SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

IIa. Core Services

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Our primary target audience is new, first time students to Cabrillo College that are working on a degree, certificate transfer or basic skills improvement. 

Our delivery methods for providing orientation include the following:

Online orientation is accessed from the college homepage. All students are required to complete this 45-60 minute orientation and pass the quiz prior to arriving for assessment for course placement. There are additional orientations for specific programs (EOPS, Accessibility Services Center (formerly DSPS), Foster Youth etc.) that build upon the online orientation. 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 Counseling & Guidance (CG) 51 where they now also develop an initial Abbreviated Education Plan through Student Planning (electronic education plan) through WebAdvisor, a Colleague/DataCatel 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. 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, High School Articulation, is composed of Cabrillo counselors, deans and staff and representative from the high schools on ways to increase and improve information about college requirements. This critical 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” format. The former, leads to systemic improvements at our end, and the latter allows us to pass our information 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 4th grade level. In 2014, S4C will be sponsoring College Awareness Week. All boards of education have passed resolutions in support and community-wide efforts are in the planning stages.

The Cabrillo Counseling Department additionally provides on-site (high school) orientations 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.

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

Orientation services are provided at different times in a students’ pathway— to high school seniors, high school graduates not yet enrolled at Cabrillo, to incoming students immediately prior to the beginning of fall semester, and to freshmen during the first and second semesters.
of their first year.
A new service we have piloted is a post-assessment service focused on keeping the students on track between assessment and registration, a high time for “disappearing.” This is also seen as an early “follow-up” intervention. We are discussing the design of some “in time” orientations that will be provided throughout the first and second semesters of college.

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 oversee the online orientation service are 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 dean has historically fielded questions related to content. The counseling faculty (F-T contract and adjunct) teach the CG 51, Orientation to College class. There are currently 15 counseling faculty teaching the class. It is part of a counseling assignment load or an adjunct teaching assignment. The post-assessment services (new) being piloted in South County are provided by contract counselors as part of their assignment or as an overload. Other program orientations are provided by the faculty and staff of 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, working with our counselors and our 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 credit for completion. There is also a guest version without the quizzes. A certificate of completion is produced upon satisfactory completion. 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.**

   The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.
   
   Orientation Checklist (Required Policy or Procedure)
   
   (1) Academic expectations and progress and probation standards pursuant to section 55031;
   (2) Maintaining registration priority pursuant to section 58108;
   (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
   (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
   (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
   (6) Academic calendar and important timelines
   (7) Registration and college fees
   (8) Available education

   The online orientation is reviewed annually for needed updates. Information is collected from Admissions and Records and Financial Aid in addition to the SSSP regulations in order to update the orientation. The items that need updating fall 2014 include: Updated information on registration priorities, BOG eligibility, academic calendar, and fees. Because of the cost of the updates, the plan has been to generalize the information as much as possible and refer students to other more fluid sources of information (A&R and Financial Aid webpages) rather than include very specific information that requires ongoing updating with the outside vendor. New information is shared with the staff that also provide workshops on education planning.
and probation issues, if any of this is also relevant to their services. Because the online orientation is the foundational information, this has served as a good launching place.

The pilot project we have rolled out in South County for the two high schools with the most first generation students is being reviewed by a task force in the Counseling Department for revisions. It is provided by FT counselors.

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

   Issues: Orientation can and should come in different formats and timing in a student’s journey. These are ongoing conversations on campus.
   New ideas:
   “Just in Time”- Focus on specific academic support resources—learning centers, FASFA. (Basic Skills Plan)
   Faculty Mentoring program (Student Equity plan)
   “I am the Welcome Center” all staff and offices trained to welcome students vs. send elsewhere.
   Building 100 (Enrollment Services) needs to welcome new students more—signage and walls and ambassadors, greeters (Basic Skills Plan)
   Parent component needed in orienting students (and their parents) to college—what their college students need (S4C partnership?); (Basic Skills Plan) and Outreach (Student Equity Plan)
   Provide orientation to students in the labs, not just classrooms. (Basic Skills Plan)

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. They must complete orientation prior to assessment. There are ways to be exempt from assessment that are outlined on the Assessment and SSSP webpages. We do not require students to repeat assessments completed elsewhere, as we do not want to create barriers to college enrollment.

