



Credit

Student Success and Support Program Plan

2015-16

District: State Center Community College District
College: Clovis Community College

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:

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and

Mail signature page with original signatures to:


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STUDENT SUCCESS AND SUPPORT PROGRAM PLAN (Credit Students)
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SECTION I. SSSP SIGNATURE PAGECollege Name: Clovis Community CollegeDistrict Name: State Center 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* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: Name: Gurdeep Hebert Date: 10/29/15Signature of the SSSP Supervising Administrator or Chief Student Services Officer: Name: Kelly Fowler Date: 10/29/15Signature of the Chief Instructional Officer: Name: Lee Brown Date: 10-28-15Signature of College Academic Senate President: Name: Elizabeth Romero Date: 10/28/15Signature of College President: Name: Debbie Ikeda Date: 10/28/15

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II. SSSP SERVICES: CORE SERVICES

II-A. PLANNING

1. General Overview

- a. Planning process for updating the 2015-16 SSSP Plan: The initial SSSP Plan was developed in conjunction with Reedley College (RC) and Clovis Community College Center for the 2014-2015 cycle. The reason for this is Clovis Community College (CCC) just received college status as of June 2015, therefore the original submittal of the SSSP plan included data, analysis, planning, collaboration, and implementation of programs and services that had been an integration of both RC and CCC.

Understanding that we were preparing to become our own college, CCC began organizing and developing the infrastructure to address mandates and topics such as student success and equity. CCC established the Student Success Committee composed of faculty, staff, administrators, and students. This committee is the primary workgroup and initiator of the development and planning for SSSP.

During the development of the initial SSSP plan, there were several CCC Student Success Committee members who assisted and collaborated with RC. In the Spring of 2015, the CCC Student Success Committee began discussing the development of our own SSSP and Equity plans as we prepared to become our own college. We began by reviewing the initial plan developed with RC and then identified high-priority tasks to be completed, tentative assignments, and developed a tentative schedule to develop the 15-16 SSSP plan. With the SSSP typically being due in the Fall semester the following points outline the tentative planning schedule the Student Success Committee decided to implement:

- Summer 2015: Gather new data for analysis (CCC only), review basic content to make sure the current SSSP reflects programs and services offered by CCC (not RC), update general format and layout of plan to reflect possible modifications of new SSSP template, composed an initial draft of the SSSP based on CCC.
 - Fall 2015: Student Success Committee will review new data and first draft of SSSP, develop and implement a process for review and modifications of additional drafts, and approve a final draft of the SSSP for vetting. From this point the SSSP will be disbursed for review with various other constituent groups. Additional input and modifications will be considered and made when appropriate and the final SSSP plan will be submitted to the state chancellors office.
- b. Factors considered when making adjustments and/or changes for 2015-16 included:
 - Clovis Community College (CCC) receiving college status
 - Need to collect and analyze all new data based solely on Clovis Community College student demographics (not Reedley College and CCC).
 - Development of the first Student Equity plan solely based on CCC data and planning conducted specifically by CCC.
 - The 2015-2016 SSSP plan will be the first plan written solely by CCC, therefore the plan will serve as a baseline for our specific college's demographics, in

addition to addressing some of the previously identified areas on the original SSSP with RC if applicable.

- Aligning and coordinating the SSSP with other college planning documents
- Utilizing updated/recent research and data solely based on Clovis Community College students, programs, and services for valid analysis.

c. ***Coordination of Services in a multi-college district:*** CCC is part of the State Community College District (SCCCD) with Fresno City College and Reedley College. CCC has determined it is critical to coordinate with the district and has therefore been actively involved with planning, coordinating, and implementing district and college services. Specific coordination and implementation of Student Success and Support Program services across the district has been occurring in a variety of venues including but not limited to a districtwide matriculation workgroup, a districtwide enrollment management, and districtwide admissions and records workgroup:

- The *Districtwide Matriculation Workgroup* is composed of faculty, staff, and administrators, whose common goal is to develop and implement practices that will enhance the matriculation process at State Center Community College District (SCCCD) campuses and centers. A key goal of the work group is to review resources allocated to the districtwide matriculation process and develop a plan for the effective distribution of resources in accordance with district outreach efforts. The work group reviews enrollment trends in the District and develops a comprehensive set of processes for the efficient matriculation of students including but not limited to: students from local high schools into SCCCD campuses and centers, first-time students, new students, and continuing students. The work group solicits and reviews input from our local high school advisory groups to ensure broad dialogue regarding the matriculation process at SCCCD. The work group focuses on providing access to SCCCD campuses and centers, while emphasizing student success and educational goal completion through the quality of services delivered. Areas of focus include, but are not limited to:
 - Recommending deadlines for: Student Educational Plan (SEP), Registration-To-Go (RTG), registration, matriculation/student success process, etc.
 - External and internal outreach efforts to potential students;
 - Implementation of the RTG program from a District perspective;
 - Maintenance of the District RTG webpage;
 - Collaboration with feeder high schools;
 - District Orientation efforts;
 - Districtwide assessment processes and exemptions procedures;
 - Counseling/advising and student educational planning;
 - MIS coding of SSSP services;
 - Coordinated professional development for the provision of SSSP services and;

- Coordination of district communication to students regarding SSSP services and policies.
 - In 2013, the Districtwide Enrollment Management Taskforce was established to “operate on a strategic level and focus on districtwide enrollment management issue(s), and recommend to the Chancellor’s Cabinet districtwide initiatives and enrollment strategies to support the achievement of the District’s annual enrollment goals”. Membership includes administration, faculty, staff and student representation from Reedley College, Madera Center, Clovis Community College, Fresno City College and staff from campus and District Admissions and Records.
 - The Districtwide Admissions and Records (A&R) Workgroup is composed of A&R managers. The workgroup meets biweekly with the Districtwide A&R Director to coordinate A&R processes between all three colleges and center sites including but not limited to registration priorities, important dates and student service calendars, district-wide emails regarding new policies/procedures, etc.
- d. ***Coordination of the SSSP plan and services with the student equity plan and other district/campus plans (e.g., categorical programs):*** Clovis Community Colleges organized a Student Success Committee (SSC). This committee membership includes faculty, staff, administration, and student representation. The Student Success Committee is utilized and has become a focal point for the development, review, and vetting of initial and final drafts of many campus plans, prior to going for final approval to other governing bodies. Most of the members in SSC are members and/or active participants on college and districtwide committees, work groups, and organizations responsible for district and college planning processes. With such a diverse membership, the initial development of the SSSP is inherently coordinated with other district/college plans as demonstrated by the consistent themes, integrated subject matter, and shared visions embedded in the overall construct within the plans. Although the SSSP is coordinated in general with other district/campus plans, the following chart identifies ***specific areas*** in which the SSSP (i.e., core student services) is coordinated, aligned, and works in conjunction with the goals, objectives, programs, and services found in a variety of district and campus plans.

Table 1.2: CAMPUS COORDINATION OF SSSP WITH OTHER PLANNING EFFORTS

Campus Planning Efforts	Description of how SSSP is coordinated.
Student Equity	<p>The SSSP and the Student Equity Plan are directly related to each other and are essential to each other's successful implementation.</p> <ul style="list-style-type: none"> ▪ SSSP provides an overall view of the general services provided and the populations targeted for the core student success services (i.e., orientation, assessment, counseling/advising/educational planning, and student follow-up for at-risk populations). The SSSP identifies the initial services which should be a predictor of student success. As the SSSP targets a majority of the student population, the data provides a macro-view primarily of the core student success services. ▪ The Student Equity Plan utilizes a micro-view of data to effectively analyze student success outcomes, therefore providing a comprehensive view of actual success. The goal of our Student Equity Plan is to identify gaps in equity (which are typically related to the core services provided in the SSSP), under-represented populations, and student populations struggling to be successful. Additionally, the Equity Plan outlines plans and strategies to address the populations identified as struggling with success within the general core services provided.
Accreditation	Standard IIB: Student Support Services (Self Evaluation Report of Educational Quality and Institutional Effectiveness-2015; Pages 242-326)
Self-Study	Standard IIB: Student Learning Programs and Services (Self Study-2011; Pages 194-255)
Educational Master Plan	Student Support Services and Organizations (NC Educational Master Plan-2010; Pages 77-85 & 113-114: Recommendations-2, 9, 11)
Strategic Plan	<p>Specifically related to:</p> <ul style="list-style-type: none"> ▪ Goals: 1.1, 1.3, 1.4, 2.2, 3.1, 3.4, 5.2, 5.3, 5.4, 6.6 (2013-2017 CCCC Strategic Plan-2014/2015; Pages 1-3)
Institutional Effectiveness	CCC is in the process of developing new institutional effectiveness goals designed specifically for our college and our students (previous goals were developed with Reedley College). These goals will incorporate and include components and processes from the SSSP plan.
Basic Skills Initiative	<p>Specifically related to:</p> <ul style="list-style-type: none"> ▪ Goal B: Continue to provide students, staff, and faculty with

Table 1.2: CAMPUS COORDINATION OF SSSP WITH OTHER PLANNING EFFORTS

	<p>educational opportunities on best practices, strategies and techniques to cultivate success in achieving student goals.</p> <ul style="list-style-type: none"> ▪ Goal C: Further develop collaboration with local high schools to prepare students for college level courses. ▪ Activities: Coordination of CCC high school basic skills coursework, First Year Experience (FYE) programming/other basic skills initiatives
Adult Education (AB 86)	<p>Coordination with local adult education institutions includes:</p> <ul style="list-style-type: none"> ▪ Curriculum alignment ▪ Developing a course sequencing pathway for ESL students ▪ Discuss collaborate efforts to increase student success and effective and efficient transition processes into college
Departmental Program Review	<p>Specifically related to:</p> <ul style="list-style-type: none"> ▪ Student Services Program Review ▪ Counseling Program Review
Technology Plan	<p>Specifically related to:</p> <ul style="list-style-type: none"> ▪ Technology Utilization: Objective 4.2 (NC Technology Plan-2011/2013; Page 4) ▪ Student Services and Administrative Use of Technology (NC Technology Plan-2011/2013; Pages 6-9)
SCCCD Enrollment Management Plan - DISTRICT PLAN	<p>Specifically related to:</p> <ul style="list-style-type: none"> ▪ District Goal 1-Objectives: 1.2, 1.3 (Enrollment Management Plan-2011/2013; Page 1) ▪ NC Strategic Plan Goals: 6, 11, 12 (Enrollment Management Plan-2011/2013; Pages 1-2) ▪ Other major topic areas: Outreach, Inreach, Alternative/Charter/Adult Schools (Enrollment Management Plan-2011/2013; Pages 2-7)

2. The following provides an overall view of the general student profile attending Clovis Community College. The tables reflect enrollment trends for those students who were enrolled in all courses.

