



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

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**2014-15**

District: Gavilan Joint Community College  
College: Gavilan College

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

**Email report to:**  
**[cccssp@cccco.edu](mailto:cccssp@cccco.edu)**

and

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

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

### **INTRODUCTION**

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students<sup>1</sup>. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

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

### **INSTRUCTIONS AND GUIDELINES**

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

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

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

The program plan is to be submitted on an annual basis<sup>3</sup>. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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

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

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

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

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

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

## **GENERAL INSTRUCTIONS**

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

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

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

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

College Name: Gavilan College

District Name: Gavilan Joint Community College District

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

Signature of College SSSP Coordinator: \_\_\_\_\_

Name: Kathleen K. Moberg \_\_\_\_\_ Date: \_\_\_\_\_

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

Name: Kathleen K. Moberg \_\_\_\_\_ Date: \_\_\_\_\_

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

Name: Kathleen Rose, Ed.D. \_\_\_\_\_ Date: \_\_\_\_\_

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

Name: Bea Lawn \_\_\_\_\_ Date: \_\_\_\_\_

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

Name: Steven M. Kinsella, D.B.A. \_\_\_\_\_ Date: \_\_\_\_\_

Signature of District Chancellor: \_\_\_\_\_

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

Contact information for persons preparing the plan:

Name: Rosa Sharboneau, Ed.D  
Email: rsharonbeau@gavilan.edu

Title: Counseling Faculty  
Phone: (408) 848-4758

Name: Randy Brown, Ph.D.  
Email: rbrown@gavilan.edu

Title: Institutional Researcher  
Phone: (408) 848-4852

Name: Veronica Martinez  
Email: vmartinez@gavilan.edu

Title: Chair, Student Success Task Force  
Phone: (408) 848-4752

## SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

**Directions:** For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

### Ia. Core Services

#### i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

Target Audience:

The General Counseling Department targets all incoming students who have never attended any college during the first term of attendance. Approximately, 1300 students are served per term, see table below:

Number of New Students, Never Attended College	
Starting Spring 14	956
Starting Fall 2013	1370

Categorical, grant-funded, and cohort specific programs target all incoming students who have never attended college and meet program specific guidelines during the first term of attendance. For example:

- a) Athletics – serves approximately 150-200 annually
- b) Basic Skills
- c) CalWORKs – serves approximately 50-100 annually
- d) Career Technical Education (CTE)
- e) Disability Resource Center - ranges between 250 to 300 students annually
- f) Extended Opportunity Programs and Services (EOPS)- serves 200 students annually
- g) MESA
- h) Puente
- i) TRIO

Many students participate in more than one program, collaboration among the program coordinators and counseling faculty minimizes the duplication of services.

Orientation consists of 2-parts:

**Part 1** : Two-hour, **Kick-Start session** completed prior to enrollment focuses on providing students with essential information to facilitate enrollment. This session includes but is not limited to: assessment scores interpretation, placements, use of student portal for selection of general education patterns, course selections and registration, purchasing of parking permit, payment of fees, completing financial aid fee waiver applications, FASFA, and accessing financial aid forms from student portal, pre-requisites/advisories, academic calendar and deadlines, etc. See attachment D for curriculum.

**Part 2**: Eight-hour, **First Year College Student Seminar**, Guidance 210 (.5 unit). Students also have the option to complete Guidance 6 (2 units), Kinesiology 1 (1 unit), or Guidance 560 (1 unit). Guidance 210 is completed within the first nine weeks of the first term of enrollment. The course covers topics such as: Academic expectations, academic standing, student services, academic support services, financial aid expectations and responsibilities, maintaining registration priority, declaring major, educational planning, study skills, etc. See Exhibit E for Guidance 210 curriculum.

Delivery Methods:

Both components (Kick-Start and Guidance 210) are delivered both in-person and online, at all three sites with morning, day, evening, and weekend options. The Kick-Start sessions are also delivered at local high schools throughout the academic year. In addition, individual sections of both Kick-Start and Guidance 210 are offered to accommodate designated populations such as student-athletes, EOPS students, Veterans, CTE, Basic Skills, etc.

An alternative option to the First Year Student Seminar is completion of **Guidance 6**, 'Life Skills for Higher Education,' a 2 unit CSU/UC transferable course that also satisfies general education for the CSU Breadth and the Gavilan College AA/AS, and **Kinesiology 1**, 'Orientation for Student-Athlete Success.' Both Guidance 6 and Kinesiology 1 are offered during the summer.

Students select the delivery option for both orientation components. The pilot delivery methods was designed to serve 300 students and implemented spring 2014 resulting in the following data:

Component	In-Person - Delivery		On-line Delivery	
	Sessions offered	Number of Students enrolled/completed	Sessions Offered	Number of Students enrolled/completed
Part 1 – Kick Start	N/A	N/A	10	175 as of spring 2014
Part 2 – Guidance 210	10	99/91	N/A- pilot scheduled Fall 2014	N/A- pilot scheduled Fall 2014
Part 2 – Guidance 6	1	14/11	N/A	N/A

Categorical, grant-funded, and cohort specific programs provide specialized orientation either at the pre-enrollment stage or at the beginning of each semester – these sessions cover the standard content that is offered by the college for all students and augments by adding content that is considered “above and beyond” the standard. For example,

**DRC** – Pilot fall 2014, students will enroll in Guidance 560 which will include a specialized DRC orientation plus services and accommodations and is coupled with what is offered in Guidance 210.

**Early Alert/Basic Skills** – Pilot starting fall 2014, pre-enrollment group advising sessions for students interested in enrolling in the acceleration courses will be offered a campus tour, in addition to content covered in Kick- Start sessions.

**EOPS** - EOPS program overview is offered at the beginning of each semester prior to receiving an EOPS book voucher and covers Kick-Start content and Guidance 210.

**CalWORKs**- A four hour meeting prior to the start of the first semester that adds county policies and a Q& A session to the Kick Start content.

