



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

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**2014-15**

District: Cabrillo CCD  
College: Cabrillo College

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

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<b>SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES</b>
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**IIa. Core Services****i. Orientation****1. Describe the target student audience**

Our primary target audience is 2,465 new, first time students to Cabrillo College that are working on a degree, certificate, transfer or basic skills improvement. (2013-2014)

**There are three primary delivery methods for providing orientation:**

- A. Online orientation accessed via the college homepage  
All students are required to complete a 45-60 minute online orientation and pass a quiz prior to arriving for assessment for course placement.
- B. In-person orientations for specific programs that build upon the online orientation  
Programs include: EOPS, Accessibility Services Center (formerly DSPS), and Foster Youth.
- C. On-site high school orientations provided by members of the Counseling Department that focus on “what’s next” after assessment. The target audience is first- generation, Latino students in two high schools in the agricultural area of our county.
- D. The Counseling and Guidance (CG) 51 Course  
Approximately 800-900 incoming freshmen in Santa Cruz County participate in pre-enrollment services (orientation and assessment) the spring semester prior to their summer or fall freshmen enrollment. These students are now required (since fall 2013) to enroll in CG 51 where they now also develop an initial Abbreviated Education Plan through Student Planning (an electronic format) through WebAdvisor, a Colleague/Datatel product. These CG 51 classes are paid for by the general fund, not SSSP funds.

ESL students receive orientation in the classroom from a bi-lingual counselor. In 2013-14, 190 students received an orientation to college in ten ESL classes.

In 2014-15, over 140 students will receive in-class orientations during fall semester. This service not only touches first-time students with an orientation, but the counselor returns with a more “in time” orientation for those continuing in ESL.

**Describe any partnerships among colleges or with high school districts:**

Cabrillo College has a long-standing and solid partnership with 23 local schools. This group, the High School Articulation Council, is composed of Cabrillo counselors, deans and staff and representatives from the high schools. They focus on ways to increase and improve the dissemination of information about college requirements and procedures.

This important group serves multiple functions for us at the college: as a focus group on ways our services are perceived and utilized by incoming students, and as a type of “train the trainers” group. The former leads to systemic improvements at our end and the latter allows us to pass our information more effectively through the high school counselors to their students.

Cabrillo is also a member of Santa Cruz County College Commitment (S4C), a collaborative that includes K-12, Cabrillo College, the County Office of Education, CSU Monterey Bay and UC Santa Cruz. The focus is on making the pipeline among the segments as smooth as possible, focusing on a college-going culture beginning at the 4<sup>th</sup> grade level. In Fall 2014, S4C will be sponsoring College Awareness Week. All boards of education have passed resolutions in support of this event and community-wide efforts are in the planning stages.

**Describe at what point(s) in the student’s academic pathway services are provided.**

Orientation services are provided at different times in a student’s pathway—to high school seniors, high school graduates not yet enrolled at Cabrillo, incoming students immediately prior

to the beginning of fall semester, and to freshmen during the first and second semesters of their first year.

We have piloted a new service after students complete their assessments which focus on keeping the students on track between assessment and registration, a high risk time for students to “disappear.” This has been piloted with two of our south county high schools that primarily serve first-generation college students. This is also seen as an early “follow-up” intervention.

SSSP: Co-develop an orientation to college with Accessibility Support Center (ASC) to provide an adapted orientation to students with disabilities.

Basic Skills Plan: To design some “in time” orientations that will be provided throughout the first and second semesters of college. Best practices are being collected.

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

The staff that oversees the online orientation service is the Assessment staff (3 classified staff). They trouble-shoot questions that come in from students on IT issues and make excellent suggestions for improvements on the script based upon feedback they receive from students. The counseling faculty answers orientation-related questions when they see students in their offices and in class. The counseling faculty (F-T contract and adjunct) teach the CG 51, Orientation to College class. There are currently 14 counseling faculty teaching the class. The post- assessment services being piloted in our South County high schools are also a second level orientation provided by contract counselors. Other program orientations are provided by the faculty and staff affiliated with those programs.

**3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.**

Our online orientation was developed with an outside vendor who worked with the college counselors and marketing department. It is a 45-60 minute product with quizzes that need to be passed in order for a student to be able to receive a certificate of completion that is required in order to take the assessment. There is also a guest version without the quizzes. The dean and representatives from other areas of campus review the slides and text annually for needed updates. This updating is done through the Office of Student Support and Success (formerly Matriculation.) There is an average annual cost of \$1200 for updating with the outside vendor. Staff costs are in-kind for the time of the dean and other staff.

**4. Describe the college’s plans for developing and implementing orientation services**

Orientation Checklist (Required Policy or Procedure).

Cabrillo’s online orientation will have all of the title 5 requirements in ’14-15.

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

The online orientation is reviewed annually for needed updates. Revised content is collected from Admissions and Records and Financial Aid in addition to the SSSP regulations in order to update the orientation. A new need that has been identified includes informing students of the need for an information literacy skill—enrollment in a particular course that bridges the digital divide. The items that need review in fall 2014 include: updated information on registration priorities, BOG eligibility, academic calendar, and fees. Due to the cost of making updates with an outside vendor, the information has been generalized with clear reference to other more fluid sources of information (A&R and Financial Aid webpages) The information presented in an online orientation is, therefore, a foundation so that all students receive the same initial information. Relevant new information is shared with the staff that provide workshops on education planning and probation

The pilot project we have rolled out in South County for the two high schools with the most first-generation college students is being reviewed by a task force of full-time counselors for any needed revisions.

