Student Success and Support Program Plan
(Credit Students)

2014-15

District: Ohlone Community College District
College: Ohlone College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
Instructions for Completion of the College
Student Success and Support Program Plan

INTRODUCTION
The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:
- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.
² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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

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

**General Instructions**

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

I. Program Plan Signature Page

II. SSSP Services
   a. Core Services
      i. Orientation
      ii. Assessment
      iii. Counseling, Advising, and Other Education Planning Services
      iv. Follow-up for At-Risk Students
   b. Related Direct Program Services
      i. Institutional Research
      ii. SSSP Technology
   c. Transitional Services Allowed for District Match

III. Policies & Professional Development
   - Exemption Policy
   - Appeal Policies
   - Prerequisite Procedures
   - Professional Development
   - Coordination with Student Equity and Other Planning Efforts
   - Coordination in Multi-College Districts

IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name:    Ohlone College

District Name:   Ohlone Community College District

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

Signature of College SSSP Coordinator: ________________________________________________
Name: Dr. Susan Gutkind ___________________________________ Date: _______________

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____________________________________________________
Name: Dr. Ron Travenick __________________________________ Date: _______________

Signature of the Chief Instructional Officer: _____________________________________________
Name: Dr. Leta Stagnaro ___________________________________ Date: _______________

Signature of College Academic Senate President: ________________________________________
Name: Jeff Roberts ___________________________________________ Date: _______________

Signature of College President: _______________________________________________________
Name: Dr. Gari Browning ____________________________________ Date: _______________

Signature of District Chancellor: ______________________________________________________
Name: _____________________________________________________ Date: _______________

Contact information for person preparing the plan:
Name: Susan Gutkind __________________ Title: Dean of Counseling & Special Programs
Email: sgutkind@ohlone.edu ______________________ Phone: 510-659-6266 ____________
**SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES**

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

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

### IIa. Core Services

#### i. Orientation

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<td>1.</td>
<td>Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).</td>
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The target audience of the new student orientation program is any incoming first-time Ohlone College student. This includes first time freshman (approximately 1500 in the fall and 500 in the spring) and first time transfer students (approximately 1000 fall and 1200 spring). The total number of students to be served annually by the new student orientation program is approximately 4200 students.

New students have the option to complete an in-person group orientation or complete an online orientation. Both in-person and online orientations begin on the date registration opens for former students and new students who have completed an orientation. This allows students to register for their courses for the upcoming term immediately after the orientation presentation.

The Orientation and Outreach Coordinator works closely with local high schools to disseminate information about Ohlone placement testing and new student orientations, coordinate application workshops and placement testing at the high school sites.

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<td>2.</td>
<td>Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.</td>
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**Staffing needs:**

Orientation & Outreach Coordinator (New position): Collaborates with counselors to develop, plan and deliver the orientation program, including Freshman Day and oversees outreach to high schools.

Orientation Counselor: Collaborates with Orientation Coordinator to develop, plan and deliver
the orientation program, including Freshman Days.

Counseling Department Student Services Assistant: Manage SARS enrollment and rosters and clear appropriate students of orientation block.

General Counseling Faculty: Present most orientations, provide counseling and advising during the Initial Education Plan (iSEP) work shop (1 Counselor per every 15 students); currently, there are 13 full time and 4 part time general counselors participating in orientations.

Student Peer Mentors assist with all orientations by helping to check student in, participating in the orientation presentation, and providing peer advising during the iSEP/registration workshop.

IT/Distance Ed Support Staff assist students who have difficulty logging onto or navigating Blackboard for online orientations.

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

Students sign up for orientations using our online SARS module. The annual contract for SARS is ($4770), and requires some IT support.

Students who elect to complete the online orientation work through a self-paced Blackboard course module. While we have looked at alternative software models, we believe the Blackboard course management software is sufficient at this time and has the additional benefit of helping students to learn about the Blackboard interface which is used for Ohlone online classes. Two online education department staff members are available to assist with setting up Blackboard accounts for new students needing orientations.

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

Orientation Checklist (Required Policy or Procedure)

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

In our efforts to work towards a seamless enrollment process, all orientation modalities are integrated with counseling/advising and Initial Student Education Plan (iSEP) services. Each first time Ohlone college student completes advising and develops an iSEP as a part of the orientation
process.