**TRIO** – Summer Bridge (planned Summer 2014) will offer Guidance 6.

Notification:

Students are notified of Part 1 and Part 2 requirements during outreach presentations, via class schedule, new student checklist (online and in print), and new student letters. Further, students are informed by Peer Mentors, staff, and counseling faculty. Two letters from the General Counseling Department are mailed to students reminding students of the orientation requirements. General Counseling is working with the MIS department to create an online-checklist on the student portal that communicates clearly to the students: what requirements have been met; which are pending; and the impact missing items have on their enrollment priority status.

Partnerships:

Gavilan counselors collaborate with service area high schools to offer the Kick-Start sessions to graduating seniors at the high schools prior to registration. High school counselors are also regularly apprised of updates and changes to orientation and other pre-enrollment processes and services. Gavilan Counselors also collaborate with local high school personnel to offer Kick-Start sessions to special populations as needed (for example, students enrolled in Special Education programs are directed to Guidance 560 for specialized accommodations). For the Fall 2014 term, the following collaborations occurred:

General Counseling – Fall 2014 Guidance 6 scheduled at Gilroy High School; seniors including Cal-SOAP students are being targeted for enrollment. The California Student Opportunity and Access Program (Cal-SOAP) serves first-generation, at-risk students.

Outreach coordinates Gavilan traveling days for Cal-SOAP students at all local high schools and alternative schools. Student Rambassadors present college information along with Financial Aid, EOPS, MESA, STEM, Puente and DRC.

EOPS collaborates with Santa Clara County Department of Social Services and San Benito County Foster Youth Services to provide information and services for incoming foster youth.

Basic Skills/Early Alert - A partnership has been created with Gilroy High School for recruiting incoming freshman into the acceleration program for Fall 2014.

CalWORKs- County workers participate in Kick-Start session for program students.

The Counseling Department will continue to collaborate further with high school counselors to identify additional cohort groups in order offer additional customized Kick-Start sessions. For example, nursing, student-athletes, STEM, majors, etc.

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

L. Tenney – Full-time General Counseling Faculty. Twenty-percent re-assignment for the coordination, staffing, evaluation, and scheduling of the Kick-Start sessions for both on and off campus.

Counseling Faculty - Full-Time and Part-Time, including counselors from categorical, grant-funded, and cohort specific programs deliver both the Kick-Start sessions and teach Guidance 210, and/or Guidance 6. This is encouraged to ensure constancy in the Kick-Start and Guidance 210 format, content, and delivery. All counseling faculty can teach, and provide on-going personal, academic, career, vocational, and transfer counseling services. The counseling faculty is comprised of:

General Counseling		Special Programs	
Blanca Arteaga	Full-Time 80%	Tammie Attway	TRIO– Part-Time 30%
Debbie Christianson	Part-Time 65%	Katie Bennett	Early Alert/Basic Skills– Part-Time 67%
Sergio Diaz	Part-Time 50%	Brooke Boeding	Workability III– Part-Time 67%
Evan Gilstrap	Part-Time 65%	Gabriel Bravo	MESA/STEM– Part-Time 67%
Jane Godley	Part-Time 65%	Devon Carlson	CTE– Part-Time 67%
Charles Majuri	Part-Time 65%	Darlene Del Carmen	Athletics– Part-Time 67%
Celia Marquez	Full-Time 60%	Felicia Fierro	DRC – Part-Time 67%
Rosa Rivera-Sharboneau	Full-Time 20%	Mari Garcia	EOP&S – Full-Time 100%



Johanna Stewart	Full-Time 100 %	Leticia Palacios	TRIO– Part-Time 67%
Leslie Tenney	Full-Time 80%	Vania Parakati	Basic Skills– Part-Time 67%
		Mark Taberna	DRC– Part-Time 67%
		Claudia Valencia	CalWORKs – 10%
		Carla Velarde-Barros	CalWORKs – Full-Time 100%

A Student Success Center Specialist manages student enrollment for the in-person Kick-Start sessions, as well the compilation of support materials (schedules, catalogs, Student Handbook, and misc. handouts) for student information folders. Records attendance for the in-person Kick-Start sessions.

Welcome Center Peer Mentors - Student workers who direct students to Kick-Start sessions, First Year College Student Seminar and assist counseling faculty with Kick-Start sessions.

Student Rambassadors – Student workers who assist the Student Success Center Specialist create student information folders for the in-person Kick-Start Sessions.

Admissions & Records staff record student credit for completion of Part Two of the Orientation (Guidance 210, Guidance 6, Kinesiology 1 , and Guidance 560 attendance) in Banner system.

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.

Students currently access online Kick-Start sessions via the college’s website; content has been developed using Adobe Contribute software. Content for the Kick-Start has also been prepared to be delivered in iLearn using Moodle online platform; the conversion to Moodle is currently awaiting activation by the Distance Learning and MIS departments. Online sections of Guidance 210 will be taught via iLearn starting fall, 2014.

The Kick-Start sessions and First Year College Student Seminars include instruction in use of Gavilan technology including Self-Service Banner – student Gavilan portal, DegreeWorks, the Gavilan College mobile application, and use of websites such as Assist.org, Eureka, Kognito, and other online educational planning and career development tools.

SARS software is being used to collect data for the completion of Kick-Start. MIS is exploring how to export data from SARS into Banner for data reporting purposes.

Because of the heavy emphasis on the use of technology, continued funding and dedicated computer lab space is required to support orientation components (Part 1 and II). In addition, continued funding for Eureka, College Source, and Kognito software programs and technical support to maintain DegreeWorks data and functionality is required. Technical support is

required to automate the completion of orientation components – currently a manual system is being utilized. In addition, a user-friendly way to communicate to students what they are required to do during their first year of attendance is needed (MyGav – Student Checklist that lets students know in a timely manner if they have completed or need to complete Kick-Start, Guidance 210, Abbreviated Ed Plan, Comprehensive EdPlan, Declared Major, etc..). A prototype of this type of checklist is being explored by MIS with implementation for spring 2015.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

**Orientation Checklist (Required Policy or Procedure)**

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

The orientation program (Part 1 and Part 2) was developed over a three year period via a task-force comprised of counselors (general and categorical), directors, deans, and administrators. The recommendation to implement a two-part process was launched in fall 2013 and spring 2014. New students who never attended college and completed the Kick-Start sessions from October-January 2013 were directed to complete Guidance 210 or Guidance 6 during the first nine weeks of the spring 2014 term. The data for the pilot for Spring 2014 is as follows:

<b>Orientation Options</b>	<b>Total Enrollment</b>	<b>Completion</b>
Session: Kick- Start	N/A	175
Course: Guidance 210	99	91
Course: Guidance 6	14	11

Orientation Consists of 2-parts:

**Part 1 :** Two-hour, **Kick-Start session** completed prior to enrollment. This session focuses on providing students with essential information to facilitate enrollment, this includes but is not limited to assessment scores interpretation, placements, use of student portal for selection of general education patterns, course selections and registration, purchasing of parking permit, payment of fees, completing financial aid fee waiver applications, FASFA, and accessing financial aid forms from student portal, pre-requisites/advisories, academic calendar and deadlines, etc. See Exhibit D.