**5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation.**

Other College Plans:

The Student Equity and Basic Skills Plans: Include orientation in different formats and at different times in a student's progress (i.e., "in-time")

Basic Skills Plan: Replicate the successful aspects of orientation that were a component of the Title V Summer Bridge Program.

Student Equity and Basic Skills Plans: Include visual improvements to our Enrollment Services building to orient students in more effective and welcoming ways (signage, use of wall space, and student ambassadors)

SSSP and Student Equity Plans: Design a parent orientation component, with a focus on Spanish-speaking and first generation college families

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

## ii. Assessment and Placement

**1. Describe the target student audience, # and who are required to be assessed.**

All first-time, incoming students are required to be assessed (3,491 in '12-13). They must complete orientation prior to assessment. Eligibility for exemptions is outlined on the Assessment and SSSP webpages, in addition to the college's catalog and class schedule.

We do not require students to repeat assessments completed elsewhere, as we do not want to increase barriers to college enrollment.

Exemptions from our assessment include successful completion of US regionally accredited college degrees or previous college-level English, ESL, or math courses. Official transcripts need to be submitted to A&R to verify this exemption, although counselors do use unofficial transcripts to speed enrollment, requiring official transcripts to follow. Placement results are accepted from other accredited colleges including, but not limited to California Community College, CSUs, and UCs. We have local recency policies that require assessment results from other colleges to be less than two years old.

The Early Assessment Program (EAP) with scores of *English and Math status: Ready for CSU or participating CCC college-level courses* and *Mathematics status: Ready for CSU or participating CCC college-level Math courses* (we do not accept "conditional") will also be accepted. EAP results are valid for two years (the senior year and the year following graduation). Additional ways to be exempt from assessment include AP, IB and CLEP results.

Other re-assessment options driven by the Cabrillo math department request that students re-assess if their course preparation (either prerequisite course work or assessment score) is more than two years old.

Students with a verified disability through a 504 Plan or who think they may have a learning disability that needs assessing and verification, can be granted provisional accommodations for extended time for taking the assessment via special appointments. Upon verification of a disability, these accommodations will be made permanent.

Students whose first language is not English may want to improve some specific writing, reading or speaking skills are encouraged to take the ESL assessment. Students that want to enroll in ESL courses are required to take the ESL assessment.

**Describe the methods by which assessment and placement services will be delivered.**

Cabrillo's assessment is provided in a computer lab in our two locations - the main campus in Aptos and at the Watsonville Center. We use MDTP (math), CTEP (English and reading) and e-Compass for ESL. Students can re-assess twice in a six month period with one week between assessments.

**Cabrillo partners with all Santa Cruz County high school districts to administer assessments.**

The college changed several years ago from going to the high schools with paper-and-pencil tests to having high school students visit the college in coordinated groups each spring semester of their senior year. This has worked better as the computer assessment is easier to implement and the students respect the process more. It also gives them another chance to familiarize themselves further with the campus.

**Cabrillo's assessment is offered at multiple points in a student's pathway to college:**

Students from middle and high school that are concurrently enrolled at Cabrillo can assess when needed. Seniors in high school usually assess (and frequently re-assess) during the spring of their senior year. New/incoming students can assess all 12 months of the year on a first-come, first served basis. Continuing students that did not assess in the past due to the belief that their program did not require math or English requisites return when their needs change. We encourage the use of pre-enrollment services: orientation, assessment, and, increasingly, an Abbreviated Ed Plan prior to the beginning of the first full semester for new students. Plan: We will begin identifying ways for high school seniors to develop an Abbreviated Ed Plan prior to entering Cabrillo as part of their pre-enrollment services. Effective Sp '15, students without an education plan will lose priority registration.

This will be planned and coordinated with the High School Articulation Council (mentioned in the orientation section), as 2/3 of pre-enrollment services are already in place and we only need to add the education plan.

- 2. Staff providing assessment services:** 2.75 FTE (3) classified staff (two Program Specialists and one Coordinator). They schedule, update the webpage on assessment, check students in, read instructions, monitor compliance, print scores, explain to students (one-on-one), results and class sequencing. The staff additionally describes the next steps in the registration process and makes referrals to specific services.

<p>Staff directs students to Ed Plan workshops after assessment. Plan: Provide a stronger pathway between assessment services and the next steps to enrollment. Review post assessment orientation piloted in '13-14 and identify new ways to increase students' feelings of "belonging" and "feeling welcome."</p>
<p><b>3. Assessments used</b> at Cabrillo include:</p> <ul style="list-style-type: none"> <li>• CTEP (English and reading),</li> <li>• MDTP (math) and</li> <li>• e-Compass (ESL).</li> </ul> <p>These are all offered via the computer in a dedicated lab with seating capacity of 55. The math and English are in groups, the ESL and students with extended time (accommodations) are assessed by appointment, and students that cannot attend a group session will be seen individually.</p> <p><b>Multiple measures</b> in math, English and ESL have been included as part of an algorithm included in the test scoring process. Each assessment has five additional questions included in the score.</p> <p>Plan: Student Equity Plan includes a pilot using multiple measures in our two south county high schools—one using MM and the other assessment scores. Bringing the math faculty on board is critical and in progress.</p>
<p><b>4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.</b></p> <p>Cabrillo is a one-college district. We accept scores from all CA community colleges, UCs and CSUs. The evaluators say they accept basically all college scores in CA.</p>
<p><b>5. Describe college or district policies and practices on:</b> <b>What type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.</b></p> <p>i. <b>Pre-test practice</b> – Currently test preparation for math and English are practice quizzes that can be downloaded by the student from the assessment website or in hard copy at the Assessment Office. Students are encouraged on the website and through oral directions to see the tests as high stakes and study ahead of time. There is a "math jam" type intervention for students preparing for Math 4 (pre-calculus and trig) at this time. This is coordinated by the math department.</p> <p>Basic Skills Plan: Plans are in place for a winter intersession 2015 Math Jam for Basic Skills students with the goal of higher placement and semester to semester.</p> <p>Persistence.</p> <p>Student Equity Plan: Discussions are occurring on expanding that service for other levels of math</p> <p><b>Re-take</b> - How often may a student re-take a test after taking it the first time? 2 times in a 6 month period; one week between assessments.</p> <p><b>Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?</b></p> <p>There are no indications, to our knowledge, that the publisher recommends a waiting period between tests.</p> <p>ii. <b>Recency</b> – Test scores have the following recency at the College: Math is two (2) years; English, reading and ESL have no recency requirements. There is no recency for high school grades.</p>