HEADCOUNT (Unduplicated)	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA
CLOVIS COMMUNITY COLLEGE	5628	5509	5562	5377	5352	5052	5531	5527	6213

ETHNICITY	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA
African-American/ Non-Hispanic	4%	4%	4%	4%	4%	4%	4%	4%	4%
American Indian/Alaskan	2%	1%	1%	2%	2%	2%	1%	2%	2%
Asian/Pacific Islander	11%	11%	11%	11%	12%	12%	13%	13%	12%
Hispanic	28%	29%	31%	32%	32%	33%	34%	35%	37%
Race/Ethnicity Unknown	8%	7%	5%	5%	4%	3%	2%	2%	1%
White/ non-Hispanic	48%	48%	48%	47%	47%	47%	45%	44%	44%

GENDER	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA
Female	57%	56%	56%	57%	55%	54%	54%	54%	54%
Male	43%	43%	43%	42%	43%	45%	44%	45%	45%
Unreported	1%	1%	1%	1%	1%	1%	2%	1%	1%

AGE CATEGORY	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA
19 or Less	34%	28%	33%	27%	34%	29%	33%	28%	35%
20-24	39%	44%	41%	44%	42%	46%	41%	44%	39%
25-29	11%	12%	11%	13%	11%	11%	12%	13%	12%
30-34	6%	6%	5%	6%	5%	5%	5%	6%	6%
35-39	4%	4%	3%	3%	3%	3%	3%	3%	3%
40-49	4%	5%	5%	5%	4%	4%	4%	4%	3%
50+	2%	2%	2%	2%	2%	2%	2%	2%	2%

3. ***CCC has many partnerships with the district, colleges, high schools and their districts, workforce agencies, and other community partners that assist with providing core services to new students.*** The following identifies several collaborative partnerships related to providing core services

a. **Orientation Partnerships:**

- Online Orientation: The general online orientation was developed, through a collaborative effort between all college sites within the State Center Community College District (SCCCD) and the local feeder high schools within the services area. Input from college and high school representatives provided guidance to ensure the CCC online orientation is consistent with other orientations within the district, while also preserving specific information related to the individual campus.

- **Registration-To-Go (RTG):** SCCCD's signature RTG program is a districtwide collaboration with all of the districts local feeder high schools. Through these partnerships, each college, including CCC, has created an advisory committee composed of designated feeder high schools to address issues and concerns regarding the successful transition of high school students to college. Below are some of the results of this collaboration relative to the orientation.
 - Provided training and support to high school representatives on how to navigate and complete the online orientation
 - High schools provide access to computers/technology and facilities for students to complete the online orientation.
 - High schools provide input on the efficiency and effectiveness of the online orientation.
 - CCC collaborates to ensure orientations are consistent in content and include relevant information that can contribute to student success.
 - The Districtwide Matriculation workgroup works collaboratively across our multiple campuses to facilitate the districtwide RTG process for all feeder high schools.
 - Sharing and discussing statewide initiatives regarding orientation.
 - Periodic revision and modification of general online orientation.
 - **Clovis 411:** Clovis 411 is an event typically scheduled prior to the Fall semester for new incoming students. Counseling, instructional faculty, outreach, students services, admission and records, financial aid, and student activities all collaborate to provide an in-person event to jump start new students first semester at CCC and to continue the orientation process to support student success. In addition, weekly Clovis 411 notifications are sent out to students throughout the semester to provide students with important, "just-in-time" information.
- b. Assessment Partnerships:**
- **English Faculty:** Student Services/Counseling collaborates with English faculty to identify appropriate multiple measures and appropriate cut scores for placement testing. Clovis Community College recently worked with English faculty to determine and implement high school grade criteria as a multiple measure for English placement. As CCC attempts to collaborate more with high schools to align curriculum and possibility implement dual-enrollment programs additional communication will occur to ensure additional measures and/or modifications continue to take place when appropriate. In addition with a the State Chancellors Office developing a statewide assessment and placement testing, Student Services/Counseling will collaborate with English faculty to determine how CCC will implement once available.
 - **Math Faculty:** Student Services/Counseling collaborates with Math faculty to identify appropriate multiple measures and appropriate cut scores for placement testing. Clovis Community College recently worked with Math faculty to determine and implement high school grade criteria as a multiple measure and therefore do not heavily rely on placement test scores for math placement. With new common core standards being implemented at our feeder high schools, further collaboration will

need to occur to ensure additional multiple measure criteria is identified to effectively place students for upcoming semesters based on common core guidelines.

c. Counseling Partnerships:

- Clovis 411: Clovis 411 is an event typically scheduled prior to the Fall semester for new incoming students. Counseling, instructional faculty, outreach, students services, admission and records, financial aid, and student activities all collaborate to provide an in-person event to jump start new students first semester at CCC and to continue the orientation process to support student success.
- First-Year Experience (FYE): CCC developed a FYE program for the Fall 2015 semester. The program primarily focuses on the provision of learning communities (two courses paired together to enhance curriculum and student success). CCC combined a counseling course with either a basic skills reading, writing, or math class. The goal of this learning community is to provide a counseling class to assist with the transition into college and adapting to the rigors of college coursework. In addition the counseling course will provide students additional support, guidance and assistance for the basic skills course with the goal of improving overall success rates of students in these classes.
- Registration-To-Go (RTG): The SCCCDD's signature RTG program is a districtwide collaboration with all of the district's local feeder high schools. Counselors are involved throughout the RTG planning process and primarily participate in the RTG Advising Event held at each feeder high school.

d. Follow-Up Partnerships:

- Districtwide technology: As the state continues to move closer to providing technology to community colleges as part of the statewide initiatives, SCCCDD intends to improve their technology to provide more effective methods to track, monitor, and interact with students in an effort to improve student success. CCC has been a willing participant with the district to pilot the new technology and intends to continue the collaboration to ensure improvements in early alert monitoring to ensure more effective tracking of student success in a timely manner. Eelectronic SEPs enable greater access for students to be proactive and be responsible for their education, and the potential for behavioral intervention strategies to be implemented-potentially improving the efficiency of addressing individual student needs, therefore maintaining a safe environment.
- Categorical Programming: With Clovis Community College becoming their own college, we will be eligible to receive direct funding for categorical programs, therefore increasing the ability to provide additional resources to targeted populations. As with many categorical programs these services will include a higher volume of contact and increased support services in regards to follow-up services. Categorical programs include, but are not limited to EOP&S, DSP&S, CalWorks, TRIO STEM, TRIO Student Support Services, and other non-funded programs like honors.

II-B. ORIENTATION

1. Adjustments were not made to the current orientation process based on outcomes from our 2014-15 plan, because the data and goals were not specific to Clovis Community College. This report will act as our initial SSSP and provide baseline data.

2. General Overview

ORIENTATION DATA (a. & b.)	12-13	13-14	14-15
# OF STUDENTS PROVIDED ORIENTATION Services (unduplicated)	4403	5202	6076
Total Number of first time/new students	1347	1438	2242
The number of first time/new students who received orientation services	909	1134	1797
The percentage of first time/new students who received orientation services	67.4	79.0	80.2

- c. Steps taken to reduce any unmet need or to ensure student participation.
 - Developed the online orientation in collaboration with all of the colleges from the district to ensure orientations were comparable and included similar/consistent information in the required sections of the orientation, therefore preparing the student to attend any college within the district and yet providing each college enough flexibility to customize the orientation to their specific college
 - The online orientation was designed to be implemented for Registration-To-Go (RTG), therefore it was intended to be completed within 45-60 minutes (typically during one class period)
 - The online orientation includes three required parts and three optional parts and can be referred back to as a resource for students, therefore enabling students to utilize the orientation in multiple ways (i.e., "just-in-time", as an introduction, etc.)
 - The online orientation process is consistently reviewed/analyzed and modified annually.
3. Online Services and Technology
 - a. Orientation services are offered online.
 - b. Technology used to provide orientation: CCC currently utilizes Cynosure and plans to implement yDraw into the general online orientation for 2015-2016. Cynosure developed the main orientation structure and yDraw is utilized for video production. The online orientation is housed and operates on Cynosure's server. CCC manually downloads student data from Cynosures server and uploads the student data into the district/college database (Colleague) for processing on a daily basis. Annual funding is required to maintain online orientation services provided by Cynosure. CCC representatives are required to coordinate with SCCCCD and Cynosure to address any updates, modifications, data uploads, and other issues or concerns. Currently data is manually download from Cynosure and uploaded into Colleague by student services and counseling personnel.

4. CCC's orientation covers a variety of topics found in 6 segments:

- a. **Getting Started**
- b. **College Success**
- c. **Student Conduct**
- d. Student Services
- e. Academic Services
- f. Campus Life

The first 3 segments (Bold/Italicized/Underlined) are required and include topics mandated by Title 5 section 55521. The last 3 segments are optional. In its entirety the orientation provides a very comprehensive resource the student can review at any time. As an initial orientation most students complete the first three sections and are provided with information on: application, orientation, assessment, course placement, counseling, student educational planning, registration, email activation, financial aid, course advisories, pre-/co-requisites, schedule of classes, catalog, academic/progress probation, GPA, student handbook, student conduct, plagiarism, academic dishonesty, course sequences, academic goals, etc. These three sections also review all of the Title 5 requirements.

Title 5 Requirements: The CCC general online orientation includes information on the following eight policies and procedures identified in Title 5 section 55521. To meet these requirements, each of these subject areas are included in the mandatory portions of the general online orientation (Sections 1-3), therefore ensuring students are presented with the following required information. The following checklist identifies all of the mandatory components included when implementing orientation services.

Orientation Checklist: Marked items are present in the CCC Online Orientation		
✓	Title 5 Required Policy or Procedure	
✓	1.	Academic expectations & 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 58612
✓	5.	Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
✓	6.	Academic calendar and important timelines.
✓	7.	Registration and college fees.
✓	8.	Available education planning services

5. Staffing - Below lists the faculty, staff, and administrators associated with orientation services, including the number of positions, job titles, role, and the source used to fund the position. The staff listed will be reflected in the budget plan.