**Part 2:** Eight-hour, **First Year College Student Seminar**, Guidance 210 (.5 unit). Students also have the option to complete Guidance 6 (2 units), Kinesiology 1 (1 unit), or Guidance 560 (1 unit). Guidance 210 is completed within the first nine weeks of the first term of enrollment. The course covers topics such as: Academic expectations, academic standing, student services, academic support services, financial aid expectations and responsibilities, maintaining

registration priority, declaring major, educational planning, study skills, etc. See Exhibit E curriculum for details.

Categorical, grant-funded, and cohort specific programs augment the standard Part 1 and 2 content with program specific eligibility requirements, expectations, and services.

See exhibits F - H: Kick-Start and Guidance 210, Guidance 6, Kinesiology 1, and Guidance 560 curriculum.

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

A dedicated space is needed that houses a computer lab is required to provide Part 1 and 2 of the orientation component (Kick-Start Sessions and Guidance 210) to ensure a wide range of offerings to accommodate various times, schedules, locations, and student cohorts.

Automated data collection system is required for accurate reporting of services.

Students require the ability to Declare a Major or Change Majors via their student portal; this ability will improve the accuracy of information obtained on MyDegree Works degree audit system.

On-going collaboration with categorical, grant-funded, and cohort specific programs is necessary to ensure the Part 1 and Part 2 content is consistent and delivered to targeted audiences eliminating the duplication of service. It would be highly desirable to pre-identify during pre-enrollment all students who will be eligible to participate in categorical or grant-funded programs so that they can attend Kick-Start Sessions and enroll in Guidance 210 sections that are directed specifically for program participants.

Adjunct counseling faculty turn-over, load limitations, varying schedules and availability impact the ability to provide a consistent schedule of both Part 1 and Part 2 of the Orientation and negatively affects the counseling faculty training program designed to ensure consistency of delivery of the orientation information.

Consistent faculty compensation and load allocation for the delivery of Kick-Start sessions and teaching Guidance 1 and 6 would eliminate staffing issues.

On-going collaboration and planning with Outreach/Recruitment Services are required to ensure campus tours, college materials and information are accessible when Part 1 and Part 2 orientation components are offered.

Other factors that facilitate matriculation entry include availability of summer counseling services and increasing summer ESL assessment opportunities at off-site location of Hollister.

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.

**ii. Assessment and Placement**

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

The college has two distinct yet connected assessment and placement systems: 1). ESL placement, which is assessed through the use of the Gavilan English as a Second Language Assessment (GESL) and the Combined English Language Skills Assessment (CELSA) and 2). Reading, Writing, and Math placement which is assessed through the use of Accuplacer®.

**ESL (CELSA/GESL) Students:**

Students for whom English is their second language are identified as potential ESL placement via Accuplacer, which is administered on average to 140 students per year. Referrals for placement are made by counselors and instructors. All students who are new to the ESL Program are assessed.

**Methods of delivery:**

Students make an appointment for assessment in the Admissions and Records Office. On the day of the appointment, students are met at the A&R Office and walked to the assessment location. Students are given a multiple measure assessment that includes an oral interview and a multiple choice exam that evaluates grammar recognition and writing sample (pilot project). Students are assessed and may register for the classes of their choice on the same day. Assessment and placement are provided three weeks prior to the start of each semester. Additional assessments would assist with early placement. Advanced level placements occur during first week of terms with counselor recommendation for further assessment by ESL proctor. Assessment is provided on limited basis at the educational center at Hollister.

**Reading, Writing, and Math (AccuPlacer):**

The placement test is administered to students who apply to Gavilan with the intent to enroll in classes. For the 2013 calendar year, 2,574 potential students took the placement test. Students complete the placement test prior to their enrollment in any Math or English course. Not all students who take the placement test matriculate.

**Methods of delivery:**

ACCUPLACER computerized assessment placement test is administered by trained Gavilan Proctors. The assessment placement test is administered year-round at all three Gavilan campuses as well as at all 12 of our area high schools. High schools coordinate the room reservations, and student applications and tests are administered by Gavilan assessment staff. Accuplacer placement

scores are made available on student Gavilan portal.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

ESL:

ESL faculty and staff provide assessment. Full time and adjunct faculty (2 or 3 per session) give the oral interview, score the writing sample, evaluate scores and discuss placement with the student, explain the program, and fill out and sign the registration card. ESL Program Specialists (2 classified staff) meet students, walk them to the testing area, explain the assessment process, proctor the writing component and the multiple choice exam, and provide general information about the college and student services. Counseling faculty review placement results and course options with students. Director of Institutional Research conducts validation studies and reports which are submitted to CCCCCO for approval.

Reading, Writing, and Math:

Assessment Specialist (1 FTE) coordinates services of the Assessment Office, develops test schedule, and interfaces with staff and faculty regarding assessment services. Two periodic substitute proctors assist during evening, weekend and peak time assessments as needed. Director of Institutional Research conducts validation studies and reports. Counseling faculty review placement results, other assessment information, and course options with students throughout the year.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
  - a. If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.

ESL:

CELSA - English Language Skills Assessment Forms 1 and 2 - in person, group.  
(Association of Classroom Teacher Testors)

GESL - Gavilan College ESL Assessment (alternate forms 1 and 2), which includes oral interview and written assessment- in person, and group (Gavilan College original assessment, approved through California Community College Chancellor's Office.

