MEMORANDUM

TO: Board of Trustee; Dianne Van Hook, Chancellor; Chelley Maple, Director SSSP
FROM: Paul Wickline, President, Academic Senate
DATE: October 16, 2014

RE: Certified SSSP Cover Letter

At the 9/25/14 and 10/9/14 meetings of the Academic Senate the proposed Student Success & Support Program (SSSP) plan and accompanying budget were presented and discussed. It was made known to me, and the entire Academic Senate, that my signature was being requested for the certified cover sheet. The cover sheet denotes all signatories who certify that the categorical funds will be used and applied in strict adherence of Title 5 and its sections governing SSSP. For the following reasons I have decided not to sign the certified cover letter.

First, it was brought to the attention of the Academic Senate by both faculty and Administration that a sizeable amount of the categorical funds had already been appropriated for the hiring of college personnel. It is possible this utilization of funds is within the permissible parameters of SSSP funding. However, that is not determinative and a larger discussion regarding the use of these funds would have been warranted within the campus community. Furthermore, regardless of the appropriateness of that particular appropriation of SSSP funds, it was not within the original proposed budget drafted by the SSSP Director. Consequently, that appropriation of SSSP funds contradicted the intended use of funds that was presented to the Academic Senate. It remains to be seen whether those funds will be returned to the original budget proposal.

Second, by signing the certified cover sheet I am pledging the appropriate legal use of these funds in accordance with Title 5. And while I can certainly pledge to do so as a reflection of my own intent, I am not solely in control of the application of these funds. Nor have the collective undersigned of the cover letter agreed in principle to how the plan and its supporting funds will be implemented. Furthermore, without any legal guidance on the matter, I am left with no solid understanding of what the legal effect of my signature in fact is for me personally, and for the District as a whole. In signing this document am I, or the Academic Senate, liable if the funds are misappropriated? Or, does it become a tool of empowerment for the Academic Senate to gain a greater degree of stewardship over these funds toward their appropriate use? Or, both? If the Academic Senate shares in the responsibility of these funds, I, and the full Senate, need to be more fully informed of our role, rights and the overall process governing this matter; especially given that student success falls squarely within the Academic Senate’s 10+1 duties.

Sincerely,

Paul Wickline
Student Success and Support Program Plan
(Credit Students)

2014-15

District: ________________________
College: ________________________

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@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\(^1\). 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\(^2\).
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, 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 cccsssp@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\(^3\). When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only

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1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.
2 A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
3 The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing). 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: __College of the Canyons____

District Name: __Santa Clarita 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: ____________________________ Date: __________________

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ________________________________________________
Name: ____________________________ Date: __________________

Signature of the Chief Instructional Officer: ________________________________________________
Name: ____________________________ Date: __________________

Signature of College Academic Senate President: ________________________________________________
Name: ____________________________ Date: __________________

Signature of College President: ________________________________________________
Name: ____________________________ Date: __________________

Signature of District Chancellor: ________________________________________________
Name: ____________________________ Date: __________________

Contact information for person preparing the plan:
Name: ____________________________ Title: ____________________________
Email: ____________________________ Phone: ____________________________
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.

IIa. 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.).

Orientation has to meet the needs of all non-exempt incoming students and so must be a comprehensive informational tool that is also designed to demonstrate the relevance of bountiful amounts of information. At College of the Canyons we have always understood that one simple tool cannot address the needs of all incoming students. More than 8,000 students go through our college online orientation annually. That number represents a rich and wide array of skills, goals, and interests. We employ multiple modalities to maximize the delivery of critical information.

Our online orientation was completely restructured, revised and expanded this last summer. The reconstruction of online orientation was a collaborative effort between instructional faculty, SSSP, Student Services staff and faculty. College students weighed in with feedback during focus groups. The online orientation is constructed in segments that are easy to update. Click-to-reveal screens allow students to dig deeper into the material if they wish. There are interactive tutorials, personal success stories from students, and a thorough grounding in the information and strategies necessary to navigate through academia the first semester and beyond.

Completion of the online orientation provides new students with a “ticket” that gains them admission to a secondary, more targeted workshop series taught by advisers and counselors. Each specialized workshop is held in person and generally takes an hour to complete. Topics include a more in-depth review of transfer requirements, preparing for a pre-health major, how to develop your study skills etc. Future topics will be expanded to include experts to help students prepare for majors in the pre-health fields, explain the variety of choices in STEM majors, diagram how to connect your major with a career goal and more. Students work on their own action plans and walk away with hard copy information, brochures and worksheets.

Orientation services are typically provided at entry to the college although students are encouraged to go back and make use of tutorials on how to look for open classes in the schedule, make use of the interactive time management chart, and review the emergency preparedness instructions and other useful tools.

Our District-funded Outreach Department staff conduct mini-orientations at the high schools. The department staff also recognized that parents need to learn how to set up a support system for their college-bound child. The response to their twice-yearly parent orientation was so robust last spring that they moved the event to our arts center that seats 600 people and they filled the house.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.
The SSSP Director oversees the online orientation product for content, accuracy and relevance. The SSSP Program Specialist updates and edits content for currency and accuracy to ensure the product operates at the highest level. The Student Services Coordinator III - Computer Operations ensures that the program interfaces with our administrative software, Datatel, and will serve as the liaison between the third party vendor, Cynosure and the college’s MIS department programmers to ensure the online program functions correctly for students.

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.

The new online orientation has been purchased from Cynosure New Media. They are responsible for overall implementation, maintenance, and updates. An annual licensing agreement is being formulated to establish a schedule of the required maintenance. The SSSP Director and Program Specialist are responsible for ensuring the smooth operation of the program, providing technical support for students and users, reviewing content for accuracy and relevance, and relating changes needed to the Cynosure 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 time-lines.
(7) Registration and college fees.
(8) Available education planning services

All of the factors listed were in our previous online orientation. We have elaborated on some themes in the new program, primarily in the area of outcomes and checks for understanding. Our current orientation has pre-orientation questions that ask students to estimate their degree of confidence in knowing specific information. How confident are they, for example, that they know enough about how to read the Schedule of Classes? At the end of orientation they are asked to estimate again on the same questions. The data collected will help us gauge the effectiveness of this new tool. We can also determine how many of the questions embedded in the orientation are answered correctly the first time around. The data collected with inform how we check for understanding.

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.

College of the Canyons disseminates information in multiple modalities for students with differing needs. We Integrate online orientation information with on ground workshops and and reiterate critical information across student services. For example, information on how to be eligible for, and maintain, your enrollment priority is included in the orientation, academic standing and new student workshops, the New Student Advising module, outreach and in-reach handouts, flyers, and more.

We are just beginning to identify secondary orientations in areas outside Student Services. So far, there are 16 other departments across campus offering secondary orientations. We are capturing this information for state reporting using the SARs scheduling software also used for Counseling appointments. The data is uploaded from this software directly into our MIS system weekly. SSSP is committed to working with all departments and programs to create a set of orientations that compliment rather than duplicate each other.
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.

The following positions are noted in the Budget Plan:
- SSSP Director:
- SSSP Program Specialist:
- SSSP Technician III - Computer Operations (SARS/Web/Database):
- Researcher:

Costs for the online orientation are included in the cost for purchasing the online New Student Advising module: The annual maintenance fee has yet to be negotiated but an estimate is posted to the budget.

### 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.).

A.) Target Audience

Comprehensive assessment testing is available to assist students in an evaluation of their skill levels. Placement testing in math, English, or ESL is required of all new matriculating students. Assessment is required for any non-matriculating students who plan to enroll in a math, English, or ESL class, or in a class that has a math or English prerequisite that they have not already satisfied by other means. Assessment testing may also be required for returning or continuing students whose tests have expired (see section 5 C for more information on test recency).

B.) Yearly Estimate

The estimated number of assessments given at College of the Canyons in math, English and ESL, based on the averaged totals from 2011, 2012, 2013 (April through March), is 14,000 per year.