## Plans:

SSSP, Basic Skills Plans: Relax the current re-test policies designed by the math dept. Consider changing the language used to describe the assessments, as some students that have solid math skills and may have poor English skills may be misplaced due to the language. International students need to be asked the highest level of math they have taken. The English language in the math word problems may be too high and many students may actually know the formulas.

Have math department review with assessment staff how to help students better select correct test to take; Have math and counseling meet to better understand which courses are appropriate for what intentions.

Student Equity and Basic Skills Plans: Strengthen high school articulation agreements around high school math Students need a review. Identify and provide "Math Jam" and self-paced options to better prepare for accurate placement.

Encourage late enrollees to enroll in math lab (1 unit) and prep for the upcoming semester. Should ESL use the online writing component for better placement?

Student Equity: Pilot study using multiple measures and high school grades for Pajaro Valley and Watsonville high schools vs. assessment tests and work with Cabrillo math department on buy-in.

**6. Describe what externally-administered third party test results are accepted for placement.**

The college accepts Early Assessment Program (EAP) results of "Ready for CSU or participating CCC college-level courses" for English and math. EAP results are valid for two years (the senior year and the year following graduation.) Additional acceptable test results include: AP, IB and CLEP.

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

See budget

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

**1. Describe the target student audience including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services.**

All students at Cabrillo are considered our target students, including incoming, continuing and returning students with a focus on those whose educational goals are transfer, CTE and basic skills improvement.

From September 2013 through August 2014, at both our Aptos and Watsonville campuses, general counselors saw 11,125 students via scheduled appointments and an additional 10,183 students via drop-in visits. This total of 21,308 annual student contacts is very close to that of the previous year - 21,331. Counselors in Accessibility Services (ASC/DSPS), EOPS, CalWORKS, FYI and STEM also provide education planning in addition to their "above and beyond" services.

We estimate the usage of counseling services to not only keep pace with previous usage, but to increase, given the new educational planning and follow-up requirements.

Many additional students were served through a variety of workshops and classes. Specific to educational planning services, we served 1,161 students through our Education Plan Workshops during that same time period.

Combined, we have served approximately 22,500 contacts. We will be co-designing education planning workshops for special populations so that the information is delivered in appropriate adaptations

**Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used.**

Counselors provide academic, personal, and career services to students and community members through the provision of direct counseling services, classroom instruction, and workshops. Additionally, the Counseling program serves as a liaison, referral source, and partner to instructional faculty, academic programs, and academic support services. Our services are provided to students from pre-enrollment to program completion and graduation. We are an integral part of all aspects of the college, from curriculum development, institutional and program-specific planning and evaluation, establishment and monitoring of graduation requirements, and the development of education plans to meet those requirements. Counseling is the primary resource that supports students throughout their academic journey—from beginning to end.

The Counseling Department's year-round range of services include the development of educational plans, both abbreviated (one to two semesters) and comprehensive (complete, multi-year); the evaluation of college transcripts for verification of prerequisites and degree/transfer requirements; the interpretation of career assessments for guiding a student toward an education goal and major; the writing of degree, certificate, and academic renewal petitions; the review and approval of UC Transfer Admission Guarantee (TAG) agreements; the presentation of workshops; the teaching of Counseling and Guidance curriculum; troubleshooting with students who face challenges to their retention; and the assistance of matriculating Running Start/high school seniors, incoming Honors students, and other new students. Counselors provide the full spectrum of community college counseling responsibilities from academic, to personal, to career issues. Many of these services are and will also be provided in various formats in the other counseling areas.

Individual counseling sessions are available by way of ½ hour scheduled appointments and daily drop-in counseling (known as Express Counseling – 10 minutes with a counselor for quick questions). During certain crunch periods, all counselors provide express counseling and no appointments are offered. This is done to attempt to meet the immediate needs of the most number of students for questions that facilitate registration.

During these express-only times, full ½ hour sessions are available to address last minute urgent situations that warrant more than ten minutes. Full one hour appointments are for transfer situations involving multiple complex transcript evaluations, and for students who seeking counselor interpretation of the career assessments offered through the Transfer/Career Center.