Reading, Writing, and Math

ACCUPLACER- an online assessment tool offered in a proctored computer lab in groups as well as in person individually if accommodations are needed requiring Companion formats (Zoom Text, Kurzweil, Braille, or Large Print).

Test includes background questions which are weighted for multiple measures.

Accuplacer automatically applies this additional data to the student's raw score at the

conclusion of the test.

- b. If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.

Reading, Writing, and Math

Counselors use Accuplacer test results as part of their multiple measures. Other considerations include previous coursework as noted on transcripts, standardized test scores (e.g. ELM, EPT, EAP, SAT/ACT, AP exams), and prior academic competency and basic knowledge.

- c. Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

ESL:

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

Reading, Writing, and Math

Counselors use Accuplacer test results as part of their multiple measures. Other considerations include previous coursework as noted on transcripts, standardized test scores (e.g. ELM, EPT, EAP, SAT/ACT, AP exams), and prior academic competency and basic knowledge.

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.

ESL:

Gavilan College, with counselor and ESL faculty evaluation, will accept ESL placement results from other colleges that are within a 2-year recency and combined with course history.

Reading, Writing, and Math

As noted in the Gavilan College Assessment Policy, "If you have attended another college, you may submit test scores that have a 2 year recency from that college for a Gavilan counselor to review. These test scores are considered with other multiple measures for final course placement." Counselors use Accuplacer test results as part of their multiple measures. Other considerations include previous coursework as noted on transcripts, standardized test scores (e.g. ELM, EPT, EAP, SAT/ACT, AP exams), and prior academic competency and basic knowledge.

5. Describe college or district policies and practices on:

- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

- b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

ESL:

Pre-test practice is provided, which includes sample questions. Students receive immediate feedback. Re-taking ESL placement test is not permitted within the same semester. There is not a wait period specified by publisher guidelines. Regarding recency, placement scores are valid for two consecutive semesters from the date of the assessment. Scores are provided directly to students yet a centralized housing system would facilitate the access and retrieval of scores by counselors and college staff.

Reading, Writing, and Math

Pre-test practice is made available on the Assessment web page with links to Khan Academy and the Accuplacer website where students can find a 14 page study guide. Any feedback is provided through these sources. Currently there is non-credit course that offers modules that allow a student to review skills to improve their Accuplacer scores. The course option will be available as a pilot spring 2015. The focus of the pilot would be to target specific student populations (high school seniors, and re-entry students) and students who never attended college.

Students may re-take placement test once after 15 days, but within 90 days following placement test. The waiting period is consistent with publisher guidelines. After the 90 day waiting period expires, a student must meet specific conditions to obtain a recommendation from a counselor to appeal the assessment retake policy for another assessment attempt.

Recency: Accuplacer and EAP, ELM, SAT/ACT and high school and college transcripts scores are valid for 2 years.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?

ESL:

N/A

Reading, Writing, and Math

Assessment tests are accepted from other colleges. Gavilan College accepts EAP test results for both English and Math. EAP scores are noted on a high school student's STAR report and the student must provide the information. An automatic download of EAP scores can ensure students are immediately exempted from additional assessment. SAT/ACT scores and high school transcripts must also be provided by students; automatic delivery of these scores to the college would facilitate the exemption of additional assessment.

Disability Resource Center utilizes Individualized Educational Plans (IEP) from local high school districts to facilitate course placements for students eligible for department services.

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.

Full-time instructors participate in ESL assessment for flex/co-curricular, which are not payable unless assessment process is conducted outside of faculty contract. In the past, adjunct instructors have facilitated ESL assessment, paid at times from matriculation funds (\$35 per hour, sometimes less).

In recent years, ESL assessments conducted by faculty were completed using flex hours (non-paid). Limitations with this option include adjunct instructors cannot assess at the end of semester so as not to exceed unit load; the ESL Program Specialists (professional support staff) also performs ESL assessments at no extra compensation. On-going ESL assessment would allow for early placement information.

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

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

#### Target Audience

Students who are targeted for counseling services include:

- new and never attended college, non-exempt
- new to Gavilan with prior college work
- undeclared, undecided
- continuing, returning and transfer students
- under 15 units
- not in good academic standing or financial aid standing
- without an educational plan (new, continuing, or returning)
- receiving financial aid and completed at least 12 units
- receiving financial aid and attempted more than 60 units
- receiving financial aid and attempted more than 90 units attempted, excessive units
- transfer-bound
- cohort specific students (Veteran's, Re-entry, Puente, etc.)
- meet specific program eligibility and/or grant-funded criteria

#### Students Served:



For the 2013-2014 academic year, the following number of students had scheduled counseling appointments or obtained walk-in services:

**Students Served AY 13/14**

Department/Program	Appointment	Walk-In
Athletics	335	
CTE	57	
DRC	632	
Early Alert/Basic Skills	187	
EOPS & CalWORKs	563	357
General Counseling	3679	3046
MESA/STEM/TRIO	283	

Counseling Services:

Counseling services offered include: career, academic, educational, transfer, personal, vocational, financial aid, and crisis intervention. Counselor's complete abbreviated and comprehensive plans, teach guidance courses, deliver kick-start sessions, provide follow-up services, referrals, and conduct case management services for cohort or at-risk students. In addition, categorical, cohort, and grant-funded counseling services provide required program information and services.

Service Delivery Methods:

Students have the option to meet with counselors in person, in a workshop setting, or in FTES Guidance courses (online/in-person options). Counselors also communicate with students through email and phone calls. In addition, online and walk-in counseling services are provided on an on-going basis by counselors from the General Counseling department. For the self-directed student, the General Counseling department webpage provides a variety web links, resources, guides, and directions to aid new, continuing, and returning students.

For the Spring 2014 term, the following student workshops were coordinated by EOPS/CalWORKs with participation from CalWORKs, Student Success Center and the Writing Center. Basic skills counselors provided 30 class visits to basic skills math, English and ESL classes.