   Exemptions from our assessment include successful completion of US college degrees or previous college-level English, ESL, or math courses. Official transcripts need to be submitted to verify this exemption. 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 are 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. Upon verification of a disability, these accommodations will be made permanent. These sessions are made with special appointments.

Students who are fortunate to speak another language, in addition to English, and 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 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 around assessments.**

The college moved several years ago from going to the high schools with paper-and-pencil tests to having coordinated group visits by school during the spring semester of the senior year. This has worked much better as the computer assessment is easier to implement and the students take the test more seriously when it is on the college 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 need has changed.

We encourage pre-enrollment services--orientation, assessment, and increasingly, an abbreviated ed plan prior to the beginning of the first full semester for new students.

**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 results one-to-one and the sequence of the classes and where the student placed in that sequence. The staff additionally describes the next steps in the registration process and make referrals to specific services of people. The research staff provide direct assessment-related research services (test validation, disproportionate impact studies)

**3. Assessments used at Cabrillo include:**

- CTEP (English and reading),
- MDTP (math) and
- e-Compass (ESL).

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.

**Multiple measures** have been included as part of an algorithm included in the test scoring process.

**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.**
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.

5. Describe college or district policies and practices on:
   Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   a. **Pre-test practice** – Currently test preparation for math and English are practice quizzes that can be downloaded by the student from the website or in hard copy at the Assessment Office. Students are encouraged on the website and through oral directions to take the tests seriously 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.
      Plans are in place for a winter intersession 2015 Math Jam for Basic Skills students. (Basic Skills Plan)
      Discussions are occurring on expanding that service for other levels of math (Student Equity Plans)
   b. **Re-take** - 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.
      **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?**
      There are no indications, to our knowledge, that the publisher recommends a waiting period between tests.
   c. **Recency** – Test scores have the following recency: Math is two (2) years; English, reading and ESL have no recency requirements. There is no recency for high school grades.
      Dialog from the Basic Skills Committee: Relax the re-test policies in the math dept. Talk with students, walk them to new class and get them in if initially tested too low. The math department has already begun some of this. Those that self-place at the lowest level frequently do not understand the assessment descriptions/language/system. Many from other countries have high math skills and low English skills and are misplaced. International students need to be asked the highest level of math they have taken. We should ask students to help us reword. The English language in the math assessment is at a too high level in word problems when students actually know the formulas. We need to initiate a conversation about this. Have math department review with assessment staff how to help students better select correct test to take, strengthen high school articulation agreements around high school math with Cabrillo. It is a challenge for students that have been out of math over a year (seniors in high school) or for those that have not taken math for more than a year. They need a review, not lower placement necessarily. Students would like to take other assessments here that exempt them. Is that feasible? How do we work with those enrolling late in the semester? They require “high touch” and also to know that the first time to be late is understandable but that continual late enrollment is not a positive college behavior. Needs to be part of orientation and other interventions/messages.
      Already have open entry math. At all levels? For those that are late enrollees, they can check in at the math lab, get 1 unit, and prep for next semester. Can/should we use another assessment because of the English language issue? With new common assessment coming, is it worth it? We can still improve what we use. Should ESL use the online writing component? Have math and counseling meet to better understand which courses are appropriate for what intentions.
      Pilot study using multiple measures and high school grades for PVHS and Watsonville vs. assessment tests (hesitation from math rep—need to be clear on criteria)(Student Equity Plan)
      As the Math interventions, such as Math Jam, scale up, it could provide opportunities for
students to show evidence that they should be allowed to reassess contrary to current guidelines. ([Student Equity Plan], Winter intersession is a good time for this. Discussions needed with math department.)

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 ways to be exempt from assessment include AP, IB and CLEP results.