General Counseling offers the following workshops or orientations:

- Transfer Admissions Guarantees (TAG) for UC campuses
- UC/CSU online applications
- The writing of college application essays
- Probation / Dismissal workshops for those in poor academic standing (a new service under the SSSP Act)
- Education Plan Workshops for those at the beginning of the education planning process (a new service under the SSSP Act) \*
- Post-assessment follow-up orientation sessions for high risk students (a new service under the SSSP Act)

- Program-specific orientations for EOPS, ASC/DSPS, Foster Youth, Fast Track to Work, CalWORKS, Honors Transfer Program, and International Students

\*The majority of the content of these workshops are presented by classified staff. They provide an overview of education planning (ed goals, major information, general education, etc.) and an introduction to the use of the electronic Student Planning tool used to create the Abbreviated Education Plans. Students leave the workshops with an Abbreviated Education Plan begun by the staff. Counselors participate in the last 30 minutes of the workshop to review the one to two semester plans that were begun earlier in the sessions.

Counselors teach the following Counseling and Guidance (CG) courses:

- CG 1 (College Success): a 3-unit UC/CSU transferable course, available in-person and online
- CG 51 (Introduction to College): typically offered as a 1-unit course, available in-person and online \*\*
- CG 52 (College Study Skills): typically offered as a 1-unit course, available in-person and online
- CG 54 (Career Planning): typically offered as a 1-unit course, available in-person and online
- CG 107 (Career and Transfer Research Activities): a variable unit course providing opportunity for research in career development and/or transfer preparation.

All courses collect FTES and are funded through the general fund, not SSSSP funds.

\*\* Two sections of CG 51 are targeted and adapted for STEM and potential STEM majors. An adapted offering for students with disabilities is in the planning stages.

Another target audience are the incoming Santa Cruz County high school seniors that participate in our "Running Start" program—a spring term process of pre-enrollment services that include orientation, assessment and increasingly, attendance at an Education Plan Workshop. The latter is voluntary at this point.

Plan: Discussions this fall within the Counseling Department and with the high school partners to identify possible options for how to provide education planning services to the high school seniors as part of pre-enrollment services, after they have submitted an application to Cabrillo. If they do not have an education plan before registering effective Sp '15, they will lose priority registration.

These new SSSSP core services are requiring what we had been requiring (minus the education plan) through our decade-long Running Start program. Completing these core services through either Running Start or SSSSP services result in the same benefit—early registration and better informed students. We will be discussing whether to phase out our Running Start program this year.

Students are also supported individually in the Transfer Center by Student Services Assistants who help enrolled students with Abbreviated Ed Plans on a one-on-one basis.

**Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services.**

Collaboration regarding orientation and assessment includes coordinating with the local high schools to provide on-campus group assessments to guide the high school students through pre-enrollment services. See Running Start description above.

The college trains the countywide high school counselors for six months prior to the Running Start day on college processes in order for their students to be better prepared than they would have been if they had attempted to navigate application and enrollment on their own. These students (approx. 800-900) are also now required (for the last two fall cycles) to enroll and complete a CG 51, Orientation to College class (1 unit) during either summer or fall of their incoming year. The class provides an additional opportunity to present college expectations and realities, guide students in identifying their education goals and possible programs of study/major, and develop Abbreviated Ed Plans. These class sections (24) are funded through the general fund and not SSSP funds. The ASC program is working with the general counseling department on an adaptive CG 51 for students with learning disabilities and other disabilities.

The high school counselors' current role in education planning includes being shown how and what our counselors include in an Ed Plan Workshop so that the high school counselors can ask similar questions of their students. This prepares the counselors to answer college-related questions more comfortably and to make appropriate referrals. Some Cabrillo counselors provide condensed and more focused sessions regarding student planning at some of the high schools where there are more first-generation students in order to increase the students' knowledge and comfort and facilitate their enrollment.

**Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided.**

The vast majority of incoming freshmen come from local high schools. This is typically 800 –900 "Running Start" students. These students are encouraged to attend an Education Plan Workshop as a means to develop the Abbreviated Education Plan while still in high school and to learn how to use the Student Planning tool (our electronic education plan). Additionally we require these same students to take a first-semester Introduction to College (CG 51) class. This one-unit course covers many topics related to student success, and includes a review of educational planning and the Student Planning tool. One outcome of the course is either a new or revised Abbreviated Education Plan.

Development and finalization of a Comprehensive Education Plan occurs through scheduled ½ hour counseling appointments. Depending on how refined the student's academic goal is, or the student's academic history, the number of their transcripts that need to be evaluated, and the complexities of the plan, it can often take multiple appointments to fully develop a Comprehensive Ed Plan. Even when finalized, regular updates to a plan are needed as students' life circumstances change.

Plan: For students who do not have a declared Program/Major, the college is establishing methods to communicate the timeline within which a declared Program/Major is needed and offer interventions and support for making that difficult decision.

We currently offer career planning classes, career assessments, and follow-up one-hour counseling appointments for students unsure of their goal and resulting educational path.

Plan: A short-term workshop is in development, designed to help students in the career and educational decision making process. A Majors Day is being considered, given that students are now required to have a major by a specific point in their enrollment.

**2. Describe what services are offered online, in person, individually or in groups, etc.**

Our general counseling services are provided to students from the beginning through the end of their college experience; from pre-enrollment services to program completion and graduation. Direct counseling services are delivered in multiple formats: 30 minute in-person sessions (by appointment), 10 minute meetings that can be scheduled the same day (Express

Counseling), online advising with 48 hour response time, and 60 minute sessions for career inventory interpretation and evaluation of complex transcripts for transfer/occupational students. We also provide additional interventions (workshops, orientations, thematic events, college tours, etc.) for distinct populations such as the International Student Program and the Puente Project.