Workshop Title	Student Attendance
30 class visits to all basic skills math, English and ESL classes	Average 900
Community Resources	10
CSU Online Applications	9
Email Etiquette	2
Health Resources	6
How to Talk with your Instructor	1
Kognito	2

Personal Statement for Scholarships	41
Project Sentinel	4
Stress Management	7
Time Management	9
Women's Empowerment	Cancelled

Additional workshops offered in spring 2014 term by other student services departments like Financial Aid include: "Scholarships Workshop" which was attended by 25 students. Student veterans were also provided a workshop sponsored by Financial Aid, Disability Resource Center, and general counseling on "Veteran Success" which had 18 participants.

Courses	Fall 2013 Sections	Spring 2014 Sections	Summer 2014 Sections
Guidance 210	N/A	10	0
Guidance 6	3	1	1
Guidance 1	4	3	2
Kinesiology 1		1	1

Partnerships:

The General Counseling Department, in partnership with local high schools, offers guidance courses at the high school site to help students meet Part 2 of the orientation requirement or to help undecided students declare a major. For the Fall 2014 term, Guidance 6 course will be offered at Gilroy High School which will be targeted to CalSOAP juniors and seniors.

Existing working relationships with transfer institutions (CSU, UC, private) continue to facilitate the student transfer process and the completion of Transfer Agreements (TAGS). The discontinuance of the Transfer Center services has limited the number of visitations and early outreach efforts from universities and colleges.

The Early Alert and Basic Skills counselors have partnered with Gilroy High School during the Spring 2014 term to recruit high school seniors to participate in JumpStart acceleration program designed first-year college students at basic skills placement levels.

The Disability Resource Center works closely with the State Department of Rehabilitation and partners with all local area high schools, including Sobrato HS, Live Oak HS, Christopher HS, Gilroy HS, San Benito HS, and Anzar HS along with a few alternative high schools each semester to help matriculate program eligible students to Gavilan and help them work toward meeting their educational goals.

Career Technical Educational counselors partner with CSU Monterey Bay and Hartnell College to target Hispanic students interested in Nursing, Computer Science, and Digital Media by providing major specific counseling and develop educational plans.

Many students are in one or more support programs such as MESA, EOPS, DRC which is taken into account when establishing services and creating educational plans to eliminate

duplication of services. Usually a lead counselor is identified.

Students are assisted in following points of service: pre-enrollment, enrollment, and post enrollment.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. 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. Describe any use of academic or paraprofessional advising.

Students schedule counseling appointments which are 30 minutes in duration for individual 1:1 counseling session. Walk-in counseling sessions are limited to 10 minutes. Depending on student circumstances, a counseling appointment may be extended to 60 minutes and walk-in services can extend to 15-20 minutes. Categorical, cohort, and grant-funded counselors typically offer 45-60 minute individual appointments and walk-in is limited or availability results from students not keeping appointments. Wait times for counseling and walk-in appointments will vary:

**Wait Time – Counseling Service**

<b>Department/Program</b>	<b>Scheduled Appointment</b>	<b>Walk-In Frequency/ Wait Time</b>
Athletics	One week; during peak periods 2 weeks	No Show Appointment –will take Walk-In/ None
CalWORKs	2-3 days; during peak periods 2 weeks	once per week/15-30 minutes
CTE	none	No Show Appointment – will take Walk-In/ None
DRC	2-3 days; 2 weeks	No Show Appointment –will take Walk-In/ None
Early Alert/Basic Skills	none	No Show Appointment –will take Walk-In/ None
EOPS	2-3 days; during peak periods 2 weeks	once per week/ 15-30 minutes
General Counseling	5-10 days; during peak periods 3 weeks (November, December, April, and May)	Daily / 20-25 minutes; Peak Periods (January, June, July, and August) wait time 2.5 hours
MESA/STEM/TRIO	none	No Show Appointment –will take Walk-In/ None
Peak periods= first week of pre-priority registration and last two weeks of instruction		

Students may schedule General Counseling appointments 10 days in advance either online, with the counseling secretary, using kiosk located at all sites, phone call, or email. Peer Mentors assist students with the use of the appointment/Walk-In kiosks or the online scheduling system.

Counseling appointments with DRC, EOPS, CalWorks, Athletics, TRIO/MESA/STEM, Early Alert/Basic Skills must be scheduled in-person or by telephone by contacting office support. CTE appointments are scheduled by calling the counselor or using a laptop located in the Business building where the counselor is housed.

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

Abbreviated educational plans are completed during the Kick-Start sessions. Counselors assist students to understand how to use MyDegree Works, general education options, placement and course selections, major and elective course options. A discussion about pre-requisites, advisories, course sequences, unit load and required study hours helps students identify appropriate, individualized course loads per term. A series of questions are answered by students that help the student understand the educational commitment in light of commitments outside of school. A sample plan is reviewed with students and, with counselor guidance; the two term plan is crafted and reviewed by counselor delivering the Kick-Start session. If necessary, the student changes their general education pattern online and completes a Change of Major form so that MyDegreeWorks displays the educational path that was clarified during the Kick-Start session. The abbreviated plan is used to guide students through the registration process for the current term. The abbreviated plan is used by students, peer mentors, or counselor to guide students to make appropriate course selections is the student requires one-one help with the enrollment process. See Exhibit J for worksheet used for the abbreviated plan.

Students eligible for categorical programs, or grant-funded programs, or cohorts obtain individualized assistance with the abbreviated plan (two-terms) either by attending a Kick-Start Session with a special focus on the targeted group or with program counselor after program eligibility is established. Since all new, never attended college students are not aware or have not completed program eligibility requirements, they attend Kick-Start Sessions that meet their scheduling needs.

To ensure that all students receive the same level of service and ensure consistency within the scope and content of the abbreviated plan development, there must be on-going training.

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

Part 2 of the Orientation (Guidance 210, 6, 560, and Kinesiology 1) all require a comprehensive educational plan as part of the curriculum. As part of the course curriculum, students are required to meet with a counselor to identify their educational and career objectives, courses, and support programs necessary for success. The counselor completes the comprehensive education plan on MyDegree Works during a scheduled appointment. In Guidance 210, the plan is completed within the first nine weeks of instruction. The additional course options ensure that the plan is completed within the 10<sup>th</sup> week of instruction.