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, with a focus on 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, counselors saw 11,125 students via scheduled appointments and an additional 10,183 students via Drop-in. This total of 21,308 annual student contacts is very close to that of the previous year - 21,331. We estimate the usage of counseling services to not only keep pace with previous usage, but to increase given the educational planning 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 and expect to serve 22,500+/- students.

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 the beginning through the end of their college experience; from pre-enrollment services 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. We are the major service that supports students throughout their academic journey—from beginning to end.

In our year-round range of services we include the development of educational plans, both abbreviated (at 1-2 semesters) and comprehensive (complete, multi-year); the evaluation of college transcripts for verification of prerequisites and degree/transfer requirements; career...
assessment interpretation for guiding a student toward an education goal and major; writing of
degree, certificate, and academic renewal petitions; review and approval of UC Transfer
Admission Guarantee (TAG) agreements; presentation of workshops on UC TAG agreements,
essay writing for college applications, CSU and UC and private university applications, and for
students on academic and progress probation and dismissal; teaching of CG curriculum; and
assisting with the matriculation of Running Start/high school seniors, incoming Honors
students, and other new students. Our counselors provide the full spectrum of community
college counseling responsibilities from academic, to personal, to career issues.

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 quick registration-type questions. During these express-only times, we
do offer Counselor of the Day; full ½ hour sessions for emergency situations that warrant more
time than what express usually provides. Full one hour appointments are available to work with
transfer situations involving multiple complex transcript evaluations, and for students who
seeking counselor interpretation of the career assessments offered through the
Transfer/Career Center.

We offer workshops / orientations covering the following topics:

- 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

*These workshops are presented by classified staff for the overview of the fundamentals of
education planning and the introduction to the use of Student Planning (electronic ed plans);
Abbreviated Ed Plans are begun by the staff. Counselors join the group the last 30 minutes to
review the 1-2 semester initial ed plans.

Counselors teach the following 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.

** Two sections of CG 51 are targeted and adapted for STEM and potential STEM majors.
*** These classes (24 sections offered primarily in fall and required for incoming Santa Cruz
County freshmen) include an Abbreviated Ed Plan using Student Planning. The courses collect FTES and are funded through the general fund, not SSSSP funds.

Another target audience are the incoming Santa Cruz County high school seniors that participate in our “Running Start” program—a spring process of pre-enrollment services that includes orientation, assessment and increasingly, attendance at an Education Plan Workshop. The latter is voluntary at this point. Discussions this fall within the Counseling Department and with our high school partners will include 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. This could result in our disbanding of the decade long Running Start, as the SSSP required services have replaced what we have been requiring through this program—orientation, assessment (and education planning.) Completing these core services through either Running Start or SSSP services result in the same benefit—early registration and better informed students.

Students are also supported individually in the Transfer Center by Student Services Assistants to help enrolled students with the electronic ed plan and an abbreviated ed plan one-on-one.

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

Our partnership around orientation and assessment includes working with the local high schools to coordinate on-campus group assessments to move their students through the pre-enrollment services. See Running Start description above.

We work very closely with the countywide high school counselors for six months prior to the Running Start day to train them to work in partnership with us on college processes so that their students are better prepared than if they had attempted to navigate application and enrollment on their own. These students (approx. 800-900) are also required now (2 fall cycles) to enroll and complete a CG 51, Orientation to College class (1 unit) during either summer or fall of their incoming year. This provides an additional opportunity to present another view of college expectations and realities and assists them with identification of their education goal and possible program of study/major and an abbreviated ed plan. These class sections (24) are funded through the general fund and not SSSP funds.

The high school counselors’ roles in education planning includes being shown how and what our counselors include in a Ed Plan Workshop so that the high school counselors can work with their high school students, asking similar questions and referring to common resources. Some of our counselors provide a condensed and more focused session at some of the high schools where there are more first-generation students. This increases the students’ knowledge and comfort about college and facilitates their application and registration processes.

Discussions have begun on how to partner in new ways with our high school counselors around education planning and career identification, making the transition from the high school to college more seamless.