STAFFING: Orientation			Funding Source			
#of FTE	Title	Role	SSSP	Equity	GF	Match
8.4	Counselor: Adjunct	Assists with the periodic transfer of data from orientation website into college database	X (5)	X (2)	X (7)	X
9	Counselor: Full-Time	Develops, modifies, periodically reviews, and manages the online orientation; transfers data from orientation website into college database;	X (2)		X (7)	X
1	Dean of Students	Participates in districtwide discussions regarding district-wide online-orientation and assists with coordinating orientation programming.			X	X
1	Director of Student Success, Equity, & Outreach	Participates in districtwide discussions regarding district-wide online-orientation and assists with coordinating orientation programming.	X	X		
2	Educational Advisor	Assists with the implementation of the online orientation at local feeder schools; provides additional information, details and explanations to students during face-to-face interactions.	X	X		
2	Orientation Assistant	Assists with the implementation of the online orientation at local feeder schools; provides additional information, details and explanations to students during face-to-face interactions.	X			
4-6	Student Ambassadors	Assists students navigate the online orientation by providing one-on-one assistance to students during special events. Will assist with campus tours and in-person orientation (i.e., Clovis 411).	X			
1	School Relations Specialist	Assists with the implementation of the online orientation at local feeder schools; provides additional information, details and explanations to students during face-to-face interactions.			X	X

6. Other expenditures related to Orientation including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Cynosure (development & maintenance)	Match/General Fund	\$8,000.00
5000	yDraw (development)	Match/General Fund	\$5,000.00

II-C. ASSESSMENT FOR PLACEMENT

1. Adjustments were not made to the current assessment for placement process and/or procedures based on outcomes from our 2014-15 plan, because the data and goals were not specific to Clovis Community College. This report will act as our initial SSSP and provide baseline data.

2. General Overview

ASSESSMENT DATA (a. & b.)	12-13	13-14	14-15
# OF STUDENTS PROVIDED Assessment Services (unduplicated)	3127	3513	4023
Total NUMBER OF New Students	1347	1438	2242
The number of first time/new students who received assessment services	836	812	1256
The percentage of first time/new students who received assessment services	62.1	56.5	56.0

- c. Steps taken to reduce any unmet need or to ensure student participation.
 - Counselors base assessment on multiple measures (i.e., high school transcripts, AP test results, other college transcripts, discussion with student, placement test results, etc.)
 - Instructional Faculty in Math and English have collaborated with counselors to discuss assessment options and identified possible criteria to improve assessment methods and appropriate course placement
 - Clovis Community College faculty, staff, and administrators are collaborating with High Schools to implement Dual Enrollment opportunities and improve curriculum alignment/course rigor to improve basic skills preparation and college preparation
3. In accordance with Title 5 regulations CCC assesses student placement into coursework based on multiple-measures to comprehensively assess student skills, ability, and academic preparation. In order to determine appropriate course placement levels into English and math coursework and address potential pre-requisite and co-requisite curriculum requirements, students will be assessed using the following types of measures:
 - a. Placement Test: CCC utilizes and implements the College Board Computerized Placement Test called ACCUPLACER. Students who need to complete an English and/or math placement test will self-select and complete one or more of the following Accuplacer test instruments.
 - English reading comprehension
 - English sentence skills
 - Arithmetic, Elementary Algebra, or College-Level Math

Test Preparation: Students may access the CCC's Testing Services webpage to prepare for the placement test. The webpage provides various links to accuplacer pre-test practice questions/tests. The webpage is available to all students and provides practices questions, tests, and provides results.
 - b. Other Multiple Measures: During the initial counseling/advising session (group or individual sessions) a counselor will review all multiple measures presented by the

student in addition to any placement test results. Counseling/advising sessions typically occur on the college campus or at local high schools for the RTG program (Spring Semester). The following are some examples of multiple measures used for assessing student placement:

- Educational history
- High school transcripts
- Other college transcripts
- Individual Education Plans/504 plans
- High school diploma/GED
- Military transcripts/training

4. Placement Test Information

- a. CCC administers Accuplacer, a College Board assessment instrument. Accuplacer is an assessment instrument given full approval by the State Chancellor's Office and is used to determine student competency in computational and language skills. Test instruments are designed to recommend appropriate placement of students into English and/or math courses. Testing methods include computer based administration. The following details the Accuplacer Tests used by CCC. Accuplacer is a third-party test and is implemented electronically (online):

ASSESSMENT INSTRUMENT DETAILS	
Discipline Area Assessed	Test Type/Description
English*	English Reading
	English Sentence Skills
Math**	Arithmetic
	Elementary Algebra
	College-Level Math

*Students typically must complete the Accuplacer English

**Math assessment test is available at CCC but is only used for special situations. CCC primarily uses transcripts and other measures (i.e., AP test scores) to determine math placement.

- b. Placement test was approved by the CCCCCO on 3/1/2014 and was granted probationary approval until 3/1/2016.
 - c. Disproportionate impact and consequential validity studies were last completed on 8/9/2013 with Reedley College and North Centers (Clovis Community College Center, Madera Center, and Oakhurst) data.
- #### 5. Multiple Measure Information
- a. CCC utilizes an integrated assessment process based on *multiple measures* for all non-exempt students. Assessment typically occurs prior to a student registering for courses and includes, but is not limited to, the implementation of a placement test, review of past and current educational history, and discussion with students regarding other pertinent information/ documents (i.e., hardships, disability, educational goals, etc.).

- b. Multiple measures are integrated into the assessment system as part of a process applied by counselors.

Methods of Multiple Measure Assessment: The actual assessment process at CCC includes the review and analysis of multiple measures and a discussion with the student regarding their opinion on course placement. Counselors will utilize assessment scores/course recommendations, other multiple measures, and discussion with students to make final recommendations for placement into appropriate levels of English and math coursework. In special situations where there are severe discrepancies, low assessment results, and/or other identifiable needs self-reported referrals are made to appropriate support services and/or other educational options, such as but not limited to: Disabled Students Programs & Services (DSP&S) for learning disability testing and assessment when appropriate; special classes/sessions are offered to students with learning disabilities to learn specific strategies for coping with learning disabilities; and/or ESL coursework at local adult schools. The following provides various samples of methods utilized by CCC counselors to complete multiple measure assessment. The samples identify and explain the type of primary measures used to conduct assessments, but please note that in addition to the primary measures counselors will typically utilize other measures that may or may not be included in this section:

- Accuplacer English placement test results and high school transcripts: In most cases counselors will primarily rely on Accuplacer English placement test results for English course placement and high school transcripts for math course placement. In collaboration with English and math faculty, CCC determined specific placement criteria for both disciplines. English faculty determined placement based solely on high school transcripts is not effective, due to the broad spectrum of course content and rigor found among high school English curriculum therefore in most cases students are required to complete the Accuplacer English placement test. In contrast, math faculty determined high school transcripts were ideal to base a student's placement into math coursework and therefore they identified clear and specific criteria to evaluate transcripts.
- Accuplacer placement test results: In cases where a student has no high school transcripts or the student has not been enrolled in school for a significant period of time (approx. 3 years) a counselor will rely primarily on the results and course placement recommendations from the Accuplacer placement test for both English and math coursework placement
- High School Transcripts: In cases where students demonstrate the successful completion of courses (i.e., chemistry, biology, economics, etc.) which are articulated and/or equivalent to the college coursework, course prerequisites/corequisites may be met, therefore allowing placement into higher levels of coursework.
- Completion of Articulated High School English coursework: the English department is actively collaborating with high school instructors to align curriculum to improve pathways into college-level coursework as a college freshman. In situations where the high schools are aligning curriculum, successful completion (as determined by

- the CCC faculty) of aligned coursework will result in a direct placement into the next sequential English course.
- Recent completion of Math course: In cases where a math course is not completed within the past year, students will be advised to complete the Accuplacer test to ensure the student is assessed based on current skills and abilities. Accuplacer test results and any other documentation, even though it may be outdated, will be reviewed with the student and discussed to ensure all factors are considered in math placement.
 - Individual Education Plan (IEP) or 504 Plan: In cases where a student presents an IEP or a 504 plan, the student will be assisted by the counselor and/or staff to address immediate needs and then the student will be referred to the Disabled Students Programs and Services (DSP&S) counselor to ensure appropriate services and academic accommodations are accessed. In situations where the student does not wish to access DSP&S and/or other specialists/resources, the student has the right to choose and be served by any counselor or staff.
- c. These measures implemented do meet the multiple measures requirement per title 5, sections 55502 and 55522.
6. The following outlines CCC policies and practices on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.
- a. ***Districtwide Policies/Practices:*** Currently all of the colleges in the district implement the same placement test instrument, College Board-Accuplacer, and accept scores from other colleges within the district. In addition, CCC will accept Accuplacer assessment scores from any college, but the scored test must be the same test CCC implements. As for placement into coursework, the student must abide by the placement rubric set by the college the student plans to attend.
 - b. ***College Policies/Practices:***
 - *Accepting scores from outside the district:* CCC will accept student assessment scores from colleges outside of the district if the student completed College Board-Accuplacer tests (i.e., reading, sentence skills, and/or math) and will apply the scores to their own placement rubric for course recommendations/placement.
 - *Other Test Results:* Currently CCC does not accept any externally-administered third-party test results for placement.
7. The following are the policies and practices on re-takes and recency. These policies and practices are made available to students on our website:
<http://www.willowinternationalcenter.com/index.aspx?page=1074> (*will be updating website, but will include information in update*)
- a. *Re-take:* CCC follows the suggested publisher guidelines regarding waiting periods between retakes and are more restrictive in that typically counselor intervention is needed. There are no additional current conditions identified that must be met. The following are the guidelines for retaking tests:

- Publisher guidelines: Each placement test may be taken no more than two times in any semester and not more than three times in any two-year period. A fourth and final retest within the two-year period may be approved if deemed necessary if a District counselor determines it necessary, after consultation with the student.
 - College guidelines: Students may be eligible to retake the General Placement Test one time with counselor permission or after 3 months.
- b. *Recency*: All students entering CCC for the first time (or after a 3-year absence) must take a General Placement Test prior to registration as part of the matriculation process mandated by the State of California Community College Chancellor's Office.
8. **Staffing - Staffing** - Below lists the faculty, staff, and administrators associated with assessment services, including the number of positions, job titles, role, and the source used to fund the position. The staff listed will be reflected in the budget plan.