C.) Delivery

College of the Canyons administers the College Board Accuplacer computerized assessment test for math, and English and/or ESL. Analog versions of our assessment tests are available to students with a demonstrated need. Assessment testing is primarily delivered in-person on either the Valencia or Canyon Country Campus. In special circumstances, such as testing students with disabilities, geographical limitations, or those who are incarcerated, off-site testing can be arranged. In the event of an off-site test, proctors are vetted and, if qualified, must agree to uphold the ethical standards set forth by our College and the test vendor.

D.) Partnership

A partnership with the local William S. Hart High Union School District has been established, primarily through the College of the Canyons Outreach Department. In coordination with district high schools and the Outreach Department, specific ‘assessment days’ have been established to better serve this population of students. During these predetermined testing dates, students from the high schools can assess exclusively with their high school cohorts. In addition, information about assessment testing and preparation materials is incorporated into outreach events and is frequently conveyed directly to the high school counselors in this district. Lastly for the past four years, the Santa Clarita Valley Learning Consortium, which includes faculty from the College and from local high schools, has discussed students’ placement rates at the College, as well as students’ performance in English and math courses in order to improve students’ transitions from high school to college.

SSSP/Assessment has also been developing a partnership with the Los Angeles County Sheriff’s Department to create a remote testing site for inmates of the Peter J. Pitchess Detention Center in coordination with the Director of Education
Based Incarceration and the Department of Justice’s Back On Track-Los Angeles pilot program.

E.) Pathways

Assessment testing is offered year-round to any eligible student, including concurrently enrolled high school students in 11th or 12th grade. Students take their assessment tests after completing their application and orientation to the College, but prior to their New Student Advising and registering for classes. Students may also retake their assessment once enrolled as students, provided that they have not completed their first math, English, or ESL course in the sequence, and meet other retest policy criteria (see Section 5 Item B for more information on retesting). Our assessments are designed to give initial placement only, and are not intended to advance students through a discipline.

Students have several options if they feel placement is not reflective of their knowledge. They have the option to retake the placement test or they can file a pre-requisite challenge if they want their placement reevaluated. The Math Department and English Department offer both accelerated 8 week courses and Personalized Accelerated Learning (PAL) cohort classes to help students progress quickly towards their educational goals. The Departments offers both winter (5 week) and summer (5 week/8 week) classes, hybrid courses and classes through the Weekend College in an effort to make different educational pathways available to our entire student population.

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.

2. Staffing

College of the Canyons’ Assessment Staff on the Valencia campus consists of 1 SSSP Faculty Director, 1 Full-Time Classified Staff Member, 2 Adult Hourly Positions (short-term staff), and 7 Student Assistants. Note: the number of adult hourly and student assistants may fluctuate throughout the year depending on assessment needs. As of August 2014, the Assessment staff consists of 11 employees.

A.) Current Assessment Staff at the Valencia campus

Director of the Student Success and Support Program. Directs the activities of the Assessment Coordinator and Assessment Proctors and serves as the primary resource for departmental and policy inquiries relating to assessment. Participates with faculty on assessment and prerequisite research studies and acts as liaison between CCCCO, the SSSPAC sub-committee on assessment, and college faculty. Works to ensure integration of policy and procedure arising from agendas in the Curriculum Committees, Academic Senate, Basic Skills, non-credit, high school districts, and various legal initiatives such as AB86.

Assessment Coordinator, Student Services Program Specialist II. Responsible for the assessment process, scheduling, and the daily operation of the Assessment Center. Oversees the proctoring and delivery of all assessment services and collects data for research purposes. Monitors all data input to ensure accuracy. Trains all proctors on policy and procedure and directs the advising aspect of assessment staff. Coordinates the annual student survey on assessment. Responsible for maintaining currency in the assessment field.

The Office of Institutional Research provides support in the direct assessment of placement test services through the compilation of data, facilitation of discussions with faculty to evaluate content and cut-score data, and preparation of written reports. Research staff involved in the evaluation of assessment services and placement tests include the Asst. Superintendent/V.P., Institutional Development, Technology and Online Services, Dean of Institutional Research, and Research Analyst.

Current Assessment Staff at the Canyon Country campus

One student services coordinator supports proctor activities at the Canyon Country Campus in the absence of the Assessment Coordinator or the Director of the Student Success and Support Program.

Three part-time assessment proctors provide general assistance and test proctoring for students. They have basic and practical knowledge, skills, training and/or experience in assessment testing. They are trained to use specialized computer programs and/or software and perform manual and clerical tasks and duties with a small degree of difficulty under direct supervision. The Canyon Country Campus also includes a comprehensive assessment lab with computer testing stations running parallel software with the Valencia Campus assessment lab. Test scores are recorded and
maintained for students irregardless of campus location. Future developments suggested by SSSP for the Canyon Country Campus include expansion of the assessment center as well as dedicated assessment staff who do not perform other non-assessment functions.

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.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - 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.)

A.) Assessment Tests

College of the Canyons uses the College Board Accuplacer for math, English and ESL placements. Students are assessed in the following specific subsections:


English: Reading Comprehension, Sentence Skills.

ESL: Reading Skills, Sentence Meaning, Language Use.

All sections are untimed and multiple choice, and no calculators are allowed. Because Accuplacer is an adaptive test, not all students will be given all subsections. For example, if a student responds inaccurately to too many basic math questions, they might never be tested using College-Level Math questions.

B.) Multiple Measures-Test Programing

Regardless of subtest or subsection given, all students receive a series of local background questions in conjunction with their assessments. These questions serve to inform multiple measures of the students’ abilities. As such, certain background questions have been preselected to add or subtract ‘weight’ from the students’ overall raw scores. The College Board refers to the resulting adjusted placement as the “multiple weighted measures placement.” The closer students score (unweighted) to the next course cutoff level, the greater the likelihood of these students receiving a modified placement as a result of the multiple measures weighting system. Thus, the multiple measure weighting can help rectify the margins of test error. The specific questions used for multiple measure purposes, and their associated weight-values, are determined by a local College work group consisting of SSSP staff, counselors, technical specialists, and faculty from the representative disciplines.

C.) Algorithm for English and ESL Selection

In addition to weighting the assessment scores, the College of the Canyons uses background question responses for the purposes of determining whether or not the student should receive English, ESL, or both subtests. To accomplish this, specific questions related to the students’ education and life experiences with the English language are offered early in the assessment process. In turn, the answers to these questions are formulated into an algorithm that outputs the best type of language questions to assess the students in. It is also possible for a student to be given both ESL and English subtests. This occurs when the student is initially given the ESL assessment, and then correctly answers enough questions to create a ceiling effect in the ESL subtest. In this event, the Accuplacer will begin in the ESL subtest mode, and then seamlessly transition into the regular English subtest. Although these students will receive two sets of raw scores, they will only be given one placement (either ESL or English depending on a predefined cutoff).

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.

Santa Clarita Community College District is a single college district with two campuses. Assessment testing at both the
Valencia and Canyon Country campus is identical in terms of testing policies and assessments offered. Assessments completed at either campus are inputted into a common student information system, and results are valid at both campuses. In addition, College of the Canyons accepts assessment results from other regionally accredited colleges and universities, but only if all of the following conditions are met:

1. The assessment was conducted using the same variation of the College Board Accuplacer as College of the Canyons uses. Note: if the originating institution uses additional subsections, (e.g. the Writeplacer essay section), the assessment may still be evaluated, provided that the student has completed the subsections used by College of the Canyons (refer to section 3 for the list of subsections offered). If the transferring institution uses multiple assessments, (e.g. Accuplacer for English and MDPT for math), only the Accuplacer section will be evaluated, and the student will need to assess at College of the Canyons in non-Accuplacer subject area.