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

The vast majority of our incoming freshmen come from our local high schools. This is typically 700 – 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 another introduction to educational planning and the Student Planning tool. One outcome of the course is either an Abbreviated Education Plan, or further work on the plan started prior to enrollment through the Ed Plan Workshop.

Development and finalization of a Comprehensive Education Plan occurs through scheduled ½ hour counseling appointments. Depending on a student’s academic history, number of transcripts 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 normal life circumstances change for students each semester.

For students who do not have a declared Program/Major, the college is establishing methods to communicate to these students about the requirements and timelines within which a Program/Major is needed.

We currently offer career planning classes, and offer career assessments and follow-up one-hour counseling appointments for students unsure of a career and resulting educational path. Additionally we are designing short-term workshops, to be offered at a variety of times, designed to help students in the career and educational decision making process. We are additionally considering a Majors Day, since students are now required to have a major by the end of the third semester or at 15 degree-applicable units.

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

Our 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 need). 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.

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 about 5% of our contract counseling resources have been dedicated to teaching Counseling and Guidance (CG) classes; 95% of those resources are allocated to providing direct services to students.

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 understated. Under the new law, all first-time students are required to have electronically-available education plans, in addition to other requirements, in order to maintain their priority registration. 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.

We provide these services currently with 14 full-time counselors (plus 1 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, our FTE for general counseling is currently 11.75.

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.

With the additional SSSP allocation received 9/2014, the SSSP program and counseling department are requesting four FTE counseling faculty for 2014-16. We have received three retirements effective 2014-15. We are asking for three replacement positions and one new position to attempt to meet the increased state requirements. These needs have been documented for two years in our program plans, which is a requirement for funding. We are waiting to proceed through the college’s lengthy hiring request process.

Describe any use of academic or paraprofessional advising.

Our professional services are provided by masters-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 (2) provide a needed and efficient service that removes basic, repetitive information from the counselors’ offices to the staff, freeing up the counselors for the “heavy lifting” and expertise that students need to access in more efficient and timely ways. As a result of this triaging and new delineation of work, we are also requesting an additional (80%) SSA to assist with the increasing load of 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; participating in one of the Education Plan Workshops or enrollment in CG 51 (Introduction to College).

The two-hour Education Plan Workshop presents important information and planning resources and is designed for new students, for those who have never developed an education plan, and for those who want to learn more about putting together a solid education plan. We offer multiple workshops each week, facilitated by Student Services Assistants, and students leave the workshop with an Abbreviated Education Plan using the Student Planning tool (an electronic education plan).
Additionally, we require incoming freshmen from our local high schools, those enrolling through the Running Start program, to enroll in CG 51 (Introduction to College) in their first semester. Part of the curriculum includes the development of an Abbreviated Education Plan, including instruction on how to use the Student Planning tool.

These abbreviated plans attempt to layout two semesters of courses, to include any needed English and/or math courses, introductory courses to the chosen Program/Major, and/or general education courses in line with the student’s selected GE pattern and long-term educational goal.

Additionally, the Student Planning tool is available to all students and students can begin working on their abbreviated plans at any time on their own. We invite all students to stop by our Transfer & Career Center if they simply need assistance in how to navigate the Student Planning tool where they receive one-on-one assistance from the SSAs.

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.

The counselor would confirm with the student the educational goal, making sure that the Program/Major is the most appropriate given the student’s career and educational goals. Once in the appropriate Program/Major, we use the Student Planning tool, along with numerous other planning resources such as ASSIST, to confirm all needed courses, and placement of those courses on a workable semester-by-semester plan. For those that have attended other college prior to Cabrillo, this necessitates an evaluation of college transcripts so the student is clear on how those courses will apply to their Program/Major.

The Student Planning tool has a Notes section, in which important information can be presented to the student about support services, deadlines, processes, use of courses from other colleges, etc.

The development of the Comprehensive Education Plan is rarely a one-time event. Clarifying the goal, the Program/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 on track. Most often adjustments in the plan are needed each semester.