Our primary mode of delivery for orientation is in-person orientation sessions. Each session has the capacity to serve between 30 – 50 students. The in-person orientation sessions also include advising and instructions about how students register for classes using WebAdvisor (Ohlone’s online portal). Each student needs access to the internet in order to complete their course registration immediately after the orientation presentation. We anticipate that 3500 students will complete the in-person orientation annually. The in-person orientation sessions include the use of a PowerPoint presentation and a brief overview of several online resources (Assist.org and the Ohlone college website--including the Academic calendar, Curriculum Guides, etc.). The in-person session is the preferred method for students, as it assists in establishing rapport and developing a stronger relationship between the student and Ohlone college staff and faculty and provides more opportunity for individual Q & A.

Students who cannot visit the campus for an in-person orientation session may choose to complete the online orientation option. We anticipate that approximately 15 – 20% (800) of our annual incoming students will complete the orientation online. Students who elect to complete the online orientation work through a self-paced Blackboard course module. Once students complete the online orientation module, they are contacted by an online counselor for advising and assistance with their iSEP. Students will be cleared to register upon receiving their iSEP from the online counselor. Because each student could have several individual contacts with the online counselor, the process for completing an online orientation and an online iSEP may take several business days.

Both the in-person and online orientations include the following information:

1. Academic expectations and progress and probation standards pursuant to section 55031;
2. Maintaining registration priority pursuant to section 58108;
3. Prerequisite or co-requisite challenge process pursuant to section 55003;
4. Maintaining Board of Governor’s 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 deadlines.
7. Registration and college fees.
8. Available education planning services.
9. General degree and transfer information.
Process for First Time Students with No Previous College Records (FS):

Complete application (FS) → Assessment → Orientation → Counseling, registration, and iSEP

First time students who complete assessment during April and May, are directed to attend one of our Freshman Days which includes the orientation presentation with Q&A, one-on-one advising, and the development an Initial Education Plan. Students who are unavailable during Freshman Days (held on a weekend in late May) have other “orientation only” opportunities they can attend. Beginning in June, first time students are encouraged to attend a “Combo” Session, which adds assessment to the regular orientation allowing the student to complete orientation, assessment, advising, and iSEP in one day.

Process for First Time Transfer Students (FT):

Complete application (FT) → Counseling → Develop iSEP and assessment → Orientation and registration session

First time transfer students are directed to come in to see a drop in counselor, at which time they receive a transcript evaluation (assessment) and an Initial Student Educational Plan (iSEP). After these student success services are provided, the student is referred to attend an orientation to register for classes.

Orientation block lifted prior to the first day of classes.

On the Monday prior to the first day of classes, the VP, Student Services lifts the registration block on students who have not completed an orientation. This allows late-comers to register and attend classes without delays and allows the counseling staff to focus on assisting returning students to finalize their schedules before classes start. We recognize that these students still need to attend an orientation during the semester in order to meet the orientation requirement prior to registering for the following term. A block is placed on following term registration and is not lifted until the student completes orientation. Students receive email notification that they are unable to register for the following term and information about completing their orientation.

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

Special Populations and Orientation Exemptions:

Local high School Seniors:

Each spring Ohlone College hosts an Orientation event at the Newark campus called Freshman Day. This is an opportunity for local high school seniors to complete early orientation and
registration. Several weeks prior to Freshman Orientation, high school seniors can complete the application process and placement testing on their high school campuses.

Deaf/Hard of Hearing students:

For our new Deaf/HH students, we start with an individual meeting including application, placement tests, pre-orientation (educational plans and campus resources), which leads to priority registration. We traditionally provide New Student Orientation/Welcome Day (Personal Development 170) one week before the start of the semester. Both domestic and international Deaf students are mandated to attend that day.

Student-Athletes:

Student Athletes, who are able to make use of their priority registration, complete an online orientation prior to their registration date. Once former and new student registration begins, all other Student-Athletes will complete a general orientation, in-person or online, prior to their registration.