2. The assessment test must have been administered within the past two years.

3. The assessment results must be faxed directly to the College of the Canyons Assessment Center from the originating testing site using the College of the Canyons Raw Score Transfer Form, available here: http://www.canyons.edu/Offices/Assessment/Documents/Raw%20Score%20Transfer.pdf

(This form is used to collect information about the student and the originating testing site. This includes a section to be filled-out by assessment personnel for authentication purposes. This form also asks whether or not the originating intuition has already applied a weight to raw scores for multiple measure purposes).

4. If the students’ scores have not been weighted (as indicated on the transfer form), the student will be asked to complete the College of the Canyons background questions in-person. In doing so, the raw scores can be equitably modified prior to the student receiving their College of the Canyons placement.

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?

A.) Pre-Test & Practice

College of the Canyons strongly encourages students to prepare for their assessment tests. We offer a variety of preparation materials, both printed and available for download off of the College of the Canyons Assessment Center webpage. College of the Canyons also offers free math ‘Brush-Up’ workshops that are specifically designed to integrate the Accuplacer Study App and Accuplacer Study Guides. In addition, the Assessment Center website provides tutorial videos for students to learn how to prepare for their assessment tests. These videos include information about the test format, tips to perform their best on the day of their test, directions and hours of operation, and more. Furthermore, Assessment staff strongly encourage students to review the open access placement charts, so that they can better understand the importance of their assessments tests as they relate to their academic goals.

B) Re-Take Policy

Assessment tests are used to evaluate skill levels and are not intended to advance students to a higher course level. Therefore, once a student has received a grade in a course within a sequence, the student can no longer retest to skip forward in the sequence. If a student feels that they have the skills to be successful in a higher-level course, but lack the academic evidence, they are advised of the prerequisite challenge petition and/or will be referred to the counseling office for information on other options.

Ba) A student may retest under the following circumstances:
1. The student has placed into an English course, but would rather be given an ESL placement prior to beginning coursework in the English sequence (may retest in ESL-only mode). Note: this policy does not apply in reverse order (see Bd students may not retest - item 2 for more details).

2. The student transferred-in score from another college, but prefers to reassess their abilities at College of the Canyons prior to beginning math, English, or ESL coursework.

Bb) Students may retest after 6 months (180 days) as long as they meet both of the following requirements:
1. The student has not completed any courses in the subject and sequence they wish to retest in.
2. The student is not concurrently enrolled in a course within the same subject area as the assessment. A student who is concurrently enrolled in a course within the sequence, but who has not completed any other courses within that sequence, must drop or withdraw from this course by the corresponding deadline to be made eligible to retest.

Bc) Additional Retest Policies:
1. Any student that retests and gets a lower placement, has the option to enroll in either course level (as long as the scores are still valid from the previous assessment).

Bd) Students May Not Retest Under the Following Circumstances:
1. The student has already completed a course within the sequence that they are attempting to receive a new placement in. This includes classes that a student has received a standard or substandard grade in, (A, B, C, D, F, F/W), or any course completed on a credit (CR)/non-credit (NC) basis. Note: in the case of a substandard grade, students are made eligible to repeat the course, but are not offered further assessment tests.
2. The student places into the ESL sequence but prefers to take an English-only assessment. These students may attempt to retake the Language (ESL/English) test, but must wait the standard 6 months to do so (provided that they have met the other requirements to retest as listed above).
3. The student has already retested and placed into the same course level twice. Note: these students will be only be allowed to retest again if student’s most recent assessment has expired (two years since the last assessment).

C.) Recency
Scores on all College of the Canyons assessment tests are valid for two calendar years from the date the test was taken. If no college English, math, or ESL courses are taken within these two years, students must retest to update their assessment profiles.

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?

A.) Early Assessment Program (EAP)

College of the Canyons accepts EAP results of “College Ready/ Prepared” for placement into transfer-level English (101/101H). The College does not accept “Conditionally Prepared” results. Furthermore, the EAP results are only valid for two years from the test date. College of the Canyons does not accept EAP results in mathematics.
B.) Advanced Placement (AP)

Students who have completed the AP Calculus, AP Language, and/or AP Literature exams with a score of 3 or better, may send official copies of their results to the Admissions and Records office to be evaluated for course eligibility. If student are made eligible for a math and/or English course, they will not have to take the assessment test in the corresponding area/s.

C.) Outside Coursework

Students who submit transcripts to the Admissions and Records office from regionally accredited colleges, may receive credit and/or eligibility to continue their math and English or ESL sequences accordingly. Students who receive such eligibility, will not be required to assess in the area that they have completed equivalent coursework in, but do have the option to reassess if they wish to.

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.

1. Assessment Center Coordinator
2. 7-10 Part-time proctors at the Valencia campus
3. 2 Part-time proctors at the Canyon Country campus
4. 4 Part-time Math brush up workshop leaders
5. 1 Research associate

Accuplacer test unit rate (variable depending on the number of units each student completes)
Test units include career assessment and interest survey instruments from CPP
Professional development SSSP Director and Assessment Specialist (assessment conferences and state obligations)

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.)

College of the Canyons has entered into Instructional Service Agreements (ISA) with approximately 3,500 students. Examples include students enrolled in the Los Angeles Sheriff’s Academy. ISA students do not utilize SSSP core services. SSSP expects to provide direct service to approximately 16,000 students, not including ISA students. Records from 2102-2013 indicate that full and part time counseling appointments and workshop contacts numbered approximately 8,000. Program advisors typically are responsible for drop-in, new student workshops, and shorter advising sessions. Their contacts numbered in the vicinity of 16,000.

All new, continuing, returning, and prospective students as well as members of the general public have access to information regarding counseling services, educational programs and their requirements. All students have access to educational planning resources through the comprehensive website and by calling or e-mailing the Counseling Office. They have access to program advising Monday through Thursday, 10am - 7pm. All counseling appointments and group sign-ins are made through the SARS program.

Counseling faculty conduct counseling appointments, hold drop-in counseling, lead workshops, and teach Counseling courses delivered on-ground and online. Program Advisors provide information on COC policies, procedures, programs, services, degrees, majors, certificates, and transfer.
Through the New Student Advisement Workshop and Online New Student Advisor (coming fall 2014) new students to the college are provided the tools and resources required to create their own first-semester educational plan. Advisement and drop-in counseling are available to students in both our Valencia and Canyon Country campuses. The creation of a comprehensive educational plan, conducted through individual counseling appointments, is available to students at any time during their academic career at COC and may be made online, by phone, or in person.

The Counseling Department reaches out to certain populations who require intervention or counseling services. Veterans, nursing students, basic skills students, and undeclared students are invited by counseling faculty and staff to access advisement and educational planning.

Primarily district-funded efforts to engage with new and prospective students are evidenced by three programs:

The Counseling Department has an ongoing partnership with Academy of the Canyons (AOC), the early-college high school situated on the COC campus. Each academic year the department offers Counseling 111: Introduction to College and Counseling 010: Career-Life Planning to freshman students newly matriculated at AOC.

The department also supported the First Year Experience (FYE) program. FYE was funded through the Basic Skills Initiative (BSI) and was offered exclusively to first-year students from the William S. Hart High School District, and provided yearlong support to participating students in a cohort-based model of instruction.

College of the Canyons has also employed Career Coaches to serve in the Hart District high schools. These paraprofessional advisors promote COC programs and educate potential students on the various educational pathways available to them upon matriculation at COC.

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 are able to access counseling and advisement services in a number of ways. Group counseling is available to student’s general workshops as well as intervention workshops required of students in academic standing difficulty. Fall 2014 the department is implementing a series of College Skills workshops designed to provide students the essential tools necessary for navigating their college experience at COC. Topics include major and career exploration, transfer planning, and certificate and associate degree completion. Students also have access to Counseling courses, which are available on-ground and online.

Individual counseling occurs in one-on-one appointments, during drop-in counseling, and online via email communication with a dedicated online counselor. Individual appointments are scheduled in person, by phone, or through the E-SARS appointment system on the department website. Drop-in counseling is available without an appointment, and is conducted on a first-come, first-served basis. Students access our online counseling feature through a link on the department website.

