told the department how it envisions the existence of both a credit and a noncredit ESL program, so no steps are being taken to reduce unmet need. Credit ESL courses are still offered, though three different credit levels will have been cut by Spring 2016 with more levels cut as noncredit ESL absorbs them.

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

Students sign up for an assessment via the webpage. There are study aids listed there (ACCUPLACER Practice Questions and Kahn Academy) as well as the recommendation to prepare for the assessment. The webpage has a lot of information for students. Students receive their test results immediately following the completion of the assessment. Proctor sit with students to discuss results, retest policy, and next steps to be completed such as Orientation, Counseling, Financial Aid, & Registration. Proctors offer to sign students up Orientation and Counseling and also answer any questions students may have before they leave. Test results are uploaded as soon as test session is completed.

Related to ESL assessments:

- Students make an appointment for assessment in the Admissions and Records Office.
- Students are met at the A&R Office on the day of the appointment and walked to the assessment location.

- Students are given a multiple measure assessment that includes an oral interview and a multiple choice exam that evaluates grammar recognition.
  - Students can be assessed and placed and can register for the classes of their choice on the same day.
  - Assessment and placement are provided before and during registration each semester. Pre-test practice: tests include sample questions; students get immediate feedback
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.

Assessment Test	Version/Form Used
ACCUPLACER	Reading Comprehension
ACCUPLACER	Sentence Skills
ACCUPLACER	Arithmetic
ACCUPLACER	Elementary Algebra
ACCUPLACER	College Level Math

ESL Assessment Test	Version/Form Used
CELSA	English Language Skills Assessment Forms 1 and 2. Association of Classroom Teacher Testors
GESL	Gavilan College ESL Assessment
Oral Interview	Alternate forms 1 and 2)

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

TEST	TYPE/DATE OF APPROVAL
Assessment Instruments	California Community Colleges, Approved Spring 2015, Revised: 7/28/15
College Board Computerized Placement Test: Accuplacer	CPT & Companion
1053	3/1/2014
ACCUPLACER Reading Comprehension Probationary	3/1/2016
1054	3/1/2014
ACCUPLACER Sentence Skills Probationary	3/1/2016

1055 ACCUPLACER ARITHMETIC Probationary	3/1/2014 3/1/2016
1056 ACCUPLACER ELEMENTARY ALGEBRA Probationary	3/1/2014 3/1/2016
1046 ACCUPLACER COLLEGE LEVEL MATH Probationary	3/1/2014 3/1/2016

**c. When were disproportionate impact and consequential validity studies last completed?  
Currently under review.**

ESL assessments were reviewed by previous Institutional Researcher.

**5. a. What multiple measures are used?**

English and Math background questions along with student's confidence levels are collected via a survey (3 questions) at the start of the Accuplacer exam. Along with the Accuplacer scores, prior educational records, academic performance, and standardized test scores (e.g. ELM, EPT, SAT/ACT, EAP, AP exams) are collected and reviewed by counselors. The information is discussed in a student-to-counselor interview to help with final placement. Counselors are trained annually on how to collect information regarding student personal, academic, and situational circumstances and then how to use it as part of a comprehensive assessment and final course placement.

For ESL assessment, multiple-choice test, CELSA or GESL, an oral interview, and placement considerations are used.

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

The multiple measure questions used prior to the Accuplacer– uses 3 questions: two questions related to experience with the material, and one question asks about confidence levels- is used as part of an algorithm. Counselor interviews are conducted after assessments. Counselor interview protocols are practiced at the start of each term. Starting Spring 16, scripted

interview questions along with a decision-making tree will be created to ensure common practices and documentation.

For ESL assessment: Measures are used for placement on ESL program levels based on established cut off scores. Testers give all multiple measures equal weight. Testers calibrate the measures according to protocols established in norming sessions to assure inter-rater reliability.

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

**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.**

Students who have attended another college, may submit test scores that have a 2 year recency from that college for a Gavilan counselor to review. These test scores are considered with other multiple measures for final course placement.

For ESL assessment, Gavilan College does not accept ESL placement results from other colleges.