Veterans:

Veterans, who submit their applications prior to the date when former and new students register complete an online orientation. Once former and new student registration begins, veterans complete a general orientation, in-person or online, prior to registration.

DSPS Students:

We help new DSPS students with filling out the application (if needed). Once the student has their Ohlone College ID number, we schedule them to take the placement test in our DSPS office followed by an in-take appointment with a DSPS Counselor. The intake appointment acts like a pre-orientation as the DSPS Counselor covers the following items: DSPS services/ accommodations, educational plans, academic advising and campus resources. During the intake appointment, the DSPS Counselor will recommend that the students sign up for one of the following to fulfill the orientation requirement: Freshman Day, PD 170 (Welcome Day) or PD 100 (designed for our DSPS students).

ESL Orientations

Students who need to take the ESL test also participate in an orientation for ESL students. After the ESL testing and orientation, students are able to meet individually with a counselor for advising; Peer Mentors are also available to assist students with registration for classes through WebAdvisor.
Orientation/Student Success Exemptions:

Returning Ohlone students and new students who indicate on their applications that they have an AA degree or higher are automatically exempted from the orientation requirement. Students may request to be exempted from orientation or other Student Success Programs, per title V section 55532. Students who wish to be exempted from orientation or other student success programs need to complete and submit a petition online. Students are able to request exemption from some or all Student Success programs and Services with this form. Students are notified of the determination of their request within 2 business days.

In accordance with Section 55532, Ohlone College will exempt a student from orientation, assessment, counseling, advising, or student education plan development if the student:

(1) has completed an associate degree or higher;
(2) has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence;
(3) has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards.
(5) has enrolled at the college as a special admit student pursuant to Education Code section 76001.

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

In addition to staff costs, there is a small cost for published materials given to students and marketing/outreach regarding Freshman Day. Additionally, the Blackboard platform we use for online orientation does not “talk” with the SARS platform we’d like to use for students to register for it. Currently we are manually adding students into the online orientation and manually tracking their participation. We continue to explore technological solutions that would allow students to more easily register for and access the online orientation while also allowing us to capture the data. Exact costs related to this are unknown but are included within the “technological support” portion of the overall budget. See Attachment D

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still
Placement testing is required of all Ohlone students wishing to obtain a certificate or degree, take an English or math course, or to take courses which have English, reading, or math prerequisites at Ohlone College. Placement testing is provided on an on-going basis for English, math, and English as a Second Language. Approximately 6,500 students take the English and math tests and an estimated 420 students take the ESL placement test each academic year. Testing is also provided for students wishing to waive the general chemistry prerequisite. Approximately 140 Ohlone students take the Chemistry placement test in an academic year.

Most placement tests are administered at the Ohlone Fremont Campus in the Placement Testing Center. However, from March to May of each year, the English and math placement tests are offered at local high schools, continuation schools, and the Adult Schools in Fremont, Newark and Union City to graduating seniors wishing to attend Ohlone College in the Fall semester.

Before taking a placement test, students need to submit an application to Ohlone College and obtain an Ohlone College student ID number. All students are required to have an Ohlone student identification number in order to take the placement test.

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

Assessment services at Ohlone College function under the direction of a Counselor with partial assignment time (.25) serving as the Assessment Coordinator. The Assessment Coordinator evaluates and improves program goals and objectives, ensures compliance with local, state, and federal regulations, and overlooks the workload of a full-time Student Services Assistant (SSA).

The Student Services Assistant for Assessment coordinates testing schedules, proctors tests, compiles testing data, and manages all inquiries and correspondence regarding placement testing at Ohlone College.

Peer Mentors assist with placement testing, particularly with the ESL test, testing at the high schools, and during peak regular testing periods. Peer Mentors do not proctor tests.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Ohlone College administers the computer-based Accuplacer English and math placement tests by
College Board. The Accuplacer placement tests include background questions at the beginning of the test that serve as multiple measures for determining course placement. Answers to the background are weighted. Course placement is determined by the answers to the background questions and the test score. The English and math placement tests are administered in-person to individuals and in groups. Remote proctoring of the Accuplacer test is offered when needed.