The educational plan lays out the general education pattern and the educational goal the

student identifies. The educational plan identifies all courses (general education, major and elective), transfer (if applicable) and unit requirements, support programs/services necessary for success, and GPA standards. The counselors locks the educational plan which in turn classifies the educational plan as being the official plan for the student along with identifying the counselor who is working with the student. The plan can be accessed by students via their Gavilan student portal and MyDegreeWorks. The counselor can update or modify the plan, add term notes, and make course changes if necessary.

Students who are still exploring career options and need assistance with major selection are referred to take a Self-Assessment and Career Development (Guidance 1) course or encouraged to attend free workshops designed for undeclared or undecided students. Having the ability to easily and automatically identify the undecided/undeclared student cohort is necessary to provide directed, timely counseling interventions and services.

General Counseling conducts classroom presentations, both in the fall and spring terms (October and March), to all general education courses (Psychology, History, Communication, College-level English and Math, and Science courses) regarding the value of completing a comprehensive plan early in the term. Twenty classes were visited during the 2013-2014 AY.

Continual access to Eureka Online is essential as it is a service that provides students access to career and educational information. Counselors direct students to use the software program as well as the Career Development courses utilize the service. The Career Center, during its operation, provided students with one-one-one assistance with the use of the software program.

Many students are in one or more support programs such as MESA, EOPS, DRC which is taken into account when establishing services and creating educational plans to ensure that there is no duplication of services. Usually a lead counselor is identified.

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).

Staff providing counseling services:

General Counseling		Special Programs	
Blanca Arteaga	Full-Time 80%	Tammie Attway	TRIO– Part-Time 30%
Debbie Christianson	Part-Time 65%	Katie Bennett	Early Alert/Basic Skills– Part-Time 67%
Sergio Diaz	Part-Time 50%	Brooke Boeding	Workability III– Part-Time 67%
Evan Gilstrap	Part-Time 65%	Gabriel Bravo	MESA/STEM– Part-Time 67%
Jane Godley	Part-Time 65%	Devon Carlson	CTE– Part-Time 67%
Charles Majuri	Part-Time 65%	Darlene Del Carmen	Athletics– Part-Time 67%

Celia Marquez	Full-Time 60%	Felicia Fierro	DRC – Part-Time 67%
Rosa Rivera-Sharboneau	Full-Time 20%	Mari Garcia	EOP&S – Full-Time 100%
Johanna Stewart	Full-Time 100 %	Leticia Palacios	TRIO– Part-Time 67%
Leslie Tenney	Full-Time 80%	Vania Parakati	Basic Skills– Part-Time 67%
		Mark Taberna	DRC– Part-Time 67%
		Claudia Valencia	CalWORKs – 10%
		Carla Velarde-Barros	CalWORKs – Full-Time 100%

<b>Total:</b>			
Full- Time General Counselors	3.80 FTE’S	Full-Time Categorical Counselors:	2.0 FTE’s
Part-Time General Counselor Cohort	5	Part-Time Grant, Categorical Counselor Cohort	11

Counseling faculty provide career, academic, educational, transfer, personal, vocational, financial aid, and crisis intervention services. Counselors complete abbreviated and comprehensive plans, teach guidance courses, deliver kick-start sessions, provide follow-up services, referrals, and conduct case management services for cohort or at-risk students. In addition, categorical, cohort, and grant-funded counseling services provide required program information and services

- 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.

MyDegreeWorks, developed by Ellucian, is the primary technology tool used by all counselors to develop comprehensive education plans. The program interfaces with Banner. The software program is used to develop excessive unit plans for students petitioning for financial aid, it used to develop educational plans for students receiving Veterans benefits (the plan includes prior unit evaluations); it is used to certify transfer GE patterns (IGETC, CSU GE Breath), to confirm associate degree completion with the use of the degree audit, and to explore possible majors and to notate acceptance and applicability of courses completed at other colleges. Financial aid and Admissions and Records have MyDegreeWorks view capabilities and use the information to clear students from requirements or to communicate with students regarding certifications and degree completions.

SARS is a scheduling software program that also allows counselors to keep counseling notes, place alerts (used to notate assigned counselor for case load), to review student history of counseling services, and to collect service data. SARS also provides for the ability to have online scheduling services, early alert system, and e-advising. The system collects information regarding services obtained and how service was accessed. Orientation and assessment

completion is noted on SARS.

College Source and TES (transcript evaluation system) is also used by counseling faculty to evaluate course work from non-CA community college to determine equivalency, GE applicability, and transferability for major or transfer purposes. The use of the software ensures consistency of how courses are applied. The software license was secured under Title 5 funding and on-going support is required.

The General Counseling Department website has a variety of links to many other websites utilized by counselors in their work with students.

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. Describe the strategies for addressing the needs of these students, including:
  - a. Types of services are available to these students; how they are notified and when.
  - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
  - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
  - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

##### Target Audience

- Academic and Progress Dismissals – New or Continuing on status
- Progress Probation, Warning 1- New or Continuing on status
- Progress Probation, Warning 2 - New or Continuing on status
- Academic Probation, Warning 1 - New or Continuing on status
- Academic Probation, Warning 2 - New or Continuing on status
  
- Basic Skills Students – First-Year College Students
- Students on Financial Aid who have excessive units and have not completed degree objective
- First-Generation College Student, academically and financially underprepared
- Low income and economically disadvantaged full time students
- Students eligible and participating in categorical, grant-funded, program, or select cohorts (EOPS, CalWORKs, TRIO/MESA/STEM, Veteran's, Puente, etc.,)

##### Number of Students At Risk

Approximately 485 are placed either on academic or progress probation or dismissal per term; out of this group, approximately 269 (55.1%) re-enroll for the next term. Not all students re-enroll for the next term, some opt to not reenroll and thus the numbers served will fluctuate per term/year. Some students are on multiple standings. For example, for AY fall 13-spring 14

<b>Academic Progress Status</b>	<b>Fall 13</b>	<b>Re-enrolled Sp 14</b>	<b>Persistence rate</b>
Academic Dismissal	134	76	56.7%
Academic Probation	256	144	56.3%
Progress & Academic Probation	38	16	42.1%
Progress Dismissal	20	13	65.0%
Progress Probation	37	17	45.9%
Status Unknown	3	3	100.0%
<b>Total</b>	<b>488</b>	<b>269</b>	<b>55.1%</b>

#### How Students are Identified

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

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

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

Although all students receive notifications regarding their academic status, students in categorical, grant-funded programs, or select cohorts receive additional support services from the respective programs. Additional support services ensure students follow the readmissions procedures and or understand the ramifications of maintaining priority enrollment and services in light of their academic standing.