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

- Policies are reviewed during Kick Start sessions and First-year seminar classes. They are also reviewed during Assessment sessions and discussed with counselors. Information regarding
- Webpage states policy
- Policy is on the back of ACCUPLACER results sheet given to student.
- Proctor speaks about the policy prior to and after assessment.
- Policy is posted above each testing station in the Assessment Center.

For ESL assessment, placement scores are valid for two consecutive semesters from the date of the assessment.

**8. Complete the chart below outlining the staff associated with assessment for placement 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	Assessment Specialist	Conducts all placement tests	SSSP



For ESL assessment, full-time instructors: participate in assessment for flex/co-curricular; never paid. Adjunct instructors: in the past, paid at times from matriculation funds (\$35 per hour, sometimes less). In recent years, done as flex (not paid); limitation: adjunct instructors cannot assess at the end of semester so as not to exceed unit load. ESL Program Specialists (classified staff): part of their duties (no extra compensation)

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
4330	Accuplacer	SSSP	\$18,600

#### **D. Counseling, Advising, and Other Education Planning Services**

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

- Counseling appointments were available Summer 14 to develop comprehensive student educational plans - added service from prior years.
- General Counseling services expanded to the off-site (Hollister); this includes categorical counseling services (CalWorks and EOPS)
- Counselors developed common language, service coding, and definitions for services that are rendered to students. This is helping to carefully collect data regarding services delivered by counseling faculty.
- Peer Mentors screen students for completion of Kick Start and enrollment in First Year seminar classes and assist students with the scheduling of counseling appointments.
- Peer Mentors were hired to expand services at college educational sites starting Summer 15.
- Students enrolled in First Year seminar courses schedule counseling appointments during the first week of instruction – counselors guide students through the activity.
- Educational Plans are completed on MyDegreeWorks updated educational plan software – plans are identified as “comprehensive”.
- Regular student reports are generated to identify target population and provide timely and prescriptive services.

- Automated notifications to students who have not completed assessment, abbreviated plan, or comprehensive plan
- Counseling appointments are available on a 20 day rotation versus 10 days; this helped eliminate student frustration of not being able to schedule an appointment.
- Counselors are carefully tracking reasons for student appointments.
- SARS – upgraded to provide access to schedules from remote sites
- Student Checklist created to help inform students what matriculation requirements have been met and which are pending
- Online Change of Major form was created to enable counselors to immediately change a student’s major and complete a comprehensive educational plan.
- Interdepartmental counseling teams are collaborating and developing strategies to help reduce the number of students who are undecided, planning to transfer, need follow-up services, and are on financial aid. The strategies are being designed so that they can be applied campus-wide regardless of program affiliation or not.

**a. How many students were provided counseling, advising and education planning services in 2014-15? Data source: SARS from May 26, 2014 – May 22, 2015**

- Counseling Services Summer 14- Spring 15 (total count)

Location	Appointments	Walk-In Service	Total
Gilroy	7,074	6,128	13,202
Morgan Hill	302	13	315
Hollister	540	70	610

- Counseling Reason for visit Summer 14- Spring 15 (multiple reasons can apply for one student)

Location	Comprehensive Plan	Assessment Review	General Counseling
Gilroy	2,221	986	2,665
Morgan Hill	34	1	48
Hollister	65	2	160

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

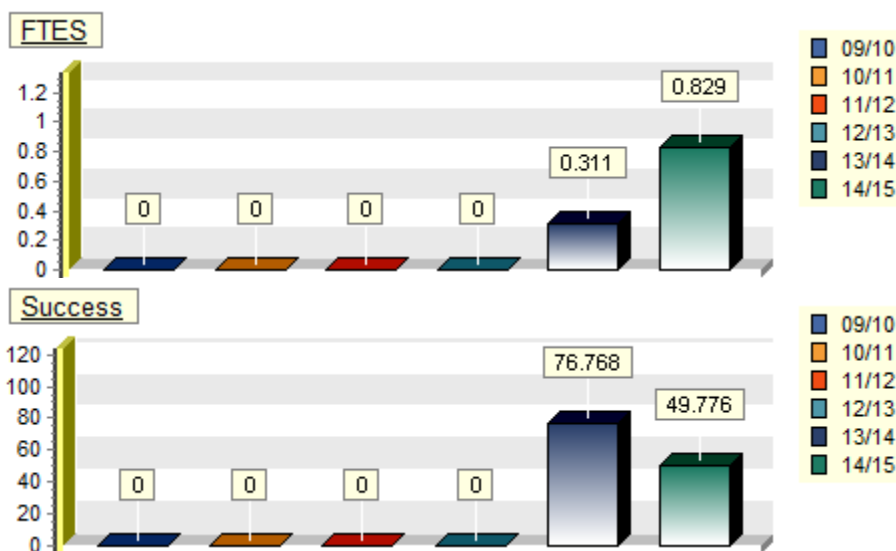
**c. What steps are you taking to reduce any unmet need or to ensure student participation?**