Ohlone College utilizes the computer-based Compass English as a Second Language (ESL) placement test by ACT (American College Testing). In addition to the Compass ESL test score, students also complete a 45-minute written essay; students are given one of six alternating essay prompts and instructed to write about their personal experience and point of view regarding various topics. The essays are evaluated and scored by two Ohlone ESL instructors. In some cases, the ESL instructors may also interview a student in order to determine course placement. ESL course placement is based on the combined results of the Compass ESL test and the written essay.

4. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

Ohlone College accepts placement test results from other California Community Colleges and Accuplacer Test results from any educational institutions in the US. Test scores from other colleges are evaluated by counselors.

5. Describe college or district policies and practices on:
   a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

**Pre-test practice**: Study guides for all placement tests are available on the Ohlone Placement Center website. Students are highly encouraged to review their English and math skills prior to taking the placement tests. Students are referred to the online study guides when they receive their testing reservation confirmation-email, at high school application workshops, in the Schedule of Classes, and from the Placement Testing Center bulletin board. The online resources include sample questions, sample tests, and video tutorials. The Placement Testing Center also distributes printed study guides for the English, math, ESL and chemistry placement tests.

**Re-take**: Accuplacer encourages institutions to establish their own retest policy. At Ohlone College, students are allowed to take the Accuplacer English and/or math placement tests three times during their enrollment at Ohlone College. Students must wait a minimum of three (3) weeks from their initial test date before retesting the second time. If necessary, students’ third and last attempt must be taken a year from their second retest.

For the English as a Second Language (ESL) and chemistry placement tests, students may take the
Students with special circumstances may submit a petition to the Dean of Counseling to request a retest earlier than these guidelines.

Recency: Ohlone College does not currently have a recency policy for placement testing. All test placements are saved as part of the students’ records. In spring 2015, the Assessment Assistant and the Assessment Counselor will look into establishing a limit on the number of years Ohlone placement tests results can be used.

Recency: Ohlone College does not currently have a recency policy for placement testing. All test placements are saved as part of the students’ records. In spring 2015, the Assessment Assistant and the Assessment Counselor will look into establishing a limit on the number of years Ohlone placement tests results can be used.

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

Students who have completed an English and/or math class at another college, an AP or EAP Exam with a qualified score, or an approved assessment test at another California Community College can complete their assessment by meeting with a counselor. The counselor evaluates the course and/or test and places the student in the appropriate English and/or math courses.

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

iii. Counseling, Advising, and Other Education Planning Services

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

Counseling services are available to all current and prospective students of Ohlone College. Services include academic, career, and personal counseling, and are offered at both the Fremont and Newark campuses. Counselors assist students in understanding their educational options, identifying educational and career goals, and creating individual education plans for certificates, graduation, and/or transfer. Counselors also provide guidance in helping students to identify appropriate resources to support academic success. Counselors may help students to understand personal strengths, learning styles, motivation, interests, and abilities. We anticipate approximately 2000 students new students will access these services in the Fall semester and 1200 more new students will require them in the Spring semester.

During the period from August 1, 2012-July 31, 2013 counselors serviced students in the following ways:
Individual Student Appointments: 6994
Drop-in Appointments: 9573
Online Counseling: 1953
Academic Standing Workshops: 249
Transfer Workshops: 650
Other Workshops: 316

Ohlone College Counseling services strive to meet the unique needs of the Fremont-Newark community. Counselors provide specialized services to veterans to complete the necessary paperwork to receive financial assistance. Students who are on any level of probation are also given specialized attention through group workshops and individual appointments (both in-person and on-line). We also have specific counselors assigned full and/or part time to the following student populations and programs: College Connection (high school partnership), international students, DSPS, EOPS, Deaf Studies, nursing, health science, biotechnology, veterans, Puente and athletics. The counseling department has one designated counselor through the Student Health Center whose sole responsibility is to work with students experiencing mental health or personal issues. In addition, students who are on financial aid probation must see counselors for a mandatory student education plan in order to reinstate eligibility for financial aid awards. In years past, counselors have provided services to local displaced workers (i.e., NUMMI) to allow these community members to receive school funding through the Trade Assistance Agreement. In addition, the Counseling Department assists with creating and maintaining partnerships with local high schools and Mission Valley Regional Occupation Program (MVROP) through Career Prep 2+2 Articulation agreements and coordinating the annual high school and Ohlone College counselor conference. Counselors also coordinate additional outreach efforts to the local community, such as Raza Day and Freshman Day events.