### Services , Strategies, and Delivery Model

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

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

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

Limited classroom space and counseling faculty impacts the ability to offer a wider range of academic intervention workshops in-person and online. Furthermore, it is clear to the counseling faculty that student reasons for reaching dismissal status varies and some of the reasons students are placed on dismissal are very personal and discussion of the issues are not conducive to group settings.

Only dismissed students are required to have a counseling session and file a petition for re-enrollment. Probationary students are encouraged, not mandated, to review their status with a counselor. Student notification letters (Exhibit K and L) are sent to students on Warning 1 and Warning 2 encouraging appointments with a counselor to discuss interventions. When students initiate a counseling appointment, they have a discussion with their counselor about challenges, barriers, and resources available on and off-campus (i.e. tutoring, writing center, health services, etc.)

Some basic skills and specific large general education instructors participate in the Gavilan Early Alert System and if students receive an alert they are encouraged to meet with their instructor or counselor.

Interventions are primarily individualized and unique to the student's circumstances. Generally, students who lack identified goals are directed to a Career Development and Self-Assessment course, students lacking study skills are encouraged to register for Skills in Higher Education, or appropriate workshops (Kognito). Other resources (online, on-campus and off-campus) are provided to students based on their needs.

Counseling faculty would prefer to mandate participation in the Probation and Dismissal Intervention (PDI) workshops as part of a new petition process for Probation, Warning 2 students. Nevertheless, based on the number of students that are placed on this status, increased counseling faculty as well as dedicated space for workshops is needed to provide a variety of scheduling options.

Not all students fair well in online workshop environment and thus in-person workshop options are necessary. EOPS requires in-person probation workshops for all EOPS students on probation before receiving program services.

Students who require financial aid extensions schedule counseling appointments to complete the petition process with a counselor. Counselors use a case-management approach with this cohort as it helps students maintain a clear understanding of their responsibilities to following their educational plan. The counselor who approves the extension is the only individual who can add or delete coursework from the educational plan. A Financial Aid staff also contacts the assigned counselor to obtain clarifications when needed.

#### Instructional Early Alert System

Fourteen instructors used the early alert (GEARS - Gavilan Early Alert System) during the fall 2013 and spring 2014 academic year. Two-hundred and three alert notifications were delivered to students. The Early Alert/Basic Skills Counselor explains the early alert notification process to instructional faculty and to the classes that select to participate in the program. The Early Alert/Basic Skills Counselor receives all alerts, determines if the student has completed an educational plan, contacts the student via phone or email, sends a list of support services and guidance on next steps via email, and follows up with an additional contact if needed.

If the student schedules a counseling appointment, an educational plan is created if necessary. In addition, a counseling action plan is created, with the intention of improving the student's success and retention rates. Although students supported in the GEARS intervention had a 10% higher success rate and 9% higher retention rate as compared to students without early alert from the previous terms, regular data on effectiveness of GEARS Program is necessary to develop best practices and to determine instructional faculty role in the intervention process.

If a student participates in DRC, EOPS, CalWORKS, TRiO, Athletics, Puente, or CTE, an early alert email is disseminated to program counselor by the Early Alert/Basic Skills Counselor. Students will be contacted by the program counselor and Early Alert/Basic Skills Counselor. Further data are required to determine if contact by two counselors impacts the student's retention or success rate.

All basic skills instructors are encouraged, but not required, to use the early alert system. Instructors volunteer to participate in GEARS and thus intervention is limited to specific students. Expansion of GEARS to all classes will require the automation of the notification system; this will improve the efficiency of the notifications as they will not rely on availability of one, part-time counseling faculty. Automation can also facilitate the integration of the intervention into the on-going practices of the institution.

Collection of GEARS data would aid in the analysis of the effectiveness of the intervention and would assist with the planning of instructional improvements and prescribed counseling interventions. Additionally, collecting information regarding the reasons students withdraw from courses, at the time courses are dropped, can help the institution gain a better understanding of students' needs.

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

3.

Admissions & Records - (# of positions) Letters are sent out by ...

General Counseling secretary (1 staff person) – schedules counseling appointments and sends out student reminders regarding readmission conditions.

Counseling Faculty – (22 staff members) Full and part-time counseling faculty provide counseling services to students who have readmission petitions and those who need improvement plans to return to good academic standing.

Early Alert/Basic Skills Counselor – (1 staff member) – receives all alerts and follows-up with students or redirects them to program counselors.

Financial Aid – (1 staff member) – identifies and sends out notices to students who reaching maximum units

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

SARS - Early Alert functionality; integrated with student counseling history and program affiliations. System can independently identify a student's program affiliation and direct a copy of the notification to a student's counselor. The system is not currently used to its capability as the intervention service has been running on pilot mode.

SARS – used by counseling faculty to place student alerts, counseling notes, and to determine

students' program affiliation.

Degree Works – counseling faculty use the educational plan function to create comprehensive plans. The GPA function is used with students to help them calculate term GPA and overall GPA. The degree audit function helps students determine how close they are to completing identified degree objective. Counselors can also send student notifications for follow up services via emails through this system.

Banner – Internet Native Banner/Self-Service system

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

Direct Costs – purchase, maintain

SARS

DegreeWorks – 115 hours per AY to update and maintain data by counseling faculty.

## **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.

Institutional research will be provided for each of the SSSP categories. For example, orientation enrollment and effectiveness will be measured and reported upon annually. For assessment, the Office of Instructional Research (OIR) provides validity analysis and reporting for the placement instruments. For counseling, the OIR will work with the MIS department to develop dashboard tools to make more data available to counselors and decision-makers. Follow-up and at-risk services are evaluated, i.e. Early Alert. More intensive process evaluation efforts will be devoted to new follow-up and at risk student pilot efforts.