Appointments are made available through our online system each night at 12am, and are typically booked before the office opens at 10am. Student traffic in the department ebbs and flows with the registration cycles, which affects the waiting time for drop-in counseling. During peak periods, students may wait 30 – 45 minutes to meet with a counselor in drop in; mid-semester, students are often able to walk right up to the desk and access drop-in counseling immediately.

Adjunct counselors have the same responsibilities as their full-time colleagues. SSSP sponsors one adjunct assigned to the Career Center for advisement and career and interest assessments. One other adjunct is assigned to work primarily with students in academic difficulty.

Program Advisors are the paraprofessional staff that operate the front desk of the Counseling Department. These
advisors connect students to campus resources, provide information on certificate, associate degree, and transfer requirements, educate students on college policies and procedures, and help students identify remaining courses for their respective educational goals through DATATEL program evaluation.

Academic Advisors are highly trained paraprofessional staff that lead advising workshops, provide academic advisement in conjunction with professional counselors and will produce first semester education plans for students unable or unwilling to use the online New Student Advising service provided.

While most of our new students come in directly from high school, a significant number “swirl” through other colleges. High school transcripts need to be evaluated for prerequisite credits and outside college transcripts need to be evaluated for prerequisite and requirement satisfaction as part of the comprehensive Ed plan. The evaluation can take some time, particularly if there are several transcripts from out of state. SSSP is planning to hire one full-time and one part-time credit evaluator to speed up the process and allow for a full comprehensive Ed plan to be completed in one session.

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

Through summer 2014 the Counseling Department provided New Student Advisement Workshops for newly matriculated students to the college. These on-ground, two-hour workshops reviewed the various educational goals available at COC, as well as the resources students may access to achieve their goals. Students are assigned to groups and work through case scenarios in order to learn how to create first-semester educational plans, and then conclude the workshop by creating their own. The counselor then reviews each plan before students leave the workshop.

New for fall 2014, students will be introduced to the Online New Student Advisor, an online tutorial program that introduces the resources necessary to create a first-semester student educational plan. At the conclusion of the program, students will generate a first-semester plan specific to their educational goal using the tools provided during the tutorial.

Abbreviated student educational plans are also created for students who may only have 1 or 2 semesters left at COC before graduation and/or transfer. These short plans are typically created in a counseling appointment.

Academic Advisors, three of which are funded by SSSP, are available to provide non-complex education plans. These individuals work in conjunction with Counselors, and are highly trained to provide services to students.

Both first-semester and abbreviated educational plans provide students with a list of suggested courses that fulfill their stated educational goals. For students still exploring majors and career choice, this may consist of English, math, and general education courses. These plans also have space for counselors to include campuses resources, Internet resources, and important dates for students relate to their educational goals.

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.

Students’ complete comprehensive student educational plans in conjunction with full-time counseling faculty. This is done in one-on-one counseling appointments, which are 30 minutes to 1 hour in duration depending on student history and educational goal. Prior to this meeting, students have access to a number of resources designed to educate and prepare them to create this plan. Academic Advisors may assist students to complete non-complex education plans. Examples include those students with only College of the Canyons transcripts choosing to transfer to the local universities.

Prior to each fall/spring registration cycle the department offers College Skills Workshops for new students who have
completed their first-semester educational plan through the online New Student Advisor instrument. These two-hour workshops go into more depth on transfer goals and requirements, review the various educational goals available at COC, as well as the resources students may access to achieve their goals.

A number of Counseling courses are available each semester that allow students to spend eight to sixteen weeks working with a counselor on topics such as educational planning and career exploration. Two courses in particular—Counseling 120: University Transfer Planning and Counseling 110: Career Exploration are dedicated to these topics.

The Counseling Department website is also a valuable resource for students’ educational planning needs. In addition to certificate and associate degree program information, the transfer menu provides students with an exhaustive list of articulation agreements with public, private, and out-of-state colleges & universities. The department website also provides a number of tutorials for students on subjects such as career, certificate, and degree exploration.

In conjunction with grant dollars the college will develop an online resource whereby students will be able to complete a comprehensive student education plan.

<table>
<thead>
<tr>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 full-time Counseling faculty</td>
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<tr>
<td>4.25 Adjunct Counseling faculty</td>
</tr>
<tr>
<td>4 Program Advisors</td>
</tr>
<tr>
<td>3 Academic Advisors</td>
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</tbody>
</table>

Counseling faculty meet with students individually in private counseling appointments for educational counseling, career counseling, and personal counseling; they help students develop educational plans, they facilitate group-counseling workshops, and they teach Counseling courses. The number of full-time equivalent counselors is 14.46. This number varies in time but the current estimate is based on a total of 15 full-time counselors and 10 adjunct counselors.

General Counseling consists of ten faculty full-time counselors, of those two are funded by SSSP. An eleventh counselor works exclusively with student athletes. The General Counseling office currently employs 5 adjunct counselors between the Valencia and Canyon Country campuses. SSSP funds three adjunct counselors to provide particular emphasis on SEP development and follow up. One more adjunct counselor is assigned to the Career Center to advise students and conduct career assessments. SSSP contributes approximately 25% of the funding for a counselor assigned to Financial Aid. This position ensures that academic progress is maintained, counsels students related to the education plan, and advises students on program changes related to their education goals.

District and categorically funded Counseling services are also provided outside the general Counseling office, for example, in DSPS, EOPS/CARE, and the International Students Program. The EOPS department has one full-time and three adjunct counselors; the DSPS department has two full-time counselors. The International Students Program (ISP) has one full-time counselor. The Veterans Affairs department also employs a full-time counselor dedicated to Veteran students. The College has recently hired an adjunct counselor to serve CTE programs and students. The Non-Credit program has an adjunct counselor.

Four Program Advisors provide information on COC policies, procedures, programs, services, degree, majors, and certificates, IGETC, CSUGE, and major preparation as listed on the college catalog, assist.org, and articulation agreements.

General Counseling consists of three full-time Program Advisors, with seven part-time Program Advisors employed between the Valencia and Canyon Country campuses.

SSSP funds three Academic Advisors in addition to the staff described above. These positions provide leadership to
advising workshops, assist students with first semester student education plans, and provide assistance when completing simple comprehensive education plans.

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.

Counselors at College of the Canyons employ a number of technology tools to assist students with educational planning.

The department uses SARS to schedule student appointments. The online component of this program, E-SARS, is also available so that students are able to book appointments through the department website. SSSP plans to fund a full-time Computer Support position that will manage all of the technology associated with the SSSP endeavor, including SARS support, mapping and uploads, liaison with MIS on the collection of data for the data elements, provide reports and data to the Office of Institutional Research, deliver timely and accurate reporting, and ensure that the technology is functioning and up-to-date.

As noted above, the college makes extensive use of an online orientation product produced by a third party vendor specifically for College of the Canyons.

New this fall, students will be introduced to the Online New Student Advisor, an online tutorial program that introduces the resources necessary to create a first-semester student educational plan. At the conclusion of the program, students will generate a first-semester plan specific to their educational goal using the tools provided during the tutorial.

The department uses DATATEL as our primary database system, which includes using the program evaluation feature to identify courses completed and courses remaining for a student’s respective educational goal. Students also have access to the program evaluation feature through the MyCanyons student portal.

The internet is an invaluable resource for educational planning, and is used daily by Counselors to educate students on the requirements of their educational goals, and to assist them in creating comprehensive educational plans. Websites used include Assist, College Source, California Career Café, CCC Transfer, college and university websites, and the COC Counseling and SSSP Department websites.

The Counseling Department is actively researching possible online comprehensive educational planning tools, including products developed by vendors DATATEL and Agile Grad, with the intent of purchasing a product during the 2014-15 academic year.

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.