Personal Development Classes
The Personal Development (PD) department encompasses a variety of courses aimed at supporting students’ personal growth primarily through academic and career related classes. The Personal Development courses are taught primarily by Ohlone College counseling faculty and are between 0.5 and 3 units each. Those courses that include completion of a Student Education Plan will also be utilized to maximize growth in the number of students completing a comprehensive education plan, and we are exploring the use of one or more of these classes to provide a better orientation experience for new students.

Several Personal Development courses share the common theme of enabling students to become more proactive in advocating for themselves as students, as well as assuming responsibility for their personal and professional lives. These goals are accomplished through an in-depth study of topics such as motivation, effective goal-setting, self-esteem, critical thinking, life skills, reading, memory, time management, wellness, etc. Several of these courses require students to demonstrate a detailed knowledge of the Ohlone College student services, evidence of utilization of faculty office hours, and extracurricular activities such as volunteer work or community service, attendance at Ohlone sporting or performing arts events or other student activities, and/or informational interviews with professionals from the local community.
Our Personal Development courses are open to everyone in the community. Some of our courses attract people in the community who would not otherwise be taking classes. For example, our Career Planning classes attract working adults, adults looking for a career change and people who are returning to the world of work (unemployed adults). We use the curriculum and resources within these courses to assist students in establishing goals, and possibly, returning to school to further their education. Some courses have sections that are offered to specific student populations such as student-athletes and Puente, and some are linked to other classes within college-wide learning communities (e.g. basic skills and success in math).

Similarly, our College Success classes bring in many different types of people from the community. We get students who have aspirations to complete a degree they started long-ago or students who never attended college and didn't believe they could be successful in a college environment. Our Personal Development courses give people the confidence and know-how to be successful in higher education.

**Timeline for Counseling Services**

Counseling services are offered throughout the Student Success process and begin prior to registration for all new students. Counselors work with students during mandatory orientations to begin discussing educational goals, majors, interests, transfer requirements, career preparation, academic assessments and course offerings. Each year, in preparation for fall semester, high school seniors are invited to participate in Freshman Day, a large-scale orientation held over two days. Through participation, students are offered the benefit of early registration, and parents are invited to attend their own orientation. All new students complete an initial Student Education Plan during orientation.

Once a student enrolls he/she has access to the full scope of counseling services throughout their time at Ohlone.

Beginning with the Fall 2014 term, the following groups of students will be invited to attend a comprehensive Student Education Planning (cSEP) workshop: 1) students who have successfully completed 15 degree applicable units and 2) students who have not yet declared a course of study. The cSEP workshops are designed to help students identify their educational goal and course of study, and assist them in developing a comprehensive student education plan. Students will be guided to complete their plan at the workshop or be referred to an individual appointment for more in-depth assistance. Students who complete their comprehensive education plan will be given priority registration for the next available term. (See section iii-4 for more details on comprehensive Student Education Planning.)

General counseling services (which are separate from other activities coordinated by the Counseling Department) encompass five primary approaches: individual counseling appointments, drop-in counseling, online counseling, workshops and Personal Development classes. These activities are interrelated and complementary (students using drop-in counseling are often directed to make an
individual appointment for follow-up or vice versa). Students may be referred to online counseling if they are unable to come to the campus for an appointment; likewise, the online counselor will often refer contacts to make an appointment or to see a drop-in counselor if appropriate. Many students using any of our appointment services are referred to appropriate workshops and/or Personal Development classes as well.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Individual appointments

Individual appointments provide students with academic counseling, personal counseling, and career counseling. Counselors work with students individually to explore career options, identify related degree and certificate programs, and to set educational and career goals. During individual appointments counselors also help students plan an appropriate course of study, and develop individualized student education plans that outline the requirements for a certificate, a degree and/or transfer. Counselors provide guidance to promote student success through referrals to appropriate support services. Counselors provide assistance with paperwork such as graduation applications, petitions, and the transfer process. Additionally, counselors provide support and guidance for students in the area of personal counseling, such as time management, decision making and stress management, as they move forward with their goal attainment.