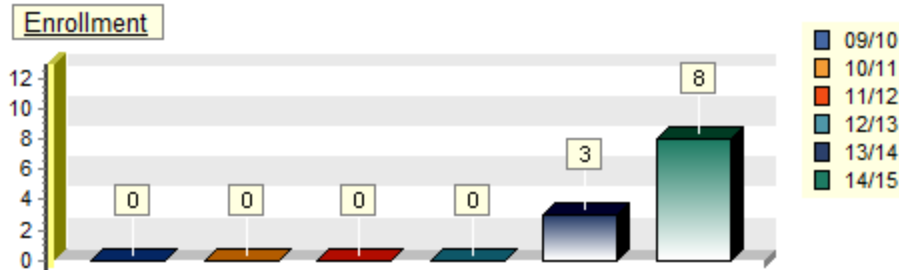
- Expanding counseling services by hiring additional General counselors
- Additional counseling staff will reduce the wait time for general counseling appointments
- Attaching incentives to ensure student participation – incentives must be of value to students
- Collecting data on the reasons why students did NOT participate in matriculation process to directly address issues and strategize interventions.

- Using technology (automated student emails, web page and mobile applications: GradGuru and Ellucian Mobile) to communicate with more students
- Increase counseling services (classes, online counseling, walk-in, and in-person counseling)
- Continue to train Welcome Center Peer Mentors on how to work with first-time students
- Increasing collaboration and communication with high school staff to ensure potential college students understand the matriculation requirements and to have them take advantage of services offered on location
- Conversion of email counseling services to SARS online systems, which will assist in capturing data
- Create systems and procedures that automatically capture data to help identify students who need to complete SSSP components. (Purchasing data tools to assist Institutional Research in providing relevant reports, previously unavailable.)

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

- Appointments- students can schedule an appointment in-person, on-the web, or self-service using kiosks located in different locations on campus and off-sites. General Counseling offers 30 minute appointments; categorical/program counseling appointments are 60 minutes in duration. Service available 12 months at the main campus and off-sites.
- Walk-in Service – generally a 10 minute session with a counselors to assist with immediate needs Service available 12 months at the main campus and off-sites.
- First Year Seminar Courses – GUID 210: FTES generating course data.





**Workshops: Topics**

Fall 14- Spring 15	Fall 15 – Spring 16
UC TAP/TAG	UC PLANNER/TAG
Selecting a Major	Making Major Decisions
How to Navigate MyDegree Works	ID your Learning Preferences
Hands-on Kognito	How did I get into this academic mess?
Mental Health	Completing your CSU Application
Sexual Assault Awareness	DREAM ACT: AB540/DACA
Maintaining your Mental Health	Strategies for Success
UC Application	Accelerate Your Transfer
Job Prep part 1	Prepare for your next term
	Need It Or Want It? How Do You Know?
	What Are Your TRUE COLORS?
	Transfer resources
	Learning Skills
	Note Taking
	Sort Out Your Skills and ID Your Career
	Your Probation: How Did I Get Here?
	Making MAJOR Decisions
	What are TRUE COLORS?

Workshop format, content, and evaluation of sessions were streamlined during AY 14-15. Automated attendance data was set in place for AY 15-16. Student Lingo – online workshop material was included fall 2015. A comparison of student participation of in-person and online options will be included spring 16. (Prior data collection and evaluation of workshops was unreliable.) Methods to incentivize student participation are being explored (i.e. instructional extra-credit, print-cards, book store vouchers, time planners, ASB cards); workshop requirement as an intrusive counseling strategy will be applied to students on Academic/Progress Warning status.