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 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 our 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@11 mo’s) Student Services Assistants providing support services directly to students

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 11 mo’s) Student Services Assistants providing support services directly to student

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 the 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. These SSAs also provide instruction to students on how to use the Student Planning tool as a part of their coverage in the Transfer & Career Center.

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.

Cabrillo is a Datatel/Colleague school. In seeing the need for an electronic education plan for our students, we have been implementing the use of Student Planning, a Datatel/Colleague product. Since fall 2012, a team has worked to implement the use of Student Planning. This has included the need to work directly with Datatel to ensure that the product could actually meet our specific needs for an electronic education plan. 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/Major, the tool evaluates all completed, in progress, and planned courses, and presents to the student requirements that are remaining. The tool allows a student to plan out into future terms those courses needed to reach their education goal. Unfortunately, it does not include outside coursework—only courses taken at Cabrillo.

The tool gives both students and counselors the ability to add, delete, and move courses on a plan. There is a Notes section to record other important information affecting the plan, and 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.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them.

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) for a total of 26,072 (CCCO Datamart). 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 at other times—when attempting to compete an application, complete financial aid information, post-assessment, at the point of registering for classes, and before they have reached two semesters of academic difficulties. These are very vulnerable times for many high-risk students. We will also work with students that fit into the traditional criteria of academic and progress probation and disqualification status.

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 identified a major will be identified and receive communication from us about their need to identify a program of study. Initial plans 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 well-received services.
   Students in basic skills English classes have and will continue to have a partially funded basic skills counselor provide information and counseling interventions in the classroom. Follow-up appointments will be made with this counselor and others. (Basic Skills Plan)
   Students without a declared major will be contacted to inform them that they need a major by the completion of 15 degree-applicable units or three semesters and they will be offered a career guidance course, an opportunity to meet with a counselor and take
interest tests, or attend a “What is My Major?” workshop, as well as a possible “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. we will work with those programs to reach out in additional ways to these students. The timing for those without a major will be each semester after the first and until the third semester or 15 units. Those in basic skills classes hear it during the presentations, as do the ESL students.

Students without a declared major will be contacted to inform them that they need a major by the completion of 15 degree-applicable units or three semesters and they will be offered a career guidance course, an opportunity to meet with a counselor and take interest tests, or attend a “What is My Major?” workshop, as well as a possible “Major Day” event. (in development).

**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 classrooms where the importance of having an education goal and major are addressed. Basic skills students attend Ed Planning workshops and are enrolled in the CG 51 Orientation to College classes where these issues are also addressed. An Abbreviated Ed Plan is developed there, also. They are also directed to Ed Plan workshops by instructors who are very supportive of this activity and see themselves as a partner with the counselors. All counselors see basic skills students in their offices. A new service we will be implementing is a “What’s my Major?” workshop where those identified will be required to attend. They will get hands-on assistance with the process of narrowing their interests into a major. We are considering ed plan workshops by major and have already provided those to some allied health majors, with them leaving the session with their comprehensive ed plan.

**c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).**

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.

**d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.**

Cabrillo College has a Student Equity and Student Success Committee, in addition to a SSSP Advisory and BSI Committee. There are common members providing collaborative input and oversight. The faculty is very engaged in and committed to these interventions. The faculty has a professional development committee that is focusing campus-wide on these efforts. 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 yet. Suggestions that have come from the basic skills faculty (and plan) include:

- Students need to know how to ask for help; how to use an office hour.
- Faculty need to know those at high-risk due to non-academic, affective areas. How?
- Have students visit needed locations as a team; less intimidating.
- Integrate into CG 51 the “go to college” skills needed (office hours, asking for help, etc.)
- Different ways to take roll to increase connection
- Will our retention program allow other faculty to see the “flags” that one puts on the program in order to coordinate interventions?
- Students do not know how to email or use a computer (require a technology literacy course)
- Use the math lab for more tutorials
- Habits of Mind
- Give assignments that address their needs (speaking in class, turning in assignments, etc.)
- Math Jam for those in basic skills math
2. Identify the **staff providing follow-up services** (including the numbers of positions, job titles and a one-sentence statement of their roles). Our probation and disqualification workshops are currently provided by three counseling faculty members. They work with students to identify the causes that led to their academic and/or progress issues and what 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.