Individual appointment data is currently stored in the SARS appointment database, however, recent attempts at data collection and interpretation suggest that this data is inaccurate and unreliable. There are current efforts being made to develop reliable means of recording and reporting this data.

Students are prompted (through email) to schedule an appointment with a counselor during the semester to manage or prepare for the following: course registration, associate degree application/graduation, transfer planning and academic standing.

Students are encouraged to schedule a counseling appointment up to two weeks in advance. Those who try to schedule their appointments at the beginning of the week will typically have no problem reserving an appointment for the following week; however, there is always a shortage of appointments during peak times of the semester (typically once the registration period has begun and through the first week of school). We plan to increase the amount of available counselor hours to meet the student appointment demand as we move forward with the new student success mandates. This could include hiring additional staff.

Additionally, due to previous reductions in funding, our appointment services have been severely limited (and sometimes not offered) between terms, summer months and winter break. We expect the demand for appointments during the summer months to increase as we move forward with more counseling mandates, so we have also added more counseling services during these times.
Drop-In appointments

Drop-in counseling is available throughout the day at both the Fremont and Newark campuses. These are quick appointments (5-10 minutes) designed to help students with pre-requisite clearance, overload requests, registration assistance, general information about programs and certificates, and referral to other services on campus. Students do not need to schedule drop-in appointments in advance; they will need to check in with the staff at the counseling window during the open hours and a counselor will meet with them on a first come, first serve basis. In general, students’ access to counselors for drop-in services is very quick and efficient. The regular wait time is usually between 5 to 15 minutes. However, during peak times of the semester (previously identified as during the registration period and during the first week of school), students can wait up to an hour to access this service. We also expect the demand for drop-in appointments during the summer months, between terms and over winter break to increase as we move forward with more counseling mandates. We plan to increase the number of counselor hours to meet student demand during peak periods as we move forward with the new student success mandates.

Online Counseling (E-counseling)

A range of counseling services offered via individual appointments and drop-in counseling is available via online counseling services. Online counseling is cross-referenced in multiple places on the Ohlone College website for maximum visibility. Students may submit a request for online counseling through the college website. Upon submitting a request for services, a counselor will respond via email typically within 1-3 business days. As with other services, during peak times of the semester, students can wait up to one week for a response to an online counseling inquiry. We are looking at ways to increase the amount of on-line counseling services available for students as we move forward with our new student success mandates.

Workshops

Student Success and Transfer Workshops are offered throughout the semester. The workshops are topic-specific and offer guidance for students while promoting student success. The topics include the following: academic standing, motivation/goal setting, time management, stress management, university applications, major exploration, and many other transfer related topics.

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

Initial Student Education Plans are primarily created during our mandatory new student orientations. Counselors will work with students individually and within a group to develop this plan. Prior to Spring 2014, these initial education plans were developed through the student registration process. Beginning Fall 2014, initial plans will be at least 1-2 semesters in length and will include the appropriate basic skills (reading, writing and math classes) and a college success and/or career related course deemed appropriate to move the student forward toward their academic goals. They will be completed electronically, saved in a shared folder for easy counselor
access in follow-up counseling appointments, and electronically sent to the student. During Fall 2014, we anticipate completion of the installation process of Student Planner which will provide greater flexibility and access to Student Education Plans online beginning in Spring or Fall 2015 (see IIc.6 below for detail).

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

As a continuation of the Initial Student Education Planning efforts, counselors work with students to develop Comprehensive Student Education Plans (cSEP’s). Comprehensive Student Education Plans include a student’s educational goal and the course of study required to attain the goal. The cSEP typically is a 2-3 year plan for students whose goal is obtaining an associate degree and/or transfer; but for some students who have completed course work at other colleges, or whose goal is a Certificate of Achievement (or other goal requiring fewer courses), the cSEP could be 1-2 semesters. The cSEP merges information from various sources (i.e. Eureka, Assist, university websites, etc.) into a single document. This document is used to guide the individual student in course planning, track the student’s progress through coursework completion, facilitate referral to appropriate support services, and increase student and counselor accountability by outlining specific objectives and responsibilities for each party.