STAFFING: Assessment			Funding Source			
#of FTE	Title	Role	SSSP	Equity	GF	Match
8.4	Counselor: Adjunct	Implements placement testing and explains results. Utilizes multiple measures to implement assessment and make appropriate recommendations for course placement. Implements placement testing and explains results	X (5)	X (2)	X (7)	X
9	Counselor: Full-Time	Explains placement test results. Utilizes multiple measures to implement assessment and make appropriate recommendations for course placement. Implements placement testing and explains results	X (2)		X (7)	X
1	Dean of Students	Participates in districtwide discussions regarding district-wide assessment processes, multiple measures, common cut scores, and future statewide implementation of a common assessment.			X	X
1	Director of Student Success, Equity, & Outreach	Participates in districtwide discussions regarding district-wide assessment processes, multiple measures, common cut scores, and future statewide implementation of a common assessment.	X	X		
2	Educational Advisor	Assists with the implementation of placement testing at the college and local feeder schools.	X	X		
1	Learning Disability Specialist	Implements Learning Disability Assessments to determine if a student qualifies for services with DSP&S.			X	
1	Office Assistant III (Student Services)	Assists with the scheduling of placement tests on campus for students and answering FAQs regarding general placement testing procedures.	X		X	X
2	Orientation Assistant	Assists with the implementation of the placement test at local feeder schools; provides additional information, details and explanations to students during face-to-face interactions.	X			
1	Assessment Technician	Assists with coordination and operation of the testing center; implements placement tests; provides additional information, details and explanations to students during face-to-face interactions.	X			

1	Evaluator	Will review, evaluate, and scan transcripts, therefore aiding in appropriate placement and providing guidance for student educational planning.	X		X	
1	College Relations Specialist	Assists with the implementation of the placement test at local feeder schools; provides additional information, details and explanations to students during face-to-face interactions.			X	X

9. Other expenditures related to assessment including the direct cost to purchase, develop or maintain technology tools specifically for assessment services. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/GF/Match)	Amount
6000	Accuplacer Units (maintenance)	SSSP	\$10,000.00
6000	Computers/Printers	GF/Match	\$60,000.00

II-D. COUNSELING, ADVISING, AND OTHER EDUCATION PLANNING SERVICES

1. Adjustments were not made to current counseling services process and/or procedures based on outcomes from our 2014-15 plan, because the data and goals were not specific to Clovis Community College. This report will act as our initial SSSP and provide baseline data.

2. General Overview

COUNSELING, ADVISING, ED. PLANNING (a. & b.)	12-13	13-14	14-15
# OF STUDENTS PROVIDED counseling, advising, Ed planning Services (unduplicated)	7106	7628	8234
Total NUMBER OF New Students	1347	1438	2242
The number of first time/new students who received counseling, advising, Ed planning services	1307	1415	2114
The percentage of first time/new students who received counseling, advising, Ed planning services	97.0	98.4	94.2

- c. Steps taken to reduce any unmet need or to ensure student participation.

- Counselors meet with nearly every student during the Registration-To-Go (RTG) process and registration express events for non-RTG first-time students to complete an Abbreviated Student Educational Plan (SEP-A)
- Instructional Faculty and counselors collaborate to implement several campaigns on the college campus to improve student awareness of counseling services and increase student success. The following are some examples of the campaigns implemented: Counselor Class Presentations (first couple of weeks in the beginning of semester), Got SEP (Sept.), Counselor to Class (through the semester when an instructor is unable to hold class or because they would like improve their students awareness, counselors can be scheduled to present to their class on a range of topics from career exploration to student educational planning), etc.
- During important time periods (i.e., before instruction begins, during the first week of school, registration, etc.), counselors have provided services at special events such as: Extreme Registration, Express Registration, Clovis 411, First Year Experience workshops/classes/learning communities, counselor to class presentations, etc.
- Have tied priority registration to the completion of Abbreviated and Comprehensive Student Educational Plans.
- Counselors participate in the Early Alert process and follow-up with students who have been referred by instructional faculty.
- Administrators, instructional faculty, and staff collaborate with counselors routinely and provide an environment where counselors are looked to for support and assistance with student success in and out of the classroom.

3. Service Delivery Information

- a. CCC offers a variety of delivery methods to ensure access to counseling services. No specific delivery method is required for all students in academic "good" standing.
 - In-Person Service(s)

- Appointment: Appointments may be scheduled in-person, over the phone, or online. Appointments are typically scheduled for 30 minute sessions. Students may schedule an appointment with a counselor to receive assistance with all of their academic needs including career, transfer, graduation, registration, student education plan, probation, degree evaluation, goal setting, and any other academic services needed to ensure student success. All appointments are scheduled in advance with a counselor who is designated for appointments, therefore there is **typically no wait times for a scheduled appointment**.
- Walk-in (**Drop-in**): Walk-in or **drop-in counseling services are available**. **The average wait time for drop-in counseling walk-in sessions vary but are typically 10-20 minutes in length**. Walk-in counseling provides students with counseling access for assistance with registration, course selection, schedule changes, major change, financial aid, probation issues, department programs, careers, transfer and financial information, and referrals to other supportive service.
- Express counseling: Sessions are typically 5-10 minutes in length and may require the student to follow-up with a counseling appointment. Due to limited time constraints, express counseling will assist student with answering general questions regarding the CCC matriculation process, important dates, enrollment processes, selection of courses and offerings, program information and provide forms and documents. Express counseling is typically provided during peak times: first two weeks of the semester, registration periods, and special events.
- Workshops: Workshops typically 50 minutes in length but will vary depending on subject matter. The counseling workshops cover topics that include academic, career, transfer, graduation, probation, financial literacy, campus resources and program information.
- Courses: Counseling (COUN) courses are FTE generating coursework and provide students the opportunity to attain skills and knowledge in various areas to increase student success. The following counseling courses are available:
COUN-3A Understanding Transfer to California State Universities: This course provides an introduction to the process of transferring to the California State University. Topics will include transfer admission requirements, major and college selection, the application process, and support resources.
COUN-47 Learning Strategies: This course assists students in establishing effective study habits and positive attitudes that will lead to successful achievement of their academic goals. The course includes: understanding the psychology of learning, identifying learning styles, obstacles to achievement, goal setting, time management, concentration, active listening, note taking, using a textbook, memory techniques, test taking, vocabulary building, and budgeting resources.
COUN-53 College and Life Management: This course is designed for first year college students. It will prepare students for college life and academic success. Topics will include: personal and academic goal development, diversity, self-identity, academic terminology, campus resources, student success and healthy lifestyle strategies.

COUN -120 College Introduction: This is a comprehensive course to assist students in self-assessment, planning for success, time management, educational planning and career awareness. Students will familiarize themselves with the CCC catalog and will learn about the various campus resources and student services available for their use.

- Online: Online counseling services are designed to provide access and ensure basic services are available to students who are in need of time-sensitive assistance, or to students who are unable to receive counseling services in person, and/or prefer to access services via the web.
 - Live Help: Live Help is an online counseling and advisement service providing a live chat format where students communicate with a counselor in real-time.
 - Frequently Ask Questions (FAQs): The counseling webpage has a FAQ database students may refer to for answers when asking common/general questions.

4. Student Educational Planning

CCC works with students to develop two types of plans the Abbreviated Student Educational Plan (SEP-A) and the Comprehensive Educational Plan (SEP-C). Typically the SEP-A is completed with a student initially as it provides students a quick guide for two semesters. Once a student gains a greater awareness of their educational options and identifies a clear goal, a SEP-C will be developed outlining all of the requirements to meet their goal. Both types of SEPs are explained in detail below:

- a. Abbreviated Student Education Plan (SEP-A): The Abbreviated Student Education Plan is a two semester guide designed to provide a quick reference for students beginning their college education. The SEP-A contains information on the student's placement test scores and course recommendations for reading, writing, and math, career goal and major plans, a first year schedule and alternate course options. The SEP-A is completed based on a ***conversation between the student and counselor*** on topics such as: multiple measure assessment, interests, abilities, academic/career goals, vocational pathways, academic programs, major/certificate/degree/transfer options, support services, and course scheduling (See Appendix).
- b. Comprehensive Student Educational Plan (SEP-C): The Comprehensive Student Education Plan outlines all of the requirements a student will be required to complete their desired academic/vocational goal. The SEP-C typically is a two to three year guide designed to clearly list and sequence appropriate coursework required for the student to complete the goal identified and provides an approximate timeline to when the goal can be completed. Prior to composing a SEP-C, CCC highly recommends students identify their academic goal(s) (i.e., certificate, degree, transfer, etc.). Counselors meet with students, typically during a scheduled appointment lasting 30-50 minutes, to discuss the options and assist identify and/or select a major, major/program course requirements, selection of courses, sequencing coursework (i.e., prerequisites, corequisites), and developing a semester-by-semester course schedule.

5. CCC depends heavily on technology to implement and/or support counseling, advising, and other education planning services for students. Counselors and other student services areas

utilize technology to access, input, export, and analyze data securely on a daily basis. Students utilize technology to interact/communicate with faculty, staff and peers, perform tasks (i.e., complete online orientation, register, pay fees, etc.), and access information (i.e., enrollment status, fee due dates, check email, etc.)

a. ***Technology Tools Directly-Related to Education Planning (For third-party tools, be specific about the product and how it is used):***

- CCC website: contains counseling related information, activities, announcements, advising/major sheets, and other pertinent forms/documents related to counseling.
- Online Educational planning tools: Utilize career, transfer, and other educational/vocational web-based resources such as: Assist.org, UC Websites, CSUMentor, Career Café
- Colleague contains student and counseling information related to registering students in academic courses.
- Colleague is used to track student progress, grades, success, academic status, counseling history, etc.

b. ***Technology tools related to other 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):***

- CCC website: contains other support of counseling, advising and other education planning services, related information, activities, and announcements.
- SCCCD Email: is utilized as the primary means of communication with the student.
- WebAdvisor: is utilized by students to access their student records, register, view grades, financial aid, make payments and run degree audits.
- BlackBoard: Counselors also utilize the Blackboard portal to provide students with information on career and transfer information and provide counselors with current counseling forms and procedures.
- Colleague: is utilized by counseling to communicate with students and facilitate counseling sessions.
- SARS: is the primary means of scheduling all counseling appointments.
- Hershey imaging software is used to store documents related to student progress, transcripts, petitions, counseling history, etc.
- PowerPoint software to create and implement presentations during orientation and probation workshops.
- Additional technology resources utilized in and for counseling: Counseling utilizes various programs and software to provide services such as FAQ Database, Live Help Online Counseling, Online Orientation, Online Probation Workshops, Degree Audit, College Source, Online TAG's, CCC transfer counseling webpage), and other online resources for special populations (i.e., veterans, students with disabilities, foster youth, etc.).

6. Staffing - Below lists the faculty, staff, and administrators associated with counseling, advising, and other educational planning services, including the number of positions, job titles, role, and the source used to fund the position. The staff listed will be reflected in the budget plan.