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

General Counseling provides both drop-in services and scheduled appointments during year (12 months). Service hours are from 8:00AM to 8:00PM both at the main campus and off-sites. Categorical/program counseling hours varies – limited drop-in hours and evening services.

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

Appointments: General Counseling has an average wait time of 19 days for an appointment. Categorical and program specific counselors wait time varies depending on the program – students in EOPS and DRC have an average of one-two days of wait time, other programs can serve students immediately.

Drop-In: General Counseling offers daily drop-in hours (M-F 8:30-1:00) during the school year and the average wait time is 10 minutes. During peak registration periods, drop-in hours are provided (T-TH 8:00AM-8:00PM) and the wait time average is 45-60 minutes. Categorical and program specific counselors offer minimal drop-in hours as appointments are generally provided. CalWorks and EOPS offer drop-in hours once a week for four hours during the academic year with an average of a 10 minute or less wait time.

**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.**

Counselors help students understand the factors that impact a first-year student (work, school, study, balance, goals, etc.,) (Sample paper-version of plan attached). Discussions, recommendations, and samples of abbreviated plans are reviewed. Also, Peer Mentors assist students during the counselor guided-activity. The abbreviated plans are completed during the Kick Start sessions and include classes students are highly encouraged to enroll in the first term (English, Math, First Year Seminar), along with choices dependent of their course load, interests, and objectives. A copy of the abbreviated educational plan is provided to the student and the original is stored for data collection. Starting Fall 15, all students will complete and submit the abbreviated educational plan online (paper-version of the plan will be transitioned out); the online version will be available for student retrieval. The type of assistance will remain the same.

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

Counselors assist students individually, in groups, and in classes with:

- Identification of goal objectives
- How to explore majors
- Selection of GE patterns
- Selection of Major or certificate programs
- Identification of basic skills course or gate-way courses for specific majors
- Use of college website, MyDegreeWorks, career exploration (Peer Mentors assist)

- The comprehensive educational plan includes all courses a student must complete from their start at the college to graduation; this includes any basic skills courses or pre-requisites. The plan is designed per academic year and will extend until the term the student reaches their goal. The plan includes course choices, unit values, and instructions for students regarding application deadlines, repeatability issues, etc. The plan includes ALL goals a student may have including (academic, vocational, skills development and transfer).
- The plan is accessible to the student 24/7 via the student portal –MyDegreeWorks.
- Email-notices are sent to students who have not completed educational plans by the 6<sup>th</sup> week of instruction

**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.**

- My Degree Works (Ellucian)- degree audit and educational planning
- College Source –TES – supports development of educational plans
- SARS – scheduling system for appointments, KS sessions, workshops, walk-in service
- Banner – SIS to access test scores, high school transcripts, AP scores
- Eureka – career exploration software – selecting major in support of counseling
- ARGOS – data reporting tool used to identify target population –support planning of counseling interventions
- EAB –Navigate (Onboarding product) will be implemented in Kick Start for summer/fall 2016; pilot in spring 2016.
- GradGuru – student notification system that will help students meet deadlines and fulfill matriculation components (in-support of counseling)

**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)
2	Counseling Prog Specialist/Dept Asst	Support Counseling and SSSP functions	SSSP
?	Peer Mentors	Students providing Welcome Center and Student Ambassador assistant with enrollment steps	SSSP
.33	Outreach Coordinator	High school, Cal-Soap and other coordination with prospects and college	.33 Equity, .33 SSSP, .33 GF
4.02	Part time Counselors	Provide SSSP associated functions	SSSP

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added. (Same as B6)