In an effort to increase our efficiencies in response to the SSSP, we have been proactive in developing and implementing a mandated CG 51 (Introduction to College) class which we have piloted in summer and fall 2013 (24 sections) and continued through fall 2014 (with an increase in units from .5 to 1 unit given the necessary SSSP information.) Additionally, we developed and regularly offer workshops to assist students in the development of Education Plans, and a mandated workshop for students on probation and dismissal.

A general counselor, partially funded by basic skills, provides embedded counseling information and SSSP services in the classroom. This is also a part of the Basic Skills Plan.)

**Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling.**

In the 2013-14 academic year, 95% of contract counseling resources were allocated to providing direct services to students and about 5% of those resources have been dedicated to teaching Counseling and Guidance (CG) classes.

Research indicates that Cabrillo counselors currently work with approximately 50% of those students enrolled at Cabrillo, regardless of the number of units those students are taking. With the new mandates of the SSSP the increase in the magnitude of the required services in the upcoming years cannot be overstated. Counselors are directly involved in the development of these education plans (two types), provide interventions with students at risk of losing their priority registration, and intervene with those students on probation and dismissal.

These services are currently delivered with 14 full-time counselors (plus one temporary full-time counseling assignment), including the International Student Counselor/Coordinator, the Puente Counselor/Coordinator, and the Transfer/Career Center Coordinator whose counseling loads are at 50% each. The Academic Specialist faculty Director of Counseling has a 25% counseling assignment. Therefore, the FTE for general counseling is currently 11.75.

Other programs that provide counseling services and have dedicated counselors are not included in these numbers.

One result of providing these increased services, with fewer counselors, is a longer wait-time for students needing appointments. Currently, every counseling appointment we offer is filled, with a wait time of approximately two to three weeks to see a counselor by appointment. Students wait an average of 15 minutes to be seen on drop-in counseling. Other programs that provide counseling services (ASC/DSPS, EOPS, FTTW/CalWORKS, STEM) are not included in these numbers.

With the additional SSSP allocation received in September of 2014, the SSSP program and counseling department are requesting three FTE counseling faculty for 2014-16, as the department has received three retirements effective 2014-15.

It is asking for three replacement positions to meet the increased state requirements. These needs have been documented for two years in the Counseling program plans, which is a requirement for funding. The department awaits approval through the college's lengthy hiring request process.

**Describe any use of academic or paraprofessional advising.**

Our professional services are provided by master's degree level counselors—full time and adjunct. Our Student Services Assistants (SSA) work closely with counselors in pre-defined roles to provide an overview of generic information on general education, transfer, majors, college processes, academic probation, etc.—the basics of our Ed Plan Workshops. They do not advise students. These positions (two) provide a needed and efficient service that moves the responsibility of communicating basic, repetitive information from counselors to staff, freeing up the counselors to apply their expertise to more complex student needs. As a result of this triaging and new delineation of work, the department is also requesting an additional (80%) SSA to assist with the demands of facilitating more frequent Ed Plan Workshops. That position would be paid from SSSSP funds and also is winding its way through the college's hiring processes.

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

The Abbreviated Education Plan is primarily developed by a student in one of two interventions: participation in one of the Education Plan Workshops or enrollment in CG 51 (Introduction to College).

The two-hour Education Plan Workshop is designed for new students and presents important information and resources for those who have never developed an education plan, and those who simply want to learn more about the process. We offer multiple workshops each week, facilitated by Student Services Assistants. Students leave the workshop with an Abbreviated Education Plan using the Student Planning tool (an electronic education plan). ASC (DSPS) will be developing an adapted format for the ed plan workshop for their students. They will work with the transition teachers at the high schools to better integrate the special need students into the college.

Incoming freshmen from our local high schools, those enrolling through the Running Start program, are required to enroll in CG 51 (Introduction to College) in their first semester. The curriculum includes the development of an Abbreviated Education Plan, including instruction on how to use the Student Planning tool.

These abbreviated plans lay out two semesters of courses, including English and/or math courses, other introductory courses related to the student's Program of Study/Major, and/or general education courses in line with the student's selected GE pattern and long-term educational goal.

The Student Planning tool is available to all students who are encouraged to begin working on their abbreviated plans at any time on their own. Students are invited to stop by the Transfer & Career Center where they receive one-on-one assistance from the SSAs in navigating the Student Planning tool.

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

With an Abbreviated Education Plan in place (through self-development, the Ed Plan Workshop, or completion of CG 51), the student then has access to ½ hour counseling appointments, to further develop the Comprehensive Education Plan.

During the counseling session, the counselor confirms the student's declared educational goal, making sure that the Program of Study/Major is the most appropriate. The Student Planning tool, along with numerous other planning resources such as ASSIST, is used to confirm all required courses, and the order of those courses on a workable semester-by-semester plan. For those students that have attended other colleges prior to Cabrillo, counselors conduct an evaluation of those college transcripts in order for the student to be clear on how those courses apply to the fulfillment of the requirements for their Program of Study/Major.

The Student Planning tool has a notes section, in which important information is presented to the student and other counselors about recommended support services, deadlines, clarification of processes, and the use of courses from other colleges, etc.

The development of the Comprehensive Education Plan is rarely a one-time event. Clarifying the goal and the Program of Study/Major; transcript evaluation; discussion of appropriate course load; and real-life changes in circumstances usually result in the need for an every semester appointment with a counselor to keep the plan updated.