STAFFING: Counseling, Advising, & Other Education Planning			Funding Source			
#of FTE	Title	Role	SSSP	Equity	GF	Match
8.4	Counselor: Adjunct	Provides educational, vocational, and personal related counseling; advises students on appropriate coursework and schedule loads; collaborates with students to complete a Student Education Plan (abbreviated/comprehensive).	X (5)	X (2)	X (7)	X
9	Counselor: Full-Time	Assists with the coordination of counseling, advising, and other educational planning services/events; provides educational, vocational, personal, and disability related counseling; advises students on appropriate coursework and schedule loads; collaborates with students to complete a Student Education Plan (abbreviated/comprehensive).	X (2)		X (7)	X
1	Dean of Students	Participates in districtwide discussions regarding registration events (i.e., Registration-To-Go, Extreme Registration, Express Reg, etc.), Student Educational Plans, and implementation of common practices to ensure equitable and standardized counseling/ed planning services.			X	X
1	Director of Student Success, Equity, & Outreach	Participates in districtwide discussions and coordinates special events related to counseling and educational planning (i.e., Registration-To-Go, Extreme Registration, Express Reg, etc.).	X	X		
2	Educational Advisor	Assists students with developing a course schedule and prepare for registration utilizing WebAdvisor. Provides assistance at the front desk of student services/counseling to triage students to appropriate support services. Explains courses identified on student educational plan.	X	X		
1	Office Assistant III (Student Services)	Provides assistance at the front desk of student services/counseling to triage students to appropriate support services.	X		X	X
2	Orientation Assistant	Provides support and assistance during counseling events (i.e., RTG, Express Reg., Extreme Reg, etc.). Assists with check-in table, triaging students to appropriate service areas, and answers general questions.	X			
1	Articulation Coordinator	Articulates college coursework, reviews curriculum, assists with degree audit, and updates information on related articulation websites (i.e., Assist)	X			
1	College Relations Specialist	Assists students with developing a course schedule and prepare for registration utilizing WebAdvisor. Explains courses identified on student educational plan.			X	X
1	Evaluator	During the counseling and ed planning process, the evaluator will assist and provide guidance to counselors for urgent cases.	X		X	
4-6	Student Ambassadors	Assists students during special counseling/ed planning events and activities by giving directions and guidance.	X			

7. Other expenditures related to counseling, advising, and other educational planning services including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
6000	SARS (Call/Grid)	Match/General Fund	\$5,100.00
4000	Student Educational Plan (Production Costs)	Match/General Fund	\$1,000.00
6000	Hershey Scanner	Match/General Fund	\$10,000.00
6000	Printer/Scanner/Copier-Color (Quantity-3)	Match/General Fund	\$4,500.00
6000	Diploma Software System (development & maintenance)	Match/General Fund	\$2000.00
6000	MiFis	Match/General Fund	\$500.00
5000	Consulting fees for degree audit/completion	Match/General Fund	\$20,000.00

II-E. FOLLOW-UP FOR AT-RISK STUDENTS

- Adjustments were not made to the current follow-up services and/or procedures based on outcomes from our 2014-15 plan, because the data and goals were not specific to Clovis Community College. This report will act as our initial SSSP and provide baseline data.

- General Overview

FOLLOW-UP SERVICES FOR AT-RISK STUDENTS (a. & b.)	12-13	13-14	14-15
# OF STUDENTS PROVIDED follow-up Services (unduplicated)	4463	4541	4474
Total NUMBER OF At-Risk Students (unduplicated)	4915	5016	2142
The number of at risk students who received counseling follow-up services	3209	3094	1744
The percentage of at risk students who received counseling follow-up services	65.3	61.7	81.4

The target student audience would be at-risk students. CCC defines at-risk students, according to Title 5 regulations, as students who:

- Are enrolled in basic skills courses.
- Have not identified an educational goal and/or course of study.
- Are on academic or progress probation facing loss of enrollment priority or a Board of Governors Fee Waiver, or facing dismissal. To identify students on academic or progress probation the college utilizes an early alert process and the colleges database (Colleague). Below are estimates of the annual number of students identified as at-risk students.

STUDENT ACADEMIC STANDING		SEMESTER	
Description	Code	Fall 2014	Spring 2015
Academic Probation 1	A1	584	418
Progress Probation 1	P1	58	57
Academic Probation 1 & Progress Probation 1	A1 P1	0	1
Academic Probation 2	A2	260	362
Progress Probation 2	P2	18	15
Academic Probation 1 & Progress Probation 2	A1P2	3	5
Academic Probation 2 & Progress Probation 1	A2P1	3	1
Academic Dismissal	AD	404	361
Progress Dismissal	PD	12	13
Progress Dismissal & Academic Probation 1	PDA1	4	3
Progress Dismissal & Academic Probation 2	PDA2	2	2
Progress Dismissal & Academic Dismissal	PDAD	5	2
Progress Probation 2 & Academic Dismissal	P2AD	3	1
Progress Probation 1 & Academic Dismissal	P1AD	1	4
TOTAL		1357	1245

- What steps are you taking to reduce any unmet need or to ensure student participation?
 - Paired Basic Skills courses with the First Year Experience course as a pilot community learning program

- Implement campaigns to improve overall college culture, increase awareness, and consistently provide access to counseling and follow-up services
- Implement an Early Alert program to identify at-risk students (referred from the instructional faculty) to various support services. The initial follow-up is completed by counselors. Counselors will make contact with student, discuss concerns, make referrals, schedule appointments, and/or inform students of possible options the student has for support, success, and/or management of their academic, personal, and/or vocational interests.
- Students are contacted/notified via email, college campaigns/publicity (running slide shows), flyers, etc. about: probation/disqualification status, registration dates and priority registration (i.e., completing an SEP)
- Online Probation workshops are required to be completed by students on level 1 probation (i.e., academic and/or progress)
- All students on level 2 probation and/or have a dismissal status (i.e., academic and/or progress) must see a counselor for approval to register for classes.

3. Service Delivery Information

- a. CCC provides a variety of follow-up services to at risk students including but not limited to:
 - Academic and/or career counseling to assist students to identify an educational goal
 - Academic counseling to discuss academic/progress probation and complete required paperwork for re-admittance.
 - General counseling services: Legislative changes have triggered changes to matriculation process which dictate requirements related to academic standing and completion of a student education plan in order to maintain enrollment priority. All students in SCCCCD have been receiving emails informing them of what they need to do in order to be fully matriculated.
 - Registration-To-Go: This service model is focused on serving incoming freshmen from feeder high schools.
 - Follow-up phone calls are made to students referred by the Early Alert program. The counseling department typically contacts these students to encourage the utilization of support services like counseling, tutorial, psychological services, etc.
 - Special Program referral/assistance: When appropriate, at-risk students are connected to special programs that provide more intensive and specified counseling services, monitoring of academic progress, support in selecting an educational goal and accessing the appropriate campus support services.
 - DSP&S: 1) College Bound Workshops: This program is offered to high school seniors receiving special education services at feeder high schools. The focus of the workshops is to educate students and parents about the differences between college and high school, assist students to successfully matriculate into community college, and improve access to DSP&S services; 2) Continuing DSP&S Students: DSP&S ensures that each verified student with a disability completes a student education plan, ensures access to academic accommodations and provides referrals to on- and off- campus services as needed.

- Veterans: Veterans' students work closely with a counselor in developing a Student Education Plan (SEP) that must be approved by the Veterans Administration (VA). A counselor and financial aid assistant monitor student's progress to ensure they maintain satisfactory progress to remain eligible for their veteran's benefits.
 - Foster Youth: Foster youth are encouraged to participate in the EOP&S program to receive support services above and beyond those services available to other students. Students must maintain satisfactory progress to remain eligible to receive program services. Counseling staff and/or educational advisors monitor student's progress. Student success interventions are provided for students experiencing difficulty in/or out of the classroom.
 - EOP&S/CARE: 2015-2016 will be the first time CCC will receive funding for EOP&S and CARE. During the first year CCC intends to identify students who can benefit from the program, identify gaps in support services that the population would benefit from, and develop, coordinate, and begin implementation of the EOP&S/CARE program. Program benefits and services may include priority registration, book vouchers, and specialized counseling and guidance.
 - CalWORKs: CalWORKs students must submit a verified progress report (instructors must initial in pen indicating grade information is correct) to the CalWORKs office the week before the final drop day. CalWORKs counselor(s) follow-up with any student who reports a grade lower than a "C" and advises them accordingly.
 - TRIO SSS/STEM: Requires students to commit to a minimum of two student success workshops per academic year, offers community service opportunities, provides specialized workshops to meet the current student needs, and creates a comprehensive SEP for each student. In addition TRIO SSS/STEM funds additional tutorial hours specifically for SSS participants and scholarship opportunities. The STEM program specifically targets students pursuing an academic goal in the areas of Science, Technology, Engineering, or Math.
- b. The following describes the strategies the college utilizes to notify students of the follow-up services and resources.
- Academic or Progress Probation Interventions: Notification of academic standing status and referral to probation workshop and/or counseling appointment. Students are notified by:
 - Email: According to A&R timelines in alignment with registration periods each academic term students are sent an email. Students are also notified at end of term.
 - WebAdvisor: An alert pop-up is activated when a student goes to register and he/she is able to view holds on account (if student has not completed probation workshop or probation counseling appointment).
 - Phone: Students are called and typically asked to schedule a counseling appointment for immediate intervention. Typically special programs (i.e., Student Support Services, DSP&S, EOP&S, etc.) implement this method of notification.