<b>Budget Code</b>	<b>Expenditure Title/Description</b>	<b>Funding Source (SSSP/Match/GF)</b>	<b>Amount</b>
5150	Student Calendar/Time planners	SSSP	\$4105.47
5150	Catalog	SSSP	\$10,000
5150	GE brochures	SSSP	\$357.30
5150	Brochure "Steps to Student Success"	SSSP	\$847.39
5150	Student Handbooks	SSSP	\$1,203.08
5300	Student Lingo Online Workshops	SSSP	\$11,995
5300	EUREKA	SSSP	\$3,681.19
5636	SARS/Ellucian Degree Works	SSSP	\$19,414.
5831	EAB Navigate Contract	SSSP	\$65,000
5831	Installation of computers and monitors into classroom	SSSP	\$3,110.50
5831	Portal Mod-Enrollment Checklist	SSSP	\$9,647.5
6400	Classroom Projector	SSSP	\$3,744.37
6400	Classroom headphones & installation	SSSP	\$700
6409/6411	New computers/monitors for Orientation classroom and off-sites	SSSP	\$47,049.85
6412	"Not Any More" Video	SSSP	\$2,900

Non personnel and nontech expenses

<b>Budget Code</b>	<b>Expenditure Title/Description</b>	<b>Funding Source (SSSP/Match/GF)</b>	<b>Amount</b>

<b>E. Follow-Up for At-Risk Students</b>
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**1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?**

- Probation Students: Warning 2 for Academic and Progress– early detection and intervention for students who fall within this category is essential to reduce the number of students who are dismissed from the college for lack of progress or performance. See attached plan
- Gavilan Early Alert System (GEARS)– revamped for Fall 15 as Early Connect; the automation of the student notification system is not in place – the program still relies heavily on a part-time counselor to pull GEARS reports and individually contact program counselors and students. Early Connect is still optional for instructor participation. Less than 10% of faculty participates.
- Delayed student notifications regarding academic standing impacted the timing of interventions.
- A Student Checklist, available through the portal, was created AY14-15 for fall implementation. The checklist is designed to provide real-time, visual update of completed SSSP components. We hope to modify this to include Academic Standing as well
- Students ignore traditional student notifications (email, snail mail, phone calls). GradGuru a mobile app the “nudges” students with text messages is being purchased for implementation AY16-17.
- Students who failed to show up for counseling appointments were called to reschedule and “check in.”
- Academic Dismissal petitions and Progress reports were revised for campus-wide use. (Consistency issue). The revised Dismissal petition requires students to identify issues that impacted performance, future challenges, and create an action plan for future term.

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

Approximately 485 are placed either on academic or progress probation or dismissal per term; out of this group, approximately 269 (55.1%) re-enroll for the next term. Not all students reenroll for the next term, some opt to not reenroll and thus the numbers served will fluctuate per term/year. Some students are on multiple standings. (data – from IE.....)

Location	Dismissal Counseling	Probation Counseling	Follow up Counseling	Personal Crisis Counseling	TOTAL
Gilroy	276	78	77	309	740
Morgan Hill	2	1	4	-0-	7
Hollister	5	14	1	-0-	20
All Locations					767



**b. What percentage of the target population does this represent?****c. What steps are you taking to reduce any unmet need or to ensure student participation?**

- Exploring either incentives or placing holds on students who are on P1/P2 as means to capture students early in the term for interventions to be meaningful and timely.
- Probation petitions have been developed for P2 students – the petitions will require student workshop participation on topics that will help students build skills and mitigate challenges that placed them on probation.
- Exploring dedicated staff to routinely obtain P1/P2 and dismissal reports so students are identified early and often.
- Moving from an optional intervention to mandated interventions for students at risk – planned for spring 16
- Holds could be placed on student records if they fail to connect with their counselors if additional counselors are hired for spring 16.

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

- a. Case-management by counselors
- b. Workshops
- c. Individual notifications
- d. One-to-one counseling

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

After grades are officially posted by the Admissions and Records (A&R) office, students are placed on Academic and Progress Dismissal or Probation and notified via letters sent by the A&R office informing them of their academic standing (**Exhibits**). Students receive this information approximately 1-2 months after grades are posted – the time frame will depend on how timely grades are submitted by instructional faculty. Because of the short window of time from when fall grades are posted, students do not receive information regarding their academic standing until the spring term is in session.

A shorter turn-around time for the posting of academic standings and a more efficient student notification system (MyGAV portal notification and email) would benefit students by prompting them to meet with a counselor or schedule counseling appointments early. The counselors could also benefit by having this targeted population easily identified as a cohort so notifications of services could be targeted to encourage student action.