The following expenditures are listed on the Budget Plan:

SSSP Counselors
General Counselor
Adjunct Counselors - Program Advisors
Academic Advisors
Admissions and Records Transcript Evaluator 1.5 positions
Computer Support/MIS liaison Coordinator
SARS Support Technician
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 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.

At the end of each fall and spring semester each student’s cumulative grade point average and completion rate are reviewed to determine academic or progress probation, subject to dismissal or dismissal status. At the end of the first semester of academic/progression a registration hold is placed on the student’s account and a letter of notification is sent. The notification letter details the academic standing and reviews the conditions that must be met to release the hold. We have kept statistics on our counseling interventions for the last several years. Typically, between 10-15% of our total student body are at some stage of academic probation. The annual number of all students in academic difficulty for 2013-2014 was slightly under 4,000.

In partnership with the counseling department, two intervention workshops are provided: the Probation Workshop designed for students on their first semester of academic or progress probation and the Academic CPR Workshop designed for students on their second semester of probation called, “subject to dismissal.” Students may register for their respective workshop in person, by phone, or through the E-SARS appointment system on the counseling department website.

Probation Workshop students are required to earn an end-of-semester 2.25 GPA and/or complete 75% of their coursework in the following semester. Students who do not meet this requirement are placed on subject to dismissal status (second-semester probation) resulting in a registration hold, loss of enrollment priority and required attendance at an Academic CPR Workshop.

Subject to dismissal students completing an Academic CPR Workshop have their hold released and are held to the same conditions; earn an end-of-semester 2.25 GPA or complete 75% of their coursework in the following semester. They lose their enrollment priority. Subject-to-Dismissal students who do not meet this requirement at the end of the following semester are then dismissed for one semester and a registration hold is placed on the student’s account.

Students returning from dismissal status are required to meet with a counselor in an individual one-on-one counseling appointment. During this dedicated appointment, a conversation is directed toward goals and behaviors that strengthen or dissuade academic progress. A Contract for Probationary Reinstatement is completed with the student and a request for a hold release is sent to the Student Success and Support Program Director. Dismissed students returning to the college are also held to the same conditions of earning an end-of-semester 2.25 GPA or complete 75% of their coursework in the following consecutive semester.

For fall 2014, an extension of the Probation Workshop is currently being piloted as a semester-long follow-up program called UPGRADE. Students who attended the first semester Probation Workshop are given access to the UPGRADE Blackboard content and are provided weekly online updates, tools and information devoted to reinforcing the Probation Workshop components. Integral to this follow-up program are designated drop-in counseling sessions exclusive to UPGRADE follow-up participants. Efforts are also underway toward developing the UPGRADE follow-up into a one unit counseling course to be offered in the 2015-2016 academic year.

The team responsible for developing the UPGRADE program consists of counseling and psychology faculty, a part-time learning technology specialist and SSSP staff. The team recognizes the role that technology must play in student learning. SSSP is planning to develop a set of interactive learning exercises, starting with the UPGRADE program that can be generalized to teach, motivate, and support students in academic difficulty. We will be using open access e-
learning software resources as much as possible and will also depend on low cost interactive online teaching media.

An Early Alert system was developed as a collaborative effort between instruction, counseling, and matriculation in the late 2000’s. It was a comprehensive system that integrated instructor feedback with counseling through a SARS /Datatel interface. Despite best efforts, participation was minimal and the program was put on hiatus after two years. With the current SSSP objectives, instructional and counseling faculty will collaborate to develop a more high touch, informal approach to identifying student success and progress issues.

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

Eleven full-time counseling faculty and five adjunct faculty facilitate and lead the UPGRADE Probation Workshops and Academic CPR Workshops. The role of faculty in the intervention workshops is to provide an opportunity for students to analyze obstacles toward achieving goals, identify cognition and behaviors that impede academic progress and create a set of potential solutions resulting in an action plan.

For fall 2014, a dedicated full-time SSSP counselor is conducting semester long follow-up program for students who attended the UPGRADE Probation Workshop the previous semester. This follow-up program is a pilot for a future credit class for students experiencing academic difficulty.

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

A Blackboard platform has been created as tool to continue contact and support for students who attended an UPGRADE Probation Workshop. Students are provided weekly online updates, tools and information and are given an opportunity to connect and network with their peers. Populating Blackboard and granting instructor access is orchestrated by one District expert in the Technology division.

We will be using open access free resources to develop our eLearning counseling workshop content. For example, Adobe Voice For iPad can help to create fast storyboards and videos. Low cost software will be purchased to create learning objectives, prioritize content for presentation, draft module content, and create assessments with Raptivity, Camtasia, and Captivate 8.

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.

The following expenditures are included in the Budget Plan:
- eLearning software
- Adobe Creative Cloud components
- The eLearning designer is a part-time position designed to span one year on a trial basis.

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.

The Institutional Research office serves on the SSSP steering and advisory committees and will provide research and evaluation support as needs are identified by these committees. The Institutional Research office will also be responsible for bringing relevant institutional, statewide and national research to the committees as needed to inform
planning efforts related to the college’s SSSP plan. The Institutional Research office will also work to coordinate research and evaluation activities pertaining to other college-wide plans and efforts including Student Equity, Basic Skills and Performance Indicators (a.k.a., Institution-Set Standards). Coordination of research and evaluation activities will include assistance with developing key performance indicators that can be used to track the success of the SSSP program. Examples of research and evaluation will include student satisfaction surveys, review and validation of SSSP referential data elements, placement and multiple measures analyses, prerequisite analyses, student progression analyses to identify where students are getting stuck, evaluation of accelerated courses and their impact on student progress, analyses of outcomes indicators by student demographics, evaluation of orientation and advisement SSSP services (e.g., focus groups to assess effectiveness of new online orientation and online advisor programs), evaluation of follow-up services and interventions for students in academic difficulty, tracking and evaluating student progress towards achieving stated educational goals based on abbreviated and comprehensive education plans, and evaluation of student performance in different instructional modalities (i.e., online vs. face-to-face).

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.

Students are able to access their Datatel degree audit through the MyCanons web portal. SSSP created its own website that directs new students through the mandated SSSP core services of orientation, assessment, and New Student Advisement. Students access this website through a prominent link displayed on the COC homepage, as well as multiple department and student service websites. The SSSP website is currently under revision. When completed it will comprehensive information on follow up, policies and procedures that affect students, and a set of online workshops designed specifically for students in academic difficulty. The Counseling Department offers access to a dedicated online counselor through its website and via email.

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.

The District will use the following services as match:

Admissions
Counseling
A small percentage of MIS programing (20%)
A small percentage of Computer Support salaries (20% of one position)
Career Services outside of advising and assessment
Transfer Center
Academic Affairs (1.2 positions)
Reprographics (approximately $30,000)
Financial Aid
International Students Program counseling
Student Health - psychological counseling
Veterans Counseling
Administrative support
Outreach
A small percentage of the Re-Entry program

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.

Exemptions to SSSP Core Services
After considerable campus-wide discussion, it was decided that the price of diminishing student success was too high to exempt any group of students from completing the core services. All students are expected to complete orientation, assessment, and new student advising- to include the development of an abbreviated Ed plan. Those who complete all three receive priority enrollment. Those who do not complete all three are among the last groups to register. Students may appeal their reduced enrollment priority but exemptions are not automatic.

2. Appeal Policies
   Describe the college’s student appeal policies and procedures
   All appeals related to SSSP including: exemption, retest, academic standing dismissal, enrollment priority loss.

Appeals of the Loss of Enrollment Priority
According to Board Policy 5055.8 Students may petition to Admissions and Records to have their registration date reinstated or changed based on the following reasons:

- Extenuating Circumstances (verified cases of accidents, illnesses, or other circumstances beyond the control of the student)
- Students with disabilities who applied for but did not receive reasonable accommodations in a timely manner.
- Students who demonstrate significant satisfactory academic improvement by earning at least a 2.25 GPA in at least 6 academic units in a subsequent term, but whose term GPA is not high enough to move the student into good standing. (This appeal is automatically approved if the criteria are met. There is no need for a petition. Students are notified of their status and given the conditions to keep their priority)
- Students who are in high units programs and are following a current counselor-approved educational plan.