- **Early Alert System (SARS):** Below outlines the process for Early Alert.
 - Instructors voluntarily submit early alert referral and detail of concerns (i.e. instructional difficulties, behavior concerns, disability needs, LD assessment, tutorial support, Psychological Services/Health Services). Based on the early alert referral form, instructors can refer students to the following support services: Counseling, DSP&S, EOPS, Admissions & Records, Financial Aid, Health & Psychological Services, Career Resource Center, Behavior Intervention Team, Dean of Students Office and tutorial services.
 - Email is sent to student letting them know that the instructor is concerned about their academic progress and lists the specific concerns that the instructor selects. The email encourages the student to take advantage of the services listed.
 - A separate email is sent to any special programs that student is participating in or service areas that may be able address the instructors concerns. Instructors can provide confidential feedback directly to programs with additional information that would not be sent to the student email.
 - To help ensure that follow-up occurs, pop up alerts are created within SARS-Grid/e-SARS scheduling modules used by student services programs. Counselors will receive a pop up alert when a referred student schedules a counseling appointment and will be able to access early alert details when providing counseling services.
- c. **Service delivery method (in groups, workshops, etc.) and technology tools used.**
 - **Service Delivery Method**
 - Academic or Progress Probation Interventions: The primary method of service for level 1 probation is for students to go through an online probation workshop. Individual appointments with counselors are required for students on Level 2 probation or dismissal standings.
 - Academic Early Alert System: Students are individually alerted via email and referred to support services based on the instructor selection during the alert.
 - Referral to Counseling, Support Services or Career Resource Center: When individual departments/programs are notified of a student potentially in need of their services, each department has a strategy to follow up with that student. Typically this results in the student making an appointment to meet individually with someone from that area.
 - Counseling and other special programs deliver services through multiple methods: individual sessions (typical), group sessions, workshops, coursework/classroom, and field trips.
 - **Technology Needs:** CCC utilizes various software and computer programs to assist with the identification, notification, tracking, and serving students at-risk.
 - SARS Software: Used to Early Alert, Track, Call
 - Colleague
 - Sequel (SQL) Database
 - College Email
- d. Instructional faculty are involved and encouraged to monitor student progress and participate in early alert systems by:

- Numerous emails are sent out to all faculty throughout the semester encouraging them to utilize the early alert system. When an instructor does submit an early alert, the instructor will receive notification letting them know the student attended an appointment addressing their early alert referral.
 - Instructional faculty are encouraged to make direct referrals of at-risk students to any student service.
 - All student services are listed in the college directory.
 - All faculty and staff are periodically reminded of the student services available during open day ceremonies, flex day activities, and general flyers/memos.
4. Staffing - Below lists the faculty, staff, and administrators associated with follow-up services for at-risk students, including the number of positions, job titles, role, and the source used to fund the position. The staff listed will be reflected in the budget plan.

STAFFING: Follow-Up Services for At-Risk Students			Funding Source			
#of FTE	Title	Role	SSSP	Equity	GF	Match
8.4	Counselor: Adjunct	Provides probation counseling; changes major; refers students to appropriate support services; updates Student Education Plan (abbreviated/comprehensive).	X (5)	X (2)	X (7)	X
9	Counselor: Full-Time	Initiates and implements follow-up services; provides probation counseling; changes major; refers students to appropriate support services; updates Student Education Plan (abbreviated/comprehensive).	X (2)		X (7)	X
1	Dean of Students	Lead responsibility for supervision, coordination, and fiscal management of student services operations related to student success programming. Participates in district-wide discussions regarding matriculation, student success, and equity programming.			X	X
1	Director of Student Success, Equity, & Outreach	Coordinates student success and equity activities for student services and instructional divisions. Participates in districtwide discussions regarding matriculation, student success, and equity programming. Responsible for coordinating Registration-To-Go program.	X	X		
2	Educational Advisor	Assists with contacting students via text messages, emails, phone to address issues with registration, probationary/disqualified academic standing, access and navigation within WebAdvisor/BlackBoard. Provides assistance at the front desk of student services/counseling to triage students to appropriate support services. Provides support and assistance for student follow-up activities (i.e., fee payment phone calls).	X	X		
1	Office Assistant III (Student Services)	Provides Help Desk Services by assisting students with general questions and problems with accessing and navigating college based software (i.e., WebAdvisor, BlackBoard, email, website, etc.)	X		X	
1	College Relations Specialist	Assists students who have not completed the Registration-To-Go (RTG) Process in a timely manner. Follows-up with high school students who started the			X	X

		RTG process to ensure all students access community college.				
1	Student Services Specialist	Identifies and compiles lists of students on probation, disqualification, non-fee payment, financial aid recipients, for follow-up contact. Assists with communication with students via email/letter/phone	X		X	X

5. Other expenditures related to follow-up services including the direct cost to purchase, develop or maintain technology tools specifically for follow-up services. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
6000	SARS (Alert/Trak)	Match/General Fund	\$3000.00
5000	yDraw (Online Probation Workshop)	Match/General Fund	\$7,500.00

II-F. OTHER SSSSP/MATCH EXPENDITURES

1. Institutional research is utilized to provide data and analysis directly related to the provision and/or evaluation of SSSP services. The following lists reports and/or data the college's institutional research provides for SSSP services (data maybe collected individually or in any combination):
 - a. Provision of Services for all students
 - Students who registered/enrolled
 - Students overall GPA, retention, progress
 - Students who completed an application
 - Students who completed orientation
 - Students who completed assessment
 - Students with or without an SEP
 - Students who received counseling, advising, and educational planning services
 - Students who received follow-up services.
 - b. Evaluation of Services for targeted populations/areas
 - General College demographics (i.e., ethnicity, age, gender, etc.)
 - First time/new students who completed orientation
 - First time/new students who completed assessment
 - First time/new students who received counseling , advisement, educational
 - At-Risk students who received follow-up services
 - Number of students included in exemption process.

Expenditures related to Institutional Research (correspond to budget plan)

Budget Code	Expenditure Title/Description	%	Funding Source (SSSP/Match/GF)	Amount
2000	Director of Research		General Fund/Match	
2000	Institutional Researcher		Equity 25%/GF 75% (Match)	
2000	Research Assistant		Title V	

2. The following lists the match expenditures not previously accounted for in the plan and do correspond to the budget plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring & supplemental instruction costs for at-risk students.

Budget Code	Expenditure Title/Description	# of FTE	Funding Source	Amount
2000/3000	Administrative Aide (Student Services)	.50	General Fund	
2000/3000	College Relations Specialist	1.00	General Fund	
2000/3000	Dean of Online Education & Technology	.20	General Fund	
2000/3000	Dean of Students	.25	General Fund	
2000/3000	Department Secretary (Student Services-TRIO)	.20	TRIO	
2000/3000	Director of Marketing and Communication	.20	General Fund	
2000/3000	Institutional Researcher	.40	General Fund	
2000/3000	Micro Computer Specialist	.50	General Fund	
2000/3000	Network Coordinator	.50	General Fund	
2000/3000	Office Assistant III (A&R)	.75	General Fund	
2000/3000	Research Assistant	.40	General Fund	
2000/3000	Student Aides (Student Services)	5-10	General Fund	
2000/3000	Vice President of Instruction & Student Services	.25	General Fund	
2000/3000	Webmaster	.30	General Fund	

III. POLICIES

III-A. EXEMPTION POLICY

1. In accordance with Title 5 section 55532 and Education Code section 58108, the district integrated current matriculation regulations (Board Policy-BP5050 and Administrative Regulations-AR5050) with new enrollment priorities regulations (Board Policy-BP5055 and Administrative Regulations-AR5055) to ensure student success core services and processes are integrated appropriately. With this integration of regulations and current student success processes, the need for exemptions from SSSP-required services was reduced. Since all students must adhere to the district priority registration policies and students who wish to receive priority registration must complete student success core services (i.e., orientation, assessment, counseling/advising/educational planning, and student follow-up) Clovis Community College (CCC) only requires new/first-time students to complete an orientation (online) prior to registration, therefore the only adopted exemption process for students at CCC is for orientation.

Exemption Criteria for Orientation: CCC follows State Center Community College District (SCCCD) practices for exemption criteria related to orientation. CCC uses multiple criteria to determine a student's exemption from orientation. SCCCDD places orientation holds for all first time students districtwide unless the student is exempt. The following identifies the exemption criteria:

- **Non-Exempt Students:** An orientation hold will be placed on students who identify one of the following educational goals on their CCCApply application: A, B, C, D, E, F, J, K, M, N, O, or if goal is blank.
- **Exempt Students:** An orientation hold will not be placed on students who identify one of the following educational goals on their CCC Apply application:
 - G = Prepare for a new career (acquire job skills)
 - H = Advance in current job/career (update job skills)
 - I = Maintain a certificate or license
 - L = Complete credits for high school diploma or GED
 - P = Participate in an apprenticeship program -- this code actually translates to a G (prepare for new career) for MIS purposes and is available only on our current paper application (not the CCC Apply application).
- 3.48% of CCC's student population (first time college students) was exempt.

Total CCC Applications for First Time College Students 2014-2015 (Summer 2014, Fall 2014, Spring 2015)		
Total First Time College Students	3015	100.00%
Requires Orientation	2910	96.52%
Exempt from Orientation	105	3.48%

III-B. APPEAL POLICIES

The following are the college adopted appeal policies and procedures for CCC.

- A. ***Student Grade Review Petition***: If a student is of the opinion that a grade received for a particular course is improper, the student may take action as follows:
1. Discuss the grade received with the instructor involved, or
 2. Obtain a *Student Grade Review Petition* from the counseling office. Complete the form for processing no later than the last day of the semester (excluding summer sessions) following the semester for which the grade was received.
 3. If a student wishes to appeal the decision, the student may submit a written student complaint form. See Grievance Policy for Students.

- B. ***Alleviation by Repetition of a Course for a Better Grade***: For the benefit of a better grade, students may repeat college courses in which they have received grades of D, F or NC/NP by re-enrolling in the courses. Students may repeat courses in this way for a total of three attempts. Students who wish to attempt a course more than three times in order to earn a grade better than D, F, or NC/NP may do so only by *petition to the college Academic Standards Committee* through the Counseling office.

Grades may be alleviated for first and second attempts in a single course. In these situations the grade(s) in previous courses that have been repeated are then recorded within brackets on the students' permanent records so that the substandard grades remain legible on the permanent records although they are not used in the computation of the cumulative grade point average. Grades may not be alleviated for courses taken three times or more, therefore third and all subsequent attempts will be included in the students GPA. A statement is included on the permanent records explaining that bracketed course grades and unit values are not included in the computation of the cumulative grade point average. Students should be aware that other colleges or universities may not treat repeated courses in the same manner.

Actions taken by the Academic Standards Committee of this college do not supersede the repetition policies of other educational institutions. A student who has completed a course with a substandard grade at another accredited college or university may repeat the equivalent course in the State Center Community College District. The District will honor courses repeated successfully ("C" or better) at another accredited college or university.