The Financial Aid department identifies students who are reaching their maximum units and requires them to have a Request for Extension completed, reviewed and approved by a counselor, and to have an updated educational plan listing only classes needed to meet academic objective. The students are notified by email each semester of their over-unit status.

Although all students receive notifications regarding their academic status, students in categorical, grant-funded programs, or select cohorts receive additional support services

from the respective programs. We require additional support services to ensure students follow the readmission procedures and or understand the ramifications of maintaining priority enrollment and services in light of their academic standing.

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

Students on Academic or Progress Dismissal are required to complete a Petition for Readmission and have the petition reviewed and approved by counselor before a student can register for a following term. Students, who pre-register while still enrolled in courses and are deemed on dismissal status once grades are posted, remain enrolled even without a Readmission Petition on file with the Admissions and Records office. Nevertheless, these students are locked out from using the online registration system and if the student attempts to adjust their future course schedule, they are prompted to complete the Readmission Petition. The petition requires students to use MyDegree Works to review their academic records and the GPA calculator that allows them to review how many units it would take for them to improve their academic standing. Students must adhere to established deadlines for the submission of petitions and are allowed to enroll in open courses only. This helps encourage students to plan early and to enroll in courses listed on their educational plan or courses designed to improve their academic standing.

Often a reduced course load is approved with various required follow up services which include but are not limited to: Tutoring, Progress Report submission, Completion of Ed Plan, 2-3 meetings with counselor and appropriate workshop attendance. Dismissed students are required to meet with the counselor who approved the readmission until the student reaches a “good standing” status. Counselor approval is needed in order to add or drop any courses. The counseling case management approach helps students stay on track, receive consistent information, improve monitoring, and contributes to the student-counseling relationship. The General Counseling Department and EOP&S send out notices to students (email and postcards) who have completed a readmission petition reminding them of the required conditions and deadlines. Some students who are eligible for categorical, grant funded, program or cohort services may lose program eligibility for not maintaining a good standing status. These students are re-directed to other services and General Counseling.

Although the Readmission petition is available online, the review process is available in-person at all three sites, day and evening appointments (General Counseling). Students participating in program specific or categorical, or grant-funded programs are required to schedule counseling appointments to review the petition.

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

GEARS data-August 2014 (reflecting AY 13/14)- Students participating in the courses that used GEARS were not randomly selected for participation. Further, instructors selecting to participate in Early Alert might have been qualitatively different than instructors who chose

not to participate. The number of instructors that participate is less than 10% of the teaching faculty. Thus, any improvements in GEARS student performance may have been caused by factors related to the individual instructor rather than the Early Alert intervention. Recognizing these limitations, the differences found mirror findings from previous evaluation studies. It appears that there is a slight success (9%) and retention improvement (10%) for courses employing the Early Alert intervention. Fall 14-Spring 15 data was not collected. Best practices or clarification of instructional faculty role in the EA intervention process was not obtained.

Early Alert System – procedures for Summer14-Spring 15 required instructor to use GEARS-SARS to identify student who may need services. List of students was collected by the Early Alert counselor who proceeded to identify students’ counselors and notify counselors of the need to meet with students. Students were then notified by the EA counselors and program counselor. The actual numbers of students who connected with their counselor because of the GEARS notification was low – an official manner to capture this data was put in place Spring 15.

- Instructional GEARS participation is voluntary.
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)
5	FT Counselors	General counseling	GF/SSSP
4.02	PT Counselors	General counseling	SSSP
	Other counselors	Special Program and General Counseling	GF and Categoricals

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. Not sure what we should have here**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

#### **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. KM can add this from budget**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

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
	Career Transfer Coordinator	Equity	21645
	Outreach Coordinator	GF/Equity	
2315/	Tutoring and SI		81,000

### 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.
2. What percentage of your student population is exempt (list by category)?  
Chk with Rosa and Candice. Need data.

#### 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.

There are a variety of appeals processes for students, which can be found in various places, including the Student Handbook, Catalog, etc. The registration appeal process is located on the Admissions web site <http://www.gavilan.edu/admit/> and the form is <http://www.gavilan.edu/admit/documents/EnrollmentPriorityPetitionFINAL.pdf>.