Academic Standing Dismissal.
Students who have been dismissed for unsatisfactory academic performance are obligated to stay out one semester. They may appeal to the Counseling department to avoid a break in enrollment. Appeals are considered up to the week before the full semester begins. The appeal form is posted on the counseling website and it is detailed in the dismissal notification letter that every student receives. Appeals are reviewed by Counseling faculty and the decision is mailed to the student and posted to their private MyCanyons email account.

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.

   Prerequisite Process
Prerequisites are established at the time a course is approved by the Curriculum Committee. During a review of the course outline of record (COR) the Curriculum Committee examines any prerequisites, co-requisites, or advisories requested by the course author. Additionally the committee discusses any other prerequisites, co-requisites, or advisories that may be needed for student success based on the student learning outcomes, objectives, content, and assignments for the course. Any prerequisites, co-requisites, or advisories approved by the Curriculum Committee are noted in the meeting summary, and the required documentation is attached to the COR in the online curriculum system (CurricUNET). The committee follows the criteria established by Title 5 in determining if prerequisites, co-requisites, or advisories are appropriate.

Every five years courses are reviewed and revised, including prerequisites, co-requisites, or advisories. During the Curriculum Committee review of these courses, a separate review is conducted of the prerequisites, co-requisites, or advisories. Approved revised courses, along with their prerequisites, co-requisites, or advisories, are listed in the committee summary.

Additionally, CTE course prerequisites or co-requisites are reviewed every two years to confirm that they are still needed to meet industry standards. The Curriculum Coordinator compiles a list of prerequisites and co-requisites for department chairs to review. They in turn confirm which prerequisites and co-requisites are still appropriate and request the deletion of prerequisites and co-requisites that are no longer needed. The Curriculum Committee reviews the recommendations by the department chairs and approves those prerequisites or co-requisites, which comply with Title 5 standards. This process is documented via the Curriculum Committee meeting summary.


pages 11, 24, 18, 20, 35-39

The ability to challenge a prerequisite is available to all students. Those who wish to challenge the prerequisite or corequisite of a course they want to enroll in must file a Prerequisite/Corequisite Challenge Petition form with Admissions & Records. This form is not available online and must be completed and submitted in person in the Admissions & Records Office. Documentation must be attached to the petition before it will be accepted.

Once submitted the petition is recorded and forwarded to the appropriate Department Chair who is expected to act on the petition within five days. The decision is returned to A&R and the student is notified by email.

4. Professional Development

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

A number of FLEX workshops, department presentations, and other campus forums were held to discuss the implementation of SSSP. The following summary from the office of professional development is a small sample of these activities:

- Introduction to the Student Success and Support Program
- Presentation on the new online orientation
- Presentation on the New Student Advising online module
- Enrollment priority changes
- Student Academic Standing policy and procedure changes
- The crosswalk between Student Equity, SSSP, and Basic Skills planned for November, 2014
- Canyons New Student Portal

The SSSP Advisory committee members include instructional and counseling faculty who could benefit from select discipline and program conference across the state such as the assessment association meetings and the RP group conferences. The SSSP budget contains funding for these professional development activities as well as seed money for campus based faculty inquiry groups, training, and collaborative activities.
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 college has established a coordinating committee to ensure integration and avoid duplication between planning related to the SSSP, Student Equity, and Basic Skills plans. The college is committed to integrated planning and has the infrastructure through its award-winning program review and planning process to ensure that the SSSP plan and services are integrated with existing planning processes. Specifically, every instructional and administrative department engages in dialog and completes a program review. When creating an objective, a department connects it to a strategic goal. This online program review process serves to integrate college planning. Every budget augmentation request must be tied to a department objective, which is tied to a College strategic goal. The College Strategic Plan draws exclusively from the program review for accomplishments and new objectives relative to the strategic goals. The Educational and Facilities Master Plan draws from the program review for identifying initial department objectives and needs. All three initiatives participate in the program review process, and all three initiatives have representation on the Program Review Committee. Additionally, SSSP, BSI and Equity were all represented in our most recent accreditation self-study.

In the work completed by our respective teams at the various leadership institutes over the past year, the goals of all three plans have been cross-walked based on student population being served within the funding parameters provided by each plan. The SSSP plan will focus on assisting all students with the “front door” of the college and will continue to assist students who fall into academic or progress probation. Our Student Equity plan, which is currently under development, will use inquiry to determine appropriate programs and services needed to address the disproportionate impacts illustrated in our data, as well as. There are additional actions outside of inquiry such as the expansion of research-backed current practices that support student equity objectives, institutional research funding to study/support equity data analysis, and RFP process for the campus community to add/expand ideas beyond those already in program review, performance indicators, and more. Finally, our BSI plan will continue to serve our basic skills students. However, with the implementation of SSSP, our focus in BSI will be more on the classroom experience of students and curricular redesign needed to promote student success, both in our developmental math, English and ESL course sequences as well as in those general education and CTE course in which our basic skills student tend to enroll. In the process of this cross-walking exercise, BSI has revised existing long-term goals to complement the SSSP and Student Equity plan goals. Below is our proposed plan crosswalk that will allow students to experience a seamless support program that integrates the principles of all three plans.

<table>
<thead>
<tr>
<th>Data Requirements</th>
<th>Student Equity</th>
<th>Basic Skills</th>
<th>SSSP</th>
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<tbody>
<tr>
<td>Description of Student Population</td>
<td>X</td>
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<tr>
<td>30 Unit Completion</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Progress Through Course Sequences</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Description of First-Time Students to Be Served | X | X | X |
--- | --- | --- | ---
Number of Students to be Provided Counseling, Advising, and Other Educational Planning Services |  | X |  |
Number of Students to be Provided At-Risk Follow-up Services |  |  | X |
Evaluation Plan | X | X | X |
Disaggregating Data Based on Gender, Ethnicity, Age, and Other Characteristics | X | X | X |
Analysis of Historical Data | X | X | X |
Retention | X | X | X |
Success | X | X | X |

These crosswalks help summarize the activities of the “coordination committee” in its work to ensure that the plan objectives and expenditures are coordinated between all three plans. These crosswalks also guided the budgeting process for student success activities in all three plans. For example, the RFP process for student equity generated some ideas for funding which could not be funded exclusively through one of the three CCCCO plans mentioned below, but the coordination committee routed the proposal to all three plan committees for consideration. Such consideration encourages the comprehensive integration of student success-supporting initiatives across all three plans.

<table>
<thead>
<tr>
<th>Allowable Expenditures</th>
<th>Student Equity</th>
<th>Basic Skills</th>
<th>SSSP</th>
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<tr>
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<td>Matriculation Services</td>
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<tr>
<td>Counseling, advising, and other student education planning services</td>
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<tr>
<td>Follow-up intervention services</td>
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<td>Curriculum</td>
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<td>Faculty and Staff Professional Development</td>
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<tr>
<td>Inquiry into Course Completion</td>
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<tr>
<td>Inquiry into ESL and Basic Skills Completion (Math and English)</td>
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<tr>
<td>Inquiry into Degree and Certificate Completion</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Inquiry into Transfer</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Inquiry into Persistence | X | X | X
---|---|---|---
Inquiry into 30 Unit Completion | X | X | X
Inquiry into Progress Through Course Sequences | X | X | X

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.