3. Identify **any technology tools used for follow-up services**. For third-party tools, be specific about the product and how it is used. We have purchased the Ellucian Student Retention module. The module is integrated with our student information system (Colleague) and the Student Planning (Ed Planning) and Degree Audit tools. When implemented this technology should allow us to get early alerts from faculty members directly from their grade rosters. The program allows us to create cohorts of student’s who exhibit similar attributes. Example: Students who have participated in a probation workshop will be set up in a cohort that will allow faculty and staff to check in with the students’ progress and send messaging that is timely and appropriate in an easier, less staff-intensive manner. When a student has been identified by a faculty member at-risk, the software allows the intervention team to view the student’s academic records in one location and record interventions in one integrated location, not multiple shadow systems. This should also allow us better follow-up reporting for MIS. We are planning to create cohorts for multiple groups, i.e., probation, conduct, CalWorks, ASC(DSPS), EOPS/CARE, major specific, faculty mentees, Puente, Former Foster Youth, Veterans, etc. We are in the very beginning stages of implementation; we will know more as we start full implementation.

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. Student Retention: $60,000 for purchase and initial implementation (Ellucian consulting). Yearly maintenance cost is $6000. There will be in-kind staffing costs associated with implementation as we have to pull the VP of Student Services, Dean of Students, Dean of Counseling, counselors, and IT staff off other projects to implement. Those costs will not be known until we start full implementation.

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

**i. Instructional Research**

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.
2. Development of key performance indicators (KPI) for measuring SSSP goals
3. 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:
   i. Student surveys and/or focus groups for formative evaluation feedback.
   ii. Tracking special cohorts to assess progression to goals.
   iii. 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.
4. Validation of placement system:
i. Cut score validation
ii. Multiple measures validation
iii. Assessment of the impact of pre-assessment interventions aimed at improving placement levels for incoming students
iv. Analysis of data indicating degree of alignment of high school curricula with college curricula
v. Disproportionate impact

5. Validation of prerequisites, include assessing impact on enrollments and disproportional impact


7. Automated database reporting of:
   i. Students on probation and dismissal, participation in related SSSP services, and their progress towards regaining good standing.
   ii. Student major/program of study declaration
   iii. Student participation in counseling and other SSSP services

8. Integration of SSSP with other planning efforts including the Student Equity Plan, the College Strategic Plan, Basic Skills Plan and program planning processes

9. Support of 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.

   Our orientation to college is online. Our assessment is computer-based. Our education plans are developed through Student Planning as a program within Colleague’s/Datatel WebAdvisor. Our new retention program is the Ellucian Student Retention module.

IIc. Transitional Services Allowed for District Match

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

   GET MATCH DOCUMENT FROM TERI

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 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 will 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 common Students’ Appeals Committee that allows students to address the 100 unit level, academic progress, enrollment priorities, 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 representatives include, 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 prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

4. Professional Development

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

Train faculty on the early alert system
Train faculty on the basics of an ed plan for their informal “advising”.
Work with faculty development team (new name?) on areas for partnership between Student Services and Instruction faculty and staff.
Provide AB540 training for faculty on responding to undocumented students’ issues that can impact their attention and persistence.
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).
Identify transfer-level courses in which basic skills students have a poor level of successful completion, then, create training for faculty in those disciplines on how to address the needs of these students to increase retention and success.

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 that also serve on these committees and more, such as the Professional Development Committee, the Faculty Senate and the Accreditation Committee, providing collaborative and integrated thinking and planning. The Basic Skills Advisory Committee gave substantial input to the SSSP Plan, and its members now better understand the need for integration and coordination with the Basic Skills Initiative plan. 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