The College Catalog lists Exemptions from Services.

<http://www.gavilan.edu/catalog/policy.html>

Need documented process.

<http://www.gavilan.edu/handbook/>

**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.

**Gavilan College Prerequisite/Corequisite Plan**

This plan is for validation of non-sequential courses utilizing Math and English.

1. **Departments** prioritize courses that will add prerequisites/corequisites.
  - a) The discipline faculty will identify courses which they might consider adding a prerequisite/corequisite. The need for prerequisites/corequisites can come from many areas such as other departments, the curriculum committee or the institutional researcher.
  - b) This should be based on several factors, among them documented low course success rate, analysis of the success of current students with and without the prerequisite/corequisite, enrollment pattern of courses (GIDS), or surveys of students and instructors regarding their perceptions about the need.
2. Criteria to be considered by **departments and appropriate administrators** in determining the courses and the number of courses to be submitted to the curriculum committee.
  - a) The discipline faculty will determine the methods used to identify and prioritize the courses needing new prerequisites/corequisites.
  - b) Consideration should be given to the impact on scheduling.  
(There will be appropriate numbers of prerequisite/corequisite sections and/or money budgeted to support these sections.)
  - c) The assurance that other degree applicable courses are available so that student progress toward their educational goals is not unnecessarily impeded and programs are not impacted. (This should be done in consultation with the appropriate administrator.)
  - d) The use of research to evaluate the effect of new prerequisites/corequisites on student success. (This should be done in consultation with the college researcher.)
3. The content review of each course is completed by the **discipline faculty**, working closely with the faculty in the area whose prerequisite/corequisite is being recommended.
  - a) The content review must involve discipline faculty with appropriate expertise.
  - b) The content review shall be based on the Course Outline of Record (COR) and any other available course materials, per state guidelines, with particular attention to Student Learning Outcomes (SLOs) and course objectives.
  - c) The discipline faculty shall specify the knowledge, skills and abilities needed upon entry into the course (prerequisite) or which must be developed concurrently with the

target course (corequisite).

- d) The discipline faculty shall identify the appropriate course(s) that would develop entrance or concurrent skills needed for success in the target course.
4. The **Curriculum Technical Review** group reviews the request to ensure that the content review was completed and documented satisfactorily and makes a recommendation to the Curriculum Committee.
5. The **Curriculum Committee** reviews the documentation and votes on the request.
  - a) The Curriculum Committee may require more content review documentation.
  - b) If a prerequisite/corequisite cannot be clearly established by this in-depth content review and initial analysis, and the discipline faculty still wants to implement the prerequisite/corequisite, then more detailed research must be undertaken. The faculty will then contact the Research Office to develop a methodology and timeline to use research to determine the impact of the new prerequisite/corequisite. The Research Office will conduct the needed research.
6. The prerequisite/corequisite will need to be reviewed a minimum of every 5 years (similar to our COR review timeline). Some courses may require more frequent reviews based on other requirements (CTE).
7. Every 2 years, the Gavilan College Curriculum Committee will evaluate the Prerequisite/Corequisite Plan and process. This institutional review will determine the impact of an individual prerequisite/corequisite on enrollment, success rate, accessibility, and/or any other significant factors.

**Additional considerations:**

- a) Make sure there is consistency and standardization of required course(s).  
Example: ENG 250 and their SLOs
- b) Budget impact on allocations to departments offering prerequisites/corequisites.  
Example: Student support services such as tutors and peer mentors.