### **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.

Orientation:

The two parts of the orientation process, Part 1: Kick-Start sessions; and Part 2: First-year College Student Seminar, utilizes the Moodle instructional platform, customized web page, MyDegree Works degree audit and educational plan, the student portal, and Internet Native Banner. SARS is used to collect data of services rendered to students.

Counseling- Educational Plans:

Counseling sessions (pre-enrollment, enrollment, and post-enrollment stages) use MyDegreeWorks degree audit and educational plan, the student portal, and Internet Native

Banner.

College Source/TES is used by counseling faculty to determine transferability of courses from independent, private, and out-of-state colleges to ensure a comprehensive educational plan is created.

SARS GRID is used to schedule counseling appointments, monitor walk-in counseling services, houses counseling notes, alerts, identify assigned counselor or program affiliation, and collect data of services rendered to students. It is also used to send students reminders of scheduled appointments.

For on-line counseling the General Counseling department uses Outlook email system along with the department website that has a variety of links to on-and-off campus resources (Student Health Services, Career Café, Assist, CSU Mentor, Study Skills Sites, etc.).

SARS Early Alert system is used by instructional faculty and counseling faculty to provide intervention services. In the future, SARS E-Advising can be used when campus counseling faculty can obtain support to provide the service.

ARGOS is used to extract data to help identify needs and target services.

### **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.

Based on the Student Success and Support Program match survey conducted in June 2014, Gavilan College identified matching funds of \$1.3 million. The majority of matching funds, \$670,690, are allocated to academic salaries and benefits devoted to counseling, advising and education planning. An additional \$482,776 in matching funds are identified in transitional services for staffing in Admissions and Records, Institutional Research and Financial Aid departments. The College will be considering return of Career/Transfer Center, which was discontinued as result of budget cuts.

### **SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT**

1. Exemption Policy

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

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.

Course Prerequisites and the Prerequisite Challenge procedure (Exhibit I) are described on pages 34-35 of the Gavilan College catalog. If a new course has an advisory or prerequisite, the prerequisite form is completed and included with the new course proposal. Courses are required to be updated every 5 years. If a course has an advisory or prerequisite, the Advisory/Prerequisite form needs to be completed along with the update.

4. Professional Development

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

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 plan was developed in concert with the college's Student Equity Plan and other campus planning efforts. Both the Equity and Basic Skills plan drafts were developed as a result of collaborative dialogues conducted in Spring and Fall 14. Multiple SSSP task force representatives were also members of the committees that developed the Equity and Basic Skills plans. As a part of the Student Equity plan, several specific activities were proposed in response to identified inequities. Additionally, the Basic Skills plan identified particular activities to respond to ongoing data collection and evaluation reports. These proposed activities were passed on to the SSSP Task Force for discussion and incorporation into the SSSP.

In accordance with accreditation standards, the college has an integrated planning and allocation effort which includes an annual planning and allocation cycle, program review, and strategic plan. Each year Gavilan College reviews and updates its strategic plan. SSSP and equity plan goals will be incorporated into the internal scan, which informs each annual update. Program areas that are responsible for different elements of the plan will be including objectives and funding requests as a part of their respective annual program plans. Progress on the SSSP objectives will be monitored and reviewed along with other program area activities as a part of the program review process.

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.

Gavilan College is single college district.

**SECTION IV. ATTACHMENTS**

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

The following attachments are required:

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

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

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

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

Other Attachments (optional)

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

**ADDITIONAL INFORMATION**

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

Debra Sheldon  
California Community College Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549  
[dsheldon@cccco.edu](mailto:dsheldon@cccco.edu)  
(916) 322-2818

**Attachment A****Student Success and Support Program Plan Participants**

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

Name: Kathleen Moberg Title: Vice President, Student Services

Stakeholder Group: Student Success Task Force

Name: Kathleen Rose, Ed.D. Title: Executive Vice President, Chief Instructional Officer

Stakeholder Group: Administration

Name: Blanca Arteaga, Ed. D. Title: Counseling Faculty

Stakeholder Group: General Counseling

Name: Mimi Arvizu Title: Director, MIS

Stakeholder Group: Information Technology

Name: Katie Bennett Title: Counseling Faculty

Stakeholder Group: Early Alert/Basic Skills

Name: Kyle Billups Title: Assistant Director, MIS

Stakeholder Group: Information Technology

Name: Randy Brown, Ph.D. Title: Director, Institutional Research

Stakeholder Group: Assessment, Course Alignment, Enrollment Management

Name: Grace Cardinali Title: Executive Assistant

Stakeholder Group: Student Services



Name: Devon Carlson Title: Counseling Faculty  
Stakeholder Group: Career Technical Education

Name: Susan Cheu Title: Director, Business Services  
Stakeholder Group: Finance

Name: Darlene DelCarmen Title: Counseling Faculty  
Stakeholder Group: Kinesiology Department

Name: Bonnie Donovan Title: Sr. Program Services Specialist - Curriculum  
Stakeholder Group: Curriculum

Name: Jane Godley Title: Counseling Faculty  
Stakeholder Group: General Counseling

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

Name: Fran Lozano Title: Dean, Liberal Arts and Sciences  
Stakeholder Group: Administration, Basic Skills

Name: Charles Majuri, Ph.D. Title: Counseling Faculty  
Stakeholder Group: General Counseling

Name: Celia Marquez Title: Counseling Faculty  
Stakeholder Group: General Counseling

Name: Doug Martin Title: Programmer/Analyst  
Stakeholder Group: Information Technology

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

Name: Vania Parakati Title: Counseling Faculty  
Stakeholder Group: Student Success Center

Name: Anne Ratto Title: Associate Dean, EOPS/CalWORKs/CARE  
Stakeholder Group: Student Equity Steering Committee

Name: Rosa Rivera-Sharboneau, Ed. D Title: Counseling Faculty  
Stakeholder Group: General Counseling

Name: Johanna Stewart Title: Counseling Faculty  
Stakeholder Group: General Counseling

Name: Leslie Tenney Title: Counseling Faculty  
Stakeholder Group: General Counseling

Name: Carla Velarde-Barros Title: Counseling Faculty  
Stakeholder Group: CalWORKs

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

## RESOURCES

- Senate Bill 1456
- California Code of Regulations, Online
- Student Success and Support Program Student Equity Plan
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills web site