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

Full-time general counselors provide a 185-day annual contract, of which 175 of those days are provided during the standard fall and spring semesters. The remaining 10 days (2 weeks) are provided during either summer or winter. Full-time counselors are contracted for 36 hour work weeks, of which 31 hours are direct student contact time.

The '14/15 academic year is a time of great transition for counseling faculty. During the fall '14 semester, the following faculty and staff are providing counseling, advising and other education planning services:

14 full-time contract counselors providing counseling services\*  
 1 full-time temporary contract counselor providing counseling services  
 1 adjunct counselor (3.3 units or .22 of FT) providing counseling services  
 8 adjunct counselors (20 units or 1.33 of FT) providing CG instruction  
 2 (FT, 1@12 mo's; 1@11mo's ) Student Services Assistants providing support services directly to students  
 \*A number of counselors have split assignments that result in 11.75 FTE for general counseling and SSSP services.

During the spring '15 semester, we anticipate the following:  
 12 full-time contract counselors providing counseling services  
 2 full-time temporary contract counselors providing counseling services  
 5 adjunct counselors providing counseling services  
 3 adjunct counselors providing CG instruction  
 3 (1@12 mo's; 2 at 11mo's) Student Services Assistants providing support services directly to students.

Those providing counseling services, in addition to numerous other counseling duties, are assisting students with the development of their comprehensive education plan using the Student Planning tool (our electronic education plan), using their Abbreviated Education Plan as a foundation.

Those providing CG instruction are teaching curriculum including College Success, Introduction to College, College Study Skills, and Career Planning. Educational planning is an integral part of these courses. One of the main outcomes of both CG 1 (College Success) and CG 51 (Introduction to College) is instruction on how to develop an education plan, and the development of an Abbreviated Education Plan using the Student Planning tool.

The Student Services Assistants, in addition to other direct student support services provided in our Transfer & Career Center, are leading Education Plan Workshops. These workshops teach how to develop an education plan, and students leave the workshop with an Abbreviated Education Plan using the Student Planning tool. In the Transfer & Career Center, the SSAs also provide instruction to students on a one-on-one basis regarding how to use the Student Planning tool.

A new position, Student Success Data Alignment Coordinator, is being developed to perform the complex and technical responsibilities for the Instructional and Student Services Components that oversee the alignment of interrelated processes and data points. The responsibilities include issues related to curricula changes, pre and co-requisites, equated courses, repeatability, degree audit, transcripts, education planning and graduation.

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

In light of the need for an electronic education plan for students, a team has worked to implement the use of Student Planning, a Datatel/Colleague product, since 2012. The team has worked directly with Datatel to ensure that the product meets Cabrillo's needs. Cabrillo has been a lead college in recommending changes to the Student Planning product.

Student Planning uses our existing Degree Audit system. Based on a student's Program of Study/Major, the tool evaluates all completed, in progress, and planned courses, and lists remaining requirements. Unfortunately, it does not take into account outside coursework; only courses taken at Cabrillo. The tool allows students to plan out into future terms those courses needed to reach their education goals.

The tool gives both students and counselors the ability to add and delete courses on a plan. A notes section allows counselors to record other important information pertinent to the plan. Counselors have the ability to "archive" or save the plan as it exists at the conclusion of a counseling session.

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

**iv. Follow-Up for At-Risk Students**

- 1. Describe the target student audience including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them.**  
The students identified as "at risk" include students without a major (F '13 2,096 + Sp '14 1,715), those in at least one basic skills course (F '13 2,034+ Sp '14 2,220) and those in probationary or disqualification status (F '13 1,584 + Sp '14 1,520). This one year total is an enormous amount of contacts. A plan has to be developed for the modes of identification and the range of needed interventions. This service will be our biggest challenge.

Yet, these are not the only students on whom we need to focus, as many first-generation college students are at risk when attempting to complete an application, fill out financial aid information, navigate the college after assessment, stumble at the point of registering for classes, and struggle academically before they have completed two semesters of work. These are very vulnerable times for many high-risk students. The methods for identifying these students will include targeting basic skills English, math and ESL classes. The faculty will be contacted for collaborative interventions between Student Services and Instruction. Students that have applied to the college and have not yet declared a major will be identified and informed of the need to specify a Program of Study/Major in the electronic WebAdvisor program. Resources that will help them do this include a “majors” day and workshops on how to choose a major.

Students that are in probationary status 1 and 2 and those in the disqualification status will be contacted for required interventions. Communication will include emails, texts, and classroom presentations.

**Describe the strategies for addressing the needs of these students, including:**

**a. Types of services available to these students**

Students in ESL have and will continue to have bi-lingual counselors provide information about attending college, available services and the need for educational planning. These are in-class orientations. Some embedded counseling interventions also take place in the classroom with follow-up appointments made with the counselor. This partial assignment is through basic skills. (also part of Basic Skills Plan)

Students without a declared major will be informed that they need to declare a major by the completion of 15 degree-applicable units or three semesters. It will be suggested that they take a career guidance course, take career inventories and meet with a counselor, or attend a “What is My Major?” workshop or a “Major Day” event (in development.)

**How they are notified and when.**

Students will be notified by email, text and through classroom visits. If they are in other programs such as EOPS, ASC, CalWORKS, Foster Youth, etc. they will collaborate with the workshops and services already provided so as not to duplicate services, unless a special adaptation is needed. Counseling will collaborate with those programs to reach out to these students in additional ways. Those in basic skills and ESL classes will also continue to be notified during in-class presentations.