[http://www.gavilan.edu/curriculum/Curriculum\\_Forms/Prerequisite\\_Corequisite\\_Plan\\_NOV\\_2012.doc](http://www.gavilan.edu/curriculum/Curriculum_Forms/Prerequisite_Corequisite_Plan_NOV_2012.doc)

<b>SECTION IV. PROFESSIONAL DEVELOPMENT</b>
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Describe plans for faculty and staff professional development related to implementation of SSSP. Checking with Michelle for list of conferences faculty attended last year.  
SSSP Summit

**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](mailto: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: Kathleen Moberg Title: Vice President, Student Services  
Stakeholder Group: Administration

Name: Loretta Carrillo Title:  
Stakeholder Group: ESL Department

Name: Bea Lawn Title: President, Academic Senate  
Stakeholder Group: Academic Senate

Name: Veronica Martinez Title: Director, Financial Aid  
Stakeholder Group: Board of Governor's (BOG) Tuition Waiver Work Group

Name: Stacey Porteur Title:  
Stakeholder Group: Assessment

Name: Rosa Sharboneau, Ed.D. Title: Counseling Faculty  
Stakeholder Group: Counseling Core Services

Name: Candice Whitney Title: Director, Admissions & Records  
Stakeholder Group: Enrollment Priorities Work Group



**Guidance 210** --- **Class Syllabus**

First Year College Student Seminar  
Fall 2015

Instructor:

@gavilan.edu

Phone: Office: Hours: by arrangement

COR: [http://www.gavilan.edu/curriculum/course\\_outlines/GUID\\_210.pdf](http://www.gavilan.edu/curriculum/course_outlines/GUID_210.pdf)

**Course Description:** Students will acquaint themselves with college and university requirements, educational alternatives, and strategies for academic success. This will include an orientation to college programs, services, policies, and facilities. Students will apply assessment test results, develop an individualized education plan, and class schedule and/or enroll in first semester classes. **This course is required for all new college students. Successful completion of the course satisfies the *Orientation* component required for priority registration.**

**Meeting Times:** This course meets Saturdays, September 5 – October 3, 2015

**Student Learning Outcomes:**

- Explain the structure of systems of higher education and be able to identify all options at Gavilan College
- Navigate and utilize Gavilan online systems including Self Service Banner, my DegreeWorks, SARS scheduling, and iLearn.
- Identify an educational goal and complete an Education Plan.
- Identify and access campus resources
- Apply research and decision making skills to major selection, transfer objectives, and/or career decision making.
- Explain classroom expectations and the student/faculty relationship
- Identify and apply study and test taking strategies.
- Identify potential obstacles/barriers to success and strategies to manage them.

**Required Texts and Materials:**

- Gavilan College Catalog, Fall 2015-Summer 2017
- Placement test scores (Gavilan, other community college, EAP, AP, etc.)
- Transcripts from other colleges, if applicable

**Grading:** This course uses a traditional, standard grading system (A-F or Pass/NoPass):

A	95-100%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	70-76%

D	60-69%
F	59% and below

**There are 100 total points that can be earned.** Grades will be based upon the completion of the following assignments:

- Gavilan Passport assignment: 10 points
- Completion of Comprehensive Educational Plan: 40 points (required to Pass course)
- Time management inventory: 10 points
- “Not Anymore”: 10 points
- Kognito: 10 points
- Class Participation: 10 points
- Final exam: 10 points

**Attendance is required to earn priority registration status.**

**ADA Accommodation:** Students requiring special services or arrangements because of hearing, visual, or other disability should contact me, their counselor, or the Disability Resource Center at (408) 848-4865.

### Course Schedule

#### **Week 1:**

- *Group introductions and college goals*
- *Review of Gavilan Kick-Start:*
  - College Calendars and Deadlines
  - Understanding the Online Environment
  - Review and interpretation of assessment test scores
  - Exploring College Majors
  - Overview of Gavilan College Catalog
  - Overview of College Services
  - How to add, drop, and pay fees
  - Textbooks

#### **Week 2:**

- *Student Services, Instructional Support, and Financial Aid*
- *College Standards: Policies and Procedures; Student Rights and Responsibilities; Dropping and Repeating Classes*
- *Effective Communication*
- *Selecting and Reviewing GE Patterns*

#### **Week 3:**

- *Understanding DegreeWorks*
- *Change of Major forms*
- *Transfer Preparation*

**Week 4 :**

- *Decision Making*
- *Understanding Mental Health*
- *Assignment: Kognito, “Not Anymore”*
- *Also Due: Comprehensive Education Plan*

**Week 5:**

- *Time Management Inventory*
- *Campus Involvement*
- *Final Exam*
- *Also Due: Passport, Kognito Certificate, “Not Anymore” Certificate*