1. **Repetition of courses designated as repeatable**: If a student repeats a repeatable course in which a substandard grade has been recorded, the District will exclude no more than two previous substandard grades.
2. **Petition to repeat a course for improvement of an unsatisfactory grade**: A student may submit a petition to the Academic Standards Committee for an additional repetition. No state funding (FTES) may be claimed for this additional repetition. Only the first two substandard grades may be disregarded in the computation of the grade point average (i.e., the grade earned in the fourth or more attempt will be averaged with the third grade in computing the cumulative grade point average).
3. **Repetition of courses with a Non-Evaluative Symbol**: Students may repeat a course for which they have a mark of "W" recorded not to exceed three attempts. A "W" mark is recorded for a withdrawal from a course on or after the census point or 30%

- of the semester (whichever is less) and before the end of the ninth week or 50% point of the semester class.
- a. Exceptions: In extenuating circumstances, a student may submit a petition to the Academic Standards Committee for an additional repetition. No state funding (FTES) may be claimed for this additional repeat.
4. Repetition of Courses with a Non-Substandard Grade: A course in which a grade of "C" or better (including "P" or "CR") was earned may be repeated when circumstances exist which justify such a repetition. Students must petition the Academic Standards Committee for approval. If the petition is approved and a student completes the course, the course and grade will be listed on the academic record, but will be coded with a symbol indicating the course is excluded in the computation of the grade point average. Reasons for such repetition include but are not limited to:
 - a. significant lapse in time (as determined by the college)
 - b. change in technology;
 - c. re-certification, training requirements, *or*
 - d. other justifiable reasons.
 5. Legally Mandated Training: Course repetition is allowed when the repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses may be repeated for credit, and the grades and units received each time shall be included for purposes of calculating the student's grade point average. A student must present documentation that course repetition is necessary to complete legally mandated training. The District may claim apportionment each time the student repeats the course.
 6. Disabled Students: Course repetition for disabled students is subject to the course repetition limitation; however, additional repetitions may be authorized under the following circumstances:
 - a. Continuing success of the student in other general and/or special classes is dependent on additional repetitions of specific classes,
 - b. When additional repetitions of a specific special class are essential in completing a student's preparation for enrollment into other regular or special classes, or
 - c. When the student has a student educational contract which involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.
 7. Alleviation of Substandard Grades without Repetition: Substandard work, i.e., grades of D, F or NC not reflective of the student's present scholastic level of performance, may be alleviated without repetition only if the courses in which the substandard grades were earned are no longer appropriate for the student's present educational objectives or if the courses in which the substandard grades were earned or their equivalents are no longer available for repetition. Course work inappropriate for repetition may be considered for alleviation by the student making formal application to the college Academic Standards Committee through the Admissions and Records or Counseling office.

In this case, a student will be eligible for consideration for alleviation of substandard work without repetition when the student has met each of the following conditions:

- a. A period of at least two years has elapsed since the work to be alleviated was recorded.
 - b. A student is pursuing an established program (associate degree or certificate program within the district).
 - c. A student has completed twelve or more semester units with at least a 3.00 GPA or 24 or more semester units with at least a 2.50 GPA or completed a total program with at least a 2.00 GPA. In determining eligibility for this provision, the college will consider the most recently completed semester first and then look to the total GPA of previous semesters in descending chronological order.
 - d. The amount of work to be alleviated shall not exceed the amount of work the student has successfully completed since the substandard work was recorded.
- C. ***Repetition of Courses Successfully Completed:*** The college catalog designates certain courses as repeatable for a specific number of times; otherwise courses in which a student has received satisfactory grades, *i.e.*, A, B, C or P, may not be repeated unless the student petitions the Academic Standards Committee through the Counseling for permission to repeat the course. The Academic Standards Committee may grant permission for the student to repeat the course if one or more of the following conditions apply:
1. There has been a significant lapse of time since the course was last taken.
 2. The previous grade was due, at least in part, to the result of extenuating circumstances beyond the student's control.
 3. Course repetition is required as a special academic accommodation for a qualified Disabled Students Programs and Services student.
- In the case of repetition of courses successfully completed, the grade earned when the course is repeated will not be counted in a student's units or grade point average. Repetition of courses successfully completed is permitted without petition in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses may be repeated any number of times, regardless of whether or not substandard work was previously recorded, and the grade received each time shall be included in the calculation of the student's grade point average. Students wishing to repeat courses under this condition must present written documentation or certification to the Admissions and Records Office to verify that such course repetition is necessary to complete legally mandated training requirements.
- D. ***Academic/Progress Dismissal:*** A student shall be dismissed for one semester, exclusive of summer session, if, during each of three consecutive semesters, the student's performance falls under one or the combination of the following two conditions: 1) The student's cumulative (GPA) is less than 2.0. 2) The percentage of units in which the student has been enrolled for which entries of "W," "I" and "NP" are recorded reaches or exceeds fifty percent (50%) of all units attempted. A dismissed student may attend summer session(s), and, by doing so, have the opportunity to improve his/her academic standing. Summer session enrollment will affect the student's record after the Fall term

is completed. A dismissed student who wishes to attend summer session(s) must see a counselor for appropriate summer session course planning and must have the counselor's approval of the student's course enrollment plans before the student may enroll in any summer session course(s).

1. *Appeal of Academic or Progress Dismissal:* Following successful **appeal**, a student dismissed after academic or progress probation due to verified extenuating circumstances may be reinstated, and the mandatory dismissal period of one semester shall be waived.
 - a. *Exceptions:* 1) A student on academic probation may not be dismissed after the third consecutive semester of unsatisfactory work (cumulative GPA below 2.0) if, during that third semester and every subsequent semester, the student maintains a 2.0 GPA until the cumulative GPA is above the probationary level and completes more than 50% of their attempted units 2) A student on progress probation will not be dismissed after the third semester of unsatisfactory work if, during that third semester and every subsequent semester, the student completes more than 50% of the attempted units until the percentage of units successfully completed is above the probationary level and maintains a 2.0 term GPA.
2. *Readmission Following Academic/Progress Dismissal:* Following a student's first dismissal, he/she will not be enrolled at a district college for the entire subsequent semester, excluding the summer sessions. A student who has been dismissed because of the district's academic or progress dismissal policy must **petition for readmission**. The dismissed student must complete the **readmission petition at the College or Center he/she plans to attend**.

If a readmitted student fails to complete more than fifty percent (50%) of all units attempted and fails to maintain a semester GPA of at least 2.00 in all completed courses of the first semester of readmission following his/her initial dismissal, the student will be dismissed again. This second dismissal will be for a period of one year, excluding summer sessions. After this dismissal period of one year, a student may again petition for readmission.

A student readmitted after the second dismissal who fails to meet these same academic and progress standards during the first semester of readmission will be dismissed again. This third dismissal will be for a period of two years. After this dismissal period of two years, a dismissed student may again petition for readmission.

The dismissed student's **petition for readmission** requires the dismissed student to address the academic and/or progress deficiencies which led to dismissal from the college. It also includes an educational plan developed by a counselor in consultation with the dismissed student. The petitioning student must sign the readmission petition to acknowledge this educational plan he/she needs to complete to remain in college. Unit limitations and course selection for readmitted students will be determined by a counselor. Upon approval by the college counselor reviewing the petition, a dismissed student may be readmitted to the college subject to the conditions specified in this section.

A student readmitted after any period of dismissal will be readmitted on academic and/or progress probation and, unless dismissed again, will continue on academic and/or progress probation until he/she has completed more than 50% of all units attempted and his/her cumulative grade point average is 2.00 or higher.

- E. **Grievance Policy for Students** (<http://www.cloviscollege.edu/index.aspx?page=889> - will be updating website, but will include information in update): CCC's grievance policy for students follows the district's administrative regulation AR 5530 regarding student rights and grievances. At CCC a student who has a complaint may take action in the following sequence:
1. Discuss the problem with the individual involved.
 2. If a mutually satisfactory understanding has not been reached, students must complete and submit a CCC Student Appeal/Complaint form. The Dean of Instruction will determine whether the complaint is appropriate to forward to a department chair(s) for review/resolution.
 3. If the student's concern(s) remains unresolved, the complaint will be forwarded to the Dean of Instruction for further action to resolve complaint.
 4. If the student is not satisfied with the outcome at this point, the student may submit a petition to the Vice President of Instruction and Student Services.
 5. If the student's concerns remain unresolved, the student may submit an official grievance in writing in accordance with the district's administrative regulation AR 5530. Grievances may be initiated and submitted to the office of the Vice President of Instruction and Student Services.
 6. Individuals seeking information and/or resolution of alleged acts of discrimination are directed to contact the Dean of Students at (559) 325-5230.

III-C. PREREQUISITE PROCEDURES

The following describes the procedures implemented at CCC for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

- A. Procedures for establishing and periodically reviewing prerequisites: CCC establishes and periodically reviews prerequisites in accordance with title 5 section 55003 and AR4260. The establishment of a prerequisite follows the procedures for developing a new and/or modifying a course. All new or modified courses need to be reviewed and approved by the respective college and the district. The following outlines the general flow by which curriculum must be reviewed and approved to establish curriculum and curriculum prerequisites:
1. College
 - a. Department/faculty: develop curriculum (including identifying prerequisites) with the consent and support of the department
 - b. Curriculum Committee: Reviews for approval
 2. District:
 - a. Pre-ECPC
 - b. ECPC
 - c. Board Approval

The review of course prerequisites and of courses occurs during the Program Review process/cycle. During the Program Review process advisories, prerequisites, and/or co-requisites are reviewed, added, modified, and/or deleted. For vocational courses or Programs, advisories, prerequisites and/or co-requisites are reviewed every two years in accordance with title 5 [§ 55003(b)(4)]. During the Program Review process, if a modification to the advisory, prerequisite, and/or co-requisite is determined as necessary, modifications are made to the curriculum, followed by the same procedure as the establishment of a prerequisite listed above.

- B. Procedures for considering student challenges of prerequisites: Students may challenge a pre- or co- requisite by meeting with a counselor and requesting a Co- /Pre-Requisite Challenge form. During the counseling appointment, the counselor will inform the student of the process, review the student's right to challenge (on specified grounds) a pre- or co-requisite, and explain the student is responsible to provide evidence and documentation to justify their request. The following explains the pre- or co- requisite challenge process:
1. Students may obtain a prerequisite challenge form from the counseling office.
 2. Students must meet with a full-time faculty member/instructor, who is designated as the discipline expert, to complete the form. Students must submit completed forms to the counseling office.
 3. If the student is not satisfied with results of the challenge the may submit a student complaint and/or grievance in accordance with Clovis Community College policies and procedures.