**b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.**

Basic skills students are fortunate to have a counselor that reaches out to them in their English and ESL classrooms where the importance of having an education goal and major are discussed. Basic skills students attend Ed Plan workshops and are enrolled in the CG 51 Orientation to College classes where these issues are also addressed and an Abbreviated Ed Plan is developed. Students are also directed to Ed Plan workshops by instructors who are very supportive of this activity and see themselves as partners with the counselors. All counselors see basic skills students in their offices.

Identified students will be required to attend a “What’s My Major?” workshop where they will be guided in the process of translating their interests into a major. In development is the idea of offering some Ed Plan workshops for students in specific majors. Some of these workshops have already been provided to students in allied health majors, from which students leave with Comprehensive Ed Plans. If special populations need adapted workshops, those will be developed as add-ons, not duplicative services.

<p><b>c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).</b> The above services are provided in person, online via the online orientation, in online classes that address the issue (CG 1 and CG 51), and through groups.</p> <p><b>d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.</b> Cabrillo College has a Student Equity and Student Success Committee, in addition to an SSSP Advisory and BSI Committee. There are common members providing collaborative input, integrated planning and program oversight. The instructional faculty is very engaged in and committed to these interventions. The faculty-based Professional Development Committee is focusing campus-wide on these efforts, identifying an annual theme so that all segments of the campus can be engage in a common effort. Their first initiative is a faculty mentoring program that includes providing training to faculty that work with basic skills students, and those students that have no goal or major. Student Equity Plan: Culture change at the college using Appreciative Inquiry; Basic Skills and SSSP Plans: Produce student YouTube videos that have students helping students on success issues (how to use an office hour, use the learning labs, etc.) Student Equity and SSSP Plans: Faculty need to better understand the affective domain; the non-academic areas that impact a student’s success. Basic Skills Plan: Provide professional training on the affective domain. Basic Skills, Student Equity and SSSP Plans: Implement an Information Literacy intervention; Quest for Success (readiness module) will be utilized for online courses. Student Equity and Basic Skills Plans: Train on Habits of Mind Basic Skills Plan: Math Jam for those in basic skills math</p>
<p><b>2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).</b> The Probation and Disqualification workshops are currently facilitated by three counseling faculty members. They work with students to identify the causes that led to their academic and/or progress issues and the actions they will take to improve their standing (through a “change contract”). One counselor provides interventions/presentations in ESL classrooms; one counselor provides interventions in basic skills English classes.</p>
<p><b>3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.</b> The college has purchased the Ellucian Student Retention module. The module is integrated with the student information system (Colleague) and the Student Planning (Ed Planning) and Degree Audit tools. When implemented, this technology should enable early alerts from faculty members directly from their grade rosters. The program allows for the creation of cohorts of students who exhibit similar attributes, e.g., students who have participated in a probation workshop will be set up in a cohort that will allow faculty and staff to more efficiently check in with the students’ progress and send messages that are timely and appropriate. When a student has been identified by a faculty member as at-risk, the software allows the intervention team to view the student’s academic records and record interventions in one integrated location, not multiple shadow systems. This should also facilitate better follow-up reporting for MIS. The creation of cohorts for multiple groups, i.e., probation, conduct, CalWorks, ASC (DSPS), EOPS/CARE, major specific, faculty mentees, Puente, Former Foster Youth, Veterans, etc., is being planned. Implementation is in the early stage. Student Equity Plan: Faculty need to pay attention in different ways and at different times to students with whom they have concerns.</p>

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

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

### **i. Instructional Research**

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

- Development of key performance indicators (KPI) for measuring SSSP goals
- Evaluation of core SSSP services' relationship to student success and progression with analysis of differential impacts by subgroups. Core SSSP services include orientation, assessment and placement, educational planning, counseling/advising and follow-up services. Evaluation efforts will include at least:
  - Student surveys and/or focus groups for formative evaluation feedback.
  - Tracking special cohorts to assess progression to goals.
  - Multivariate analysis of the association between SSSP services to student achievement including factors including but not limited to student-counselor ratio, number of counseling visits, counseling modality (in person or online), workshop participation, and use of follow up services.
- Validation of placement system;
  - Cut score validation
  - Multiple measures validation
  - Assessment of the impact of pre-assessment interventions aimed at improving placement levels for incoming students
  - Analysis of data indicating degree of alignment of high school curricula with college curricula
  - Disproportionate impact
- Validation of prerequisites include assessing impact on enrollments and disproportional impact
- Identification of at-risk students using indicators and predictive analytics.
- Automated database reporting of:
  - Students on probation and dismissal, participation in related SSSP services, and their progress towards regaining good standing.
  - Student major/program of study declaration
  - Student participation in counseling and other SSSP services
- Integration of SSSP with other planning efforts including the Student Equity Plan, the College Strategic Plan, Basic Skills plan, and program planning processes
- Support professional development through training on automated reporting systems and disseminating findings to the campus community to facilitate dialogue on process improvements

### **ii. Technology**

1. **Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.**  
The orientation to college is online. The assessment is computer-based. The education plans are developed through Student Planning as a program within Colleague's/Datatel WebAdvisor.

The new retention program is the Ellucian Student Retention module. Student appointments are scheduled through SARS. Externally sourced student documents, such as other colleges' transcripts, assessment scores from other colleges, and Advanced Placement scores, are scanned into Doc-eScan such that they are accessible to all counselors and Admissions and Records and Financial Aid staff.