**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
(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: Chelley Maple  
Title: SSSP Director  
Stakeholder Group: Student Services

Name: Michael Wilding  
Title: Vice President, Student Services  
Stakeholder Group: Administration

Name: Daylene Meuschke  
Title: Dean, Institutional Research  
Stakeholder Group: Administration

Name: Ryan Theule  
Title: Dean, Canyon Country Campus  
Stakeholder Group: Administration

Name: Juan Buriel  
Title: Professor, English Department Chair  
Stakeholder Group: Faculty, Academic Senate

Name: Mike Sherry  
Title: Professor, Math Faculty  
Stakeholder Group: Faculty, Academic Senate

Name: Garrett Hooper, Aivee Ortega  
Title: Counseling Department Chair, SSSP Counselor  
Stakeholder Group: Faculty, Curriculum Committee

Name: Denee Pescarmona  
Title: Dean, Instructional Support and Student Success  
Stakeholder Group: Administration – Basic Skills Steering Committee

Name: Lisa Hooper  
Title: Professor, Kinesiology – PEA  
Stakeholder Group: Faculty – Professional Development
Name: Paul Wickline
Title: Professor, Theater
Stakeholder Group: Academic Senate

Name: Michael Monsour
Title: Program Specialist II
Stakeholder Group: Classified Staff

Name: Gina Thompson
Title: Program Specialist II
Stakeholder Group: Classified Staff
Attachment B

Organizational Chart

See attachment
Attachment C

Student Success and Support Program

Advisory Committee

Faculty Co-chair - SSSP Program Director
Administrative Co-chair - Dean of Institutional Research
Liaison to the Student Equity Steering Committee
Assessment – Math Faculty
Assessment – English Faculty
Counseling Core Services – Counseling Department Chair
Liaison to Basic Skills Steering Committee
Professional Development
Academic Senate Representative – Academic Senate Chair
Attachment D

Matrix of Research Studies on the Validation of Placement Instruments

Daylene Meuschke – Dean of Institutional Research

TBD
BP 4250 Probation, Disqualification, and Readmission

References:
Education Code Section 70902(b)(3); Title 5 Sections 55030-55034
536.4250 Academic Standards/Board Policy 4250
Academic Standards: Probation, disqualification and readmission

536.1-4250.1 Definitions

(A) Units attempted. For probation, subject to dismissal, and dismissal purposes only, all units of credit in which the student is enrolled at College of the Canyons.

(B) Units enrolled. All units of credit for which the student is enrolled after the first four-two weeks or 30-20 percent of the time the class is scheduled to meet, whichever is less, at the College of the Canyons.

(C) Consecutive Semesters. Enrollment in two semesters (fall and spring) or enrollment in one semester, followed by a break, then enrollment in another full semester. Summer sessions and intersessions shall not be considered when calculating consecutive semesters.

(D) Appeals. For the purpose of this academic standing policy an appeal is a student initiated petition to modify the conditions for readmission after academic dismissal.

536.2-4250.2 Standards for Academic Probation

Academic Probation. A student at College of the Canyons shall be placed on academic probation if-when the student has attempted a minimum of 12 graded semester units and the student has a cumulative grade-point average of less than a 2.0.

536.3-4250.3 Standards for Progress Probation

Progress Probation. A College-college student shall be placed on progress probation if-when the student has enrolled in a total of at least 12 units and the percentage of all enrolled units in which a student has enrolled for which entries of W (Withdrawal), I (Incomplete), and NC (No Credit)-NP (Not Pass) are recorded reaches or exceeds fifty percent.

536.4 Removal from Probation. (Edited and moved to BP 4250.8)
(1) Academic probation. A student on academic probation for a grade-point deficiency shall be removed from probation when the student’s cumulative grade-point average is 2.0 or higher.

(2) Progress probation. A student on progress probation, because of excess units for which entries of W (Withdrawal), I (Incomplete), and NC (No Credit) are recorded, shall be removed from probation when the percentage of units in this category drops below fifty percent.

536.5-4250.4 Standards for Academic Subject to Dismissal

A student shall be subject to dismissal for academic performance after being placed on probation and having earned a cumulative grade-point average below 2.0 for two consecutive semesters.

4250.5 Standards for Progress Subject to Dismissal

A student shall be subject to dismissal for progress after two consecutive semesters of progress probation as defined above.

536.6-4250.6 Standards for Academic Dismissal

A student shall be dismissed under the following conditions:

(1) Academic dismissal: When will occur when the student has earned a cumulative grade-point average of less than 2.0 in all units attempted for three consecutive semesters.

536.6-4250.7 Standards for Progress Dismissal

(2) Progress dismissal: When will occur when the cumulative percentage of enrolled units, in which the student has been enrolled for which entries of W, I, and NC,NP are recorded in three consecutive semesters reaches or exceeds fifty percent.

536.4-4250.8 Removal from Probation, Subject to Dismissal and Dismissal

(1) Academic probation. A student on academic probation for a grade-point deficiency shall be removed from probation when the student’s cumulative grade-point average is 2.0 or higher.

(2) Progress probation. A student on progress probation, because of excess units, for which entries of W (Withdrawal), I (Incomplete), and NC (No Credit)NP (Not Pass) are recorded, shall be removed from probation when the percentage of units in this category drops below fifty percent.

536.7-4250.9 Exceptions to Dismissal

A student who is dismissed may will be automatically continued for one semester in subject-to-dismissal status under the following conditions:

(1) Academic: When, in the most recent semester of enrollment, the student enrolled in at least six new units-credit-bearing and graded classes and earned a semester grade-point average of 2.25 or higher.

(2) Progress: When, in the most recent semester, the student completed more than 75 percent of the units in which the student enrolled.

536.8-4250.10 Appeal of Dismissal

A student who has been dismissed and wishes to continue the next semester may submit a written appeal in compliance with the following College procedures: [AP #4255.3]
To appeal a dismissal a student may request an appointment with a counselor (or in the case of repeated dismissal, a designated administrator) to review the mitigating circumstances which may have led to the student’s dismissal.

Appeals should be based on the following:

1. Evidence, based on the academic record, that subject-to-dismissal status does not reflect the student’s usual level of performance.

2. Circumstances beyond the control of the student, for example, accident or illness.

3. Evidence that the student has enrolled in a prescribed corrective program designed to assist him/her in improving academic skills.

Continuation may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Students are continued in subject-to-dismissal status in accordance with Board Policy 536.4250.9.

536.94250.11 Readmission after Dismissal

A student who has been dismissed may request reinstatement after one semester has elapsed (excluding summer sessions and intersessions). The student must consult with a counselor, prior to the start of the semester, to formulate a corrective educational plan and to obtain approval to enroll. Students with multiple dismissals may be referred to a designated administrator for a case review.

Re-admission may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Readmitted students are returned in subject-to-dismissal status in accordance with policy 536.54250.9.

Approved – Academic Senate, 11/21/2013
AP 4255 Disqualification, Dismissal, Readmission and Appeal

References:
Title 5 Sections 55033 and 55034 and BP 4250

4255.1 Notification of Dismissal and Conditions for Applying for Reinstatement: A student on academic or progress probation for three semesters will be dismissed at the end of the third semester on probation. A letter will be sent to the student that notifies him or her of the dismissal, explains the basis for the decision, reviews the conditions for reinstatement and explains the appeal procedure. The letter will be sent within two weeks of the end of the fall or spring semester.

4255.2 Exceptions to the Dismissal Process: Students who achieve a 2.25 GPA and/or who complete 75% of units attempted in the last of three semesters will be automatically continued on Subject to Dismissal status for one semester. As long as the minimum GPA and units completed conditions are met, students can be continued every semester until a cumulative 2.0 GPA is achieved. They will be sent a letter of notification that includes conditions for being allowed to continue on reinstated status in the future. The letter will be sent within two weeks of the end of the fall or spring semester.

4255.3 Appeal of Dismissal: The student has the right to appeal a dismissal action if the student believes that facts exist that warrant an exception. The student must file the written petition of appeal with the counseling office three weeks before the start of the next semester. If the student fails to file a written petition within the time limit, the student waives all future rights to appeal the dismissal action. It is the student’s responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.