VI. PROFESSIONAL DEVELOPMENT

CCC encourages, coordinates, and implements professional development opportunities for faculty and staff related to the implementation of the Student Success and Support Program. In addition to college specific training, the additional benefit of being part of a district is the ability to share training opportunities with one another, therefore when there is space available for trainings at other colleges/campuses within the district, faculty and staff are typically eligible to participate in any college, campus, and district training opportunity available. Professional development with respect to the provision of student support services commonly include the areas of admissions, orientation, assessment, counseling/advising, follow-up, and research and evaluation. The following is a general overview of the opportunities available:

- A. Fall and spring faculty and staff in-service day training sessions. Training sessions designed for both certificated and classified staff.
- B. Training sessions providing specific information to staff involved in the provision of each matriculation component service.
- C. In-services are conducted by the Disabled Students Programs & Services office to educate, provide strategies, and increase awareness regarding appropriate accommodations, modifications, and alternative services. In-services are provided on campus for faculty, staff, and community referral agencies.
- D. Coordination and training is enhanced with:
 - 1. The participation and involvement of the Matriculation and Outreach Coordinator in committee, meeting groups, and other various collaborative efforts within the college and the district. The campus-wide distribution of matriculation information provided by the State Chancellor's Office and local campus-generated matriculation data.
- E. Attendance and participation in Conferences and Workshops pertaining to student success, equity, institutional effectiveness, etc.

VII. ATTACHMENTS

Appendix A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Appendix B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Appendix 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.

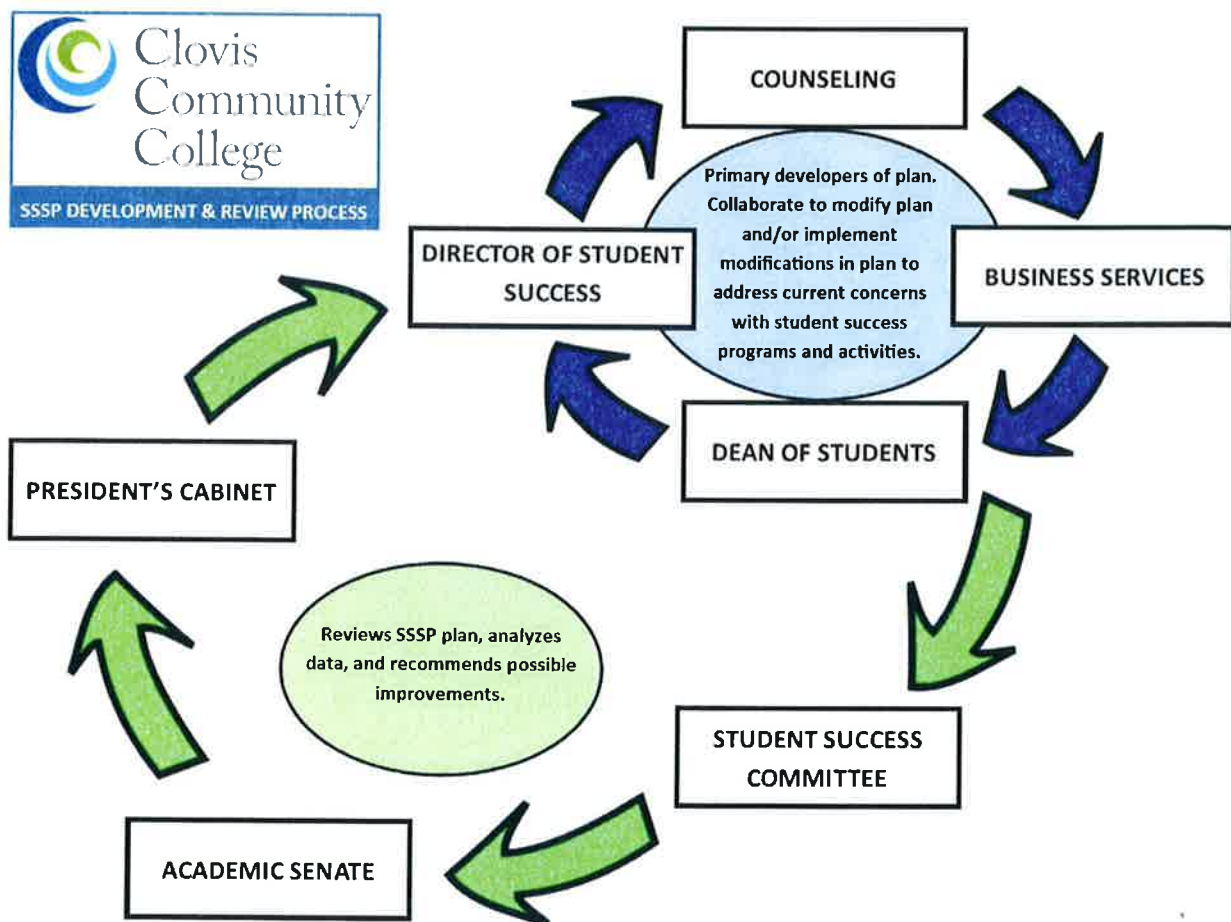
Appendix A: Student Success and Support Program Plan Participants

The development of the Student Success and Support Program plan primarily included the following individuals:

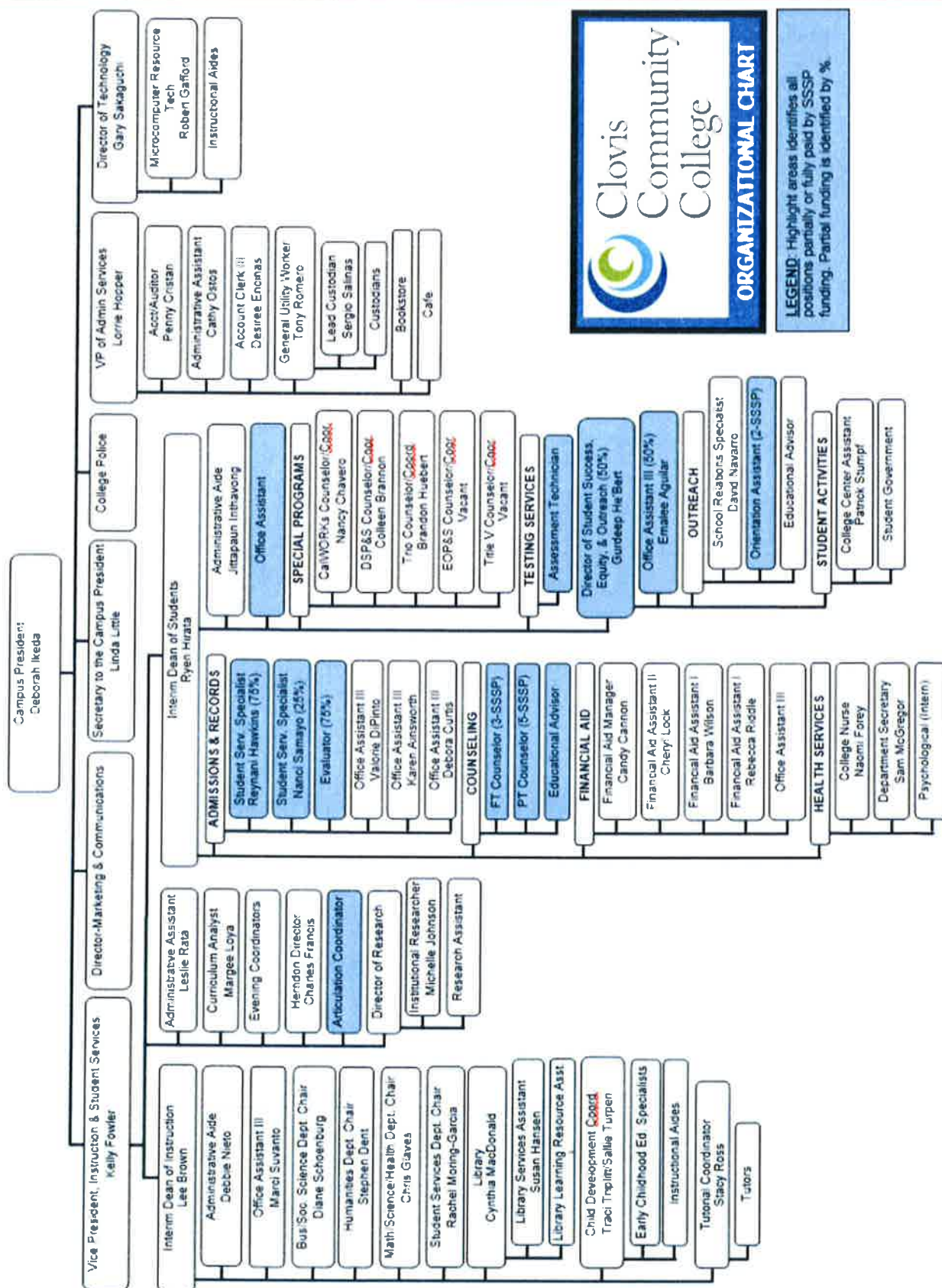
Cristan, Penny
Fowler, Kelly
Hebert, Gurdeep
Hirata, Ryen
Johnson, Michelle
Moring-Garcia, Rachel

Account Auditor
Vice President of Instruction and Student Services
Student Success, Equity, and Outreach Director
Interim Dean of Students
Institutional Researcher
Counseling Interim Department Chair

The following is a chart demonstrating the general process of how the SSSP plan was vetted through Clovis Community College to faculty, staff, administrators, and students.



Appendix B: Clovis Community College Organizational Chart with SSSP Positions



Appendix C: Student Success Committee Composition

The Student Success and Support Program plan was a collective collaboration of work initiated and reviewed by our Student Success Committee. The Student Success and Support Program Plan is also submitted to the Academic Senate and College Council for review.

Area or Position	Membership
Vice President of Instruction and Student Services (Co-Chair)	Standing Member
Director of Student Success, Equity, and Outreach (Co-Chair)	Standing Member
Dean of Instruction	Standing Member
Dean of Students	Standing Member
College Researcher	Standing Member
Matriculation Counselor/Coordinator	Standing Member
Senate Liaison, up to five (5) student representatives	2015-2016
DSP&S Counselor/Coordinator Representative	2014-2016
Classified Senate/CSEA	2015-2017
Associated Student Government	2014-2016
Financial Aid Manager	2015-2017
Librarian	2015-2017
Social Science/Business Department Representative(s) appointed by the Academic Senates	2015-2017
Student Support Services Department Representative(s) appointed by the Academic Senate (Counselor)	2014-2016
Math Science and Engineering Department Representative(s) appointed by the Academic Senate (including one Developmental Math Instructor)	2015-2017
Humanities Department Representative(s) appointed by the Academic Senate (including one English/Reading Developmental Instructor)	2012-2014
Student Activities Coordinator or designee	2014-2016
Adjunct Faculty, if available	2015-2016
Technology Representative, as needed	As Needed
Distance Education Coordinator, as needed	As Needed