**IIc. Transitional Services Allowed for District Match**

1. **Describe what types of services are provided during this transition period that are being used for district match.**  
See Match report.

**SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT**

1. Exemption Policy  
Cabrillo has identified the following exemptions to date:
  - a. A student has completed an associate degree or higher;
  - b. The student 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;
  - c. Has completed these services at another community college (two years recency for math assessments)
  - d. Has enrolled at the college solely to take a course that is legally mandated for employment or necessary in response to a significant change in industry or licensure standards;
  - e. If coming to Cabrillo from another college and student has successfully completed math or English elsewhere, that student is considered assessed (and will maintain that status if all other aspects are in compliance). Students that have received successful completion grades in math, English or ESL course sequence are considered to be assessed.
  - f. Students that can only benefit from Special Classes through the ASC program are exempt from orientation and assessment. They still need an Abbreviated Ed Plan.
2. Students' Appeal Policies and Procedure  
The College is developing an appeal policy that includes the following goals: Provide a single Students' Appeals Committee that allows students to address repercussions pertaining to: enrollment priority issues such as exceeding 100 units, academic progress; loss of BOG/fee waiver, grades, and residency. The goal is to streamline the process for students so they do not have to appeal in numerous places and through different processes. Committee membership includes representatives from counseling, A&R, Student Services dean, and other staff related to specific issues.
3. Prerequisite Procedures  
Provide a description of the college's procedures for establishing and periodically reviewing procedures for considering student challenges.  
Cabrillo's administrative procedure 4260 outlines the district's process for establishing prerequisites and challenge processes.  
(<http://www.cabrillo.edu/services/president/documents/4260apPrereqsCoreqsandAdvisorics11512.pdf> ). The procedure outlines the curriculum review process, validation processes for prerequisites and placement systems, and challenge processes to ensure compliance with Title 5 Section 55003.

Program planning (or program review) processes drive the periodic and systemic review of existing prerequisites, co-requisites, and advisories. New prerequisites, co-requisites, and advisories are presented to the Curriculum Committee. Existing placement systems undergo regular review and validation and new placement systems are subjected to validation procedures and changes to curriculum as appropriate. All validations include examination of disproportionate impact. Placement systems utilize multiple measures and increased use of high school data for recent high school graduates is currently being explored.

The Prerequisite or Co-requisite Challenging process is posted on the Student Success & Support Program web page and a link is provided to the Challenge FAQs and the Requisite Challenge form.

Students may review the instructions and FAQs, and obtain the form online or they may stop by the Student Success & Support Program office to receive the information and the form in person. Before the Challenge process is begun, SSSP staff works with the students to determine whether this is the right process to pursue. Once this is determined, staff provides guidance on how to best document the Challenge request. Students complete the form, include a short essay on why the student wants to challenge the requisite course and explains how the student obtained the requisite knowledge and skills required in the pre or co-requisite course. The student must include compelling supporting documentation to support the request. This process was part of an SLO and the results improved the process.

The College resolves the challenge within five academic calendar workdays for the Fall and Spring semesters. Winter and summer sessions have different time lines. Once the Challenge Committee makes a decision, it is communicated to the SSSP office staff who then contacts the student.

#### 4. Professional Development

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

Colleges are required to have a minimum five days of training days related to the Student Success Act – we have ten. The topics focus on success, persistence, best teaching practices, etc. Student Equity, SSSP Plans: Focus on Professional Engagement and Transformational Learning. A faculty-driven professional development committee is identifying a college-wide theme so that all segments can focus on the same outcomes.

SSSP Plan: Train faculty on the early alert system. Train faculty on the basics of an ed plan for their informal advising assistance and interactions with students.

SSSP and Student Equity Plans: Provide AB540 training for faculty on responding to undocumented students' issues that can impact their attention and persistence.

Student Equity Plan: Provide mentor training beginning in Spring 2015 for employees who volunteer to participate in a pilot program to match students with mentors (a project of the faculty O2 group).

Student Equity Plan: Focus on high level culture change at the college.

Student Equity Plan: Consider using Appreciative Inquiry and Habits of Mind as a way to promote a more holistic and welcoming orientation to new students.

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

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

The SSSP Coordinator is a member of the SSSP Advisory Committee, the Basic Skills Advisory Committee and the Student Equity Committee. There are additional college faculty who also serve on these committees such as the Professional Development Committee, the Faculty Senate and the SLO Assessment committee providing collaborative and integrated thinking and planning. The Basic Skills Advisory Committee gave substantial input to the SSSP Plan, the members of the Student Equity Plan have identified collaborative and integrated planning so as not to silo or replicate activities. Development of the Student Equity Plan includes coordination of funding from SSSP, the Basic Skills Initiative and other grants at the college. This will allow us to leverage to the greatest extent possible, funds targeting increased student success. We will be able to determine which funds can be used for which programs so that the money will be used strategically across the spectrum of basic skills and transfer, special populations and underserved groups that have been identified to have a disproportionate impact on success rates. There is awareness on the part of instructional faculty of the need to integrate instruction with student services for the goal of student success. These elements will become part of the departmental program planning and review cycle, as well as the planning cycle for the educational master plan and college-wide strategic plans. Assessment of student success was one of the driving factors in the most recent Accreditation Self-Evaluation (October 2013), and as the college begins the next six-year cycle, the newly formed Institutional Effectiveness committee will be integrating elements of the SSSP Plan into the next Institutional Self-Evaluation.

6. Coordination in Multi-College Districts

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

N/A