Petitions will be reviewed by the Counseling Appeals Committee. The decision of the Counseling Appeals Committee will be communicated to the student in writing within two weeks of receipt of the student’s appeal. The student may appeal the decision of the Counseling Appeals Committee in writing to the Counseling Department Chair within ten working days of the date of notification of the decision of the committee. The decision of the Counseling Chair is final.

If the dismissal appeal is granted, the student will be continued on subject to dismissal status for an additional semester. At the end of the additional semester, the student’s academic record will again be evaluated to determine whether the student may be removed from subject to dismissal, should be dismissed, or should be continued on subject to dismissal in accordance with AP 4255.2.

4255.4 Readmission After Dismissal: A student who has been dismissed may request reinstatement after one semester has passed. The student must meet with a counselor no later than two weeks before the late registration enrollment period opens.
Attachment G

Book: Administrative Procedures
Section: Chap 4 Academic Affairs
Title: Probation
Number: AP 4250
Status: Active
Legal: Title 5 Section 55030
Title 5 Section 55031
Title 5 Section 55032
Title 5 Section 55033
Title 5 Section 55034
Adopted: NEW
Last Revised
Last Reviewed

AP 4250 Probation, First and Second Semester Academic and Progress Probation
References:
Title 5 Sections 55030, 55031, 55032, 55033, and 55034
BP 4250
4250.1 Notification of Probation and Conditions for Continuing After the First Semester on Probation

Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed. Notification will consist, at a minimum, of the following: at the end of the first semester in which the student’s cumulative grade point average in College of the Canyons coursework falls below 2.0, a notice that the student is on probation shall be sent to the student informing him/her that he/she is on academic probation. "All units attempted" is defined as all units of credit for which the student is enrolled in at the community college that they attend. The letter will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of probation on enrollment priority, and resources available.

If the percentage of a student’s recorded entries of “W,” “I,” “NC” and “NP” reaches or exceeds 50% of all units in which a student has enrolled at College of the Canyons, the student shall be placed on first semester progress probation. The notification procedure will be the same as for academic probation.

At the end of the third semester on which the student is on academic or progress probation, a notice that the student is subject to dismissal will be sent to the student informing him/her that he/she is subject to dismissal.

Probationary Letter — The letter notifying the student of probation will cover, at a minimum, the significance of being on probation and description of the services available.

A student who is on academic probation and earns a semester grade point average of 1.75 or better shall not be dismissed as long as this minimum semester grade point average is maintained.
Because of the detrimental impact that second semester probation has on enrollment priorities, students will have a registration hold placed at the end of their first semester on probation. The hold can only be lifted at the completion of a probation workshop and the submission of a concomitant action plan. Workshops will be held in winter and summer with a few during the fall and spring semesters for late start students.

4250.2 Notification and Conditions for Continuing After the Second Semester on Probation

Students who are on probation at the end of their second semester will be sent a letter of notification within 2 weeks of the end of the semester. The letter will explain that they are being automatically allowed to continue at College of the Canyons because they have met the academic and/or progress conditions necessary, or they have not met the conditions...
for automatic continuance and will need to complete a workshop to have their registration hold released. Workshops will be held in winter and summer with a few during the fall and summer semesters for late start students.

Approved – Academic Senate, 11/21/2013
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
## Part II: Planned Expenditures (Student Success and Support Program Allocation)

**Student Success and Support Program Allocation** - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

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<th>Classification</th>
<th># of FTE Positions</th>
<th>Orientation</th>
<th>Assessment</th>
<th>Counseling/Advising/Other Ed Planning</th>
<th>Follow-up</th>
<th>Coordinator</th>
<th>Total</th>
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<td><strong>1000</strong> Academic Salaries: Position Title(s)</td>
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Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation
**Student Success and Support Program 2014-15 Budget Plan**

"Part II: Planned Expenditures"

**Other Instructions**

**Number of FTE Positions** - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

**Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation**

(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college’s approved Student Success and Support Program Plan per Title 5, section 55510.

(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.

(c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college’s approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor’s Office for approval.

**Expenditures not allowed (See handbook for more detail)**

Student Success and Support Program allocation funds shall not be expended for:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college’s approved SSSP plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
13. Courses
14. Admissions and Records
15. Institutional Research

**Beverages and Food**

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.
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<td>Academic Hourly, Instruction + Overloads</td>
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632000 Total Expense Budget: $ 2,019,215

Revenue Object

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Total Funding Available $ 2,019,215

9/2/2014 9:22
### FT Salaries

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### Adjunct Counselors
- Adjunct Counselors: $191,863
- FT Counselor Stipend: $600
- College Asst., Non-Instr.: $80,325
- College Asst., Non-Instr.: $53,250
- College Asst., Non-Instr.: $26,500
- Adult Hourly, Non-Instr.: $26,500
- Adult Hourly, Non-Instr.: $20,000
- Adult Hourly, Non-Instr.: $20,000
- Adult Hourly, Non-Instr.: $20,000
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**Total PT Salaries:** $519,038
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<th>H/W - fixed (as % of salary)</th>
<th>Amt. Of H/W (fixed)</th>
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<td>$10,686.31</td>
<td>25.41%</td>
<td>$12,500.00</td>
<td>$23,186.31</td>
<td>1,250.00</td>
</tr>
<tr>
<td>Academic Advisor, TBD</td>
<td>21.73%</td>
<td>$10,686.31</td>
<td>25.41%</td>
<td>$12,500.00</td>
<td>$23,186.31</td>
<td>1,250.00</td>
</tr>
<tr>
<td><strong>Total Fringe Benefit Costs:</strong></td>
<td></td>
<td></td>
<td></td>
<td>$354,643.53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**H/W - Projected Increase**

$39,314.84

**Total Estimated Fringe Benefits for Program:**

$437,495.42

9/2/2014 9:22
### Classified Hourly Fringe Benefits Costs

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicare (M/C)</td>
<td>1.45%</td>
</tr>
<tr>
<td>OASDHI</td>
<td>6.20%</td>
</tr>
<tr>
<td>SUI</td>
<td>0.05%</td>
</tr>
<tr>
<td>Worker's Comp (W/C)</td>
<td>2.0690% *</td>
</tr>
</tbody>
</table>

Subtotal: **9.7690%**

PERS (slight possibility): 11.771%

Grand Total: **21.5400%**

*College Assistants have only Worker's Comp

### Academic Hourly Fringe Benefits Costs

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>OASDHI</td>
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</tr>
<tr>
<td>SUI</td>
<td>0.05%</td>
</tr>
<tr>
<td>Worker's Comp (W/C)</td>
<td>2.0690%</td>
</tr>
</tbody>
</table>

Subtotal: **9.7690%**

STRS (minus OASDHI): 2.68%

Grand Total: **12.4490%**

ARP: 4.0000%

### Full Time Classified Fringe Benefits Costs

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicare (M/C)</td>
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</tr>
<tr>
<td>SUI</td>
<td>0.05%</td>
</tr>
<tr>
<td>Worker's Comp (W/C)</td>
<td>2.0690%</td>
</tr>
<tr>
<td>Disability</td>
<td>0.185%</td>
</tr>
<tr>
<td>PERS</td>
<td>11.771%</td>
</tr>
</tbody>
</table>

Total Percentage Based: **21.7250%**

### Full Time Academic Fringe Benefits Costs

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicare (M/C)</td>
<td>1.45%</td>
</tr>
<tr>
<td>OASDHI</td>
<td></td>
</tr>
<tr>
<td>SUI</td>
<td>0.05%</td>
</tr>
<tr>
<td>Worker's Comp (W/C)</td>
<td>2.0690%</td>
</tr>
<tr>
<td>Disability</td>
<td>0.185%</td>
</tr>
<tr>
<td>STRS</td>
<td>8.88%</td>
</tr>
</tbody>
</table>

Total Percentage Based: **12.6340%**