As previously stated, beginning in Fall 2014, we will offer Comprehensive Student Education Planning workshops. Within these workshops, specifically designed toward general student categories (undecided majors, major-specific, career-technical fields, etc.), counselors help students plan an appropriate course of study, as well as develop individualized and comprehensive student education plans that outline the requirements for specific certificates, degrees and/or transfer. Counselors will provide follow-up for students who require additional assistance (e.g. transcript and AP evaluations, extra support for students with learning disabilities, undeclared majors, or students who simply need extra guidance). These students will be referred to individual counseling appointments and appropriate support services. Staffing needs will be great for these workshops and we will need to identify ways to provide coverage. We anticipate this will include a combination of new technology (Student Planner), creative scheduling (avoiding peak times), and the possible addition of counseling hours.

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

Currently, there are 13 full-time counselors and 4 part-time counselors providing core Student Success support services as defined by the Student Success guidelines. Combined, the FTEF for general counseling is 15.5. Full time counselors have approximately 30 contact hours per week.
General counselors are currently assigned to work with the following specific student groups, programs or special assignments:

- International Student Program (1.25 FTEF)
- Registered Nursing & Physical Therapy Assistant students (1.0 FTEF)
- Student-Athletes (1.0 FTEF)
- Academic Standing/Probation (.25 FTEF)
- Assessment and Placement Testing Coordination (.25 FTEF)
- Basic Skills Presentations/Coordination (.3 FTEF)
- Orientation (.2 FTEF)
- Personal Development Instruction (1.68 FTEF)
- Puente cohort (.5 FTEF)
- Transfer Center Coordination (.5 FTEF)

Total Counseling FTEF for assignments other than general counseling: 6.93

Total Counseling FTEF available for counseling, advising and education planning for the general student population: 8.57

As indicated on the State Student Success Scorecard, our overall counselor to student ratio is 1:709 for all Counseling Department activities and populations. Removing special populations who have an embedded counselor (Athletics, Nursing/Health Sciences, International Students) and accounting for special assignments, the ratio becomes 1:975 in terms of providing counseling and Student Education Plans for the general student population. We recognize that balancing long and short term priorities will be a key factor in scheduling counselors and determining how to best meet all the new needs without impacting current services. We are approaching this through a multi-pronged approach that includes expanded/enhanced technology, classified support staff, and the use of Personal Development classes and workshops to maximize the time counselors spend counseling students. We will also be submitting a request for additional counseling faculty through our campus faculty request process.

In keeping with the methodology of the Scorecard, EOPS and DSPS students and counselors are not included in the numbers or calculations above.

Other staff involved in assisting with education planning services:
- Transfer Center Specialist: assists in setting up specialized education planning workshops for transfer students
- Student Services Assistant: assists the SARS sign-up and data entry for education planning workshops
- Orientation and Outreach Coordinator: assists in scheduling, planning, and delivering orientations to incoming students
- IT Systems Analyst: provides the IT support for Ellucian Student Planner and SARS (scheduling software)
6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

Ohlone has begun the process of installing Student Planner, the Ellucian education planning module. The installation, set up, and testing of Student Planner will take approximately 12-18 months. The module will be installed during the Fall, 2014 term and counselors will beta test and become proficient in its use before we make it live for students (in Spring or Fall, 2015). During 2015-2016, comprehensive education plans will be developed and recorded using the Ellucian Student Planner module, which will also be integrated with the Ellucian degree audit module. Although there are tremendous start up charges to get this operational this year, we anticipate that using Student Planner will greatly enhance our efficiency and effectiveness in providing Student Education Plans and will be well worth the investment in the long term.

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

In addition to staff costs, the bulk of budget needs in this area are related to adding/improving technology. Exact technology costs associated with installing and implementing Student Planner are not known but have been accounted for under “technological support” in the overall budget. (see Attachment D).

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
   d. How teaching faculty is involved or encouraged to monitor student progress and develop or participate in early alert systems.

Services for students on probation and at-risk of losing priority registration

We provide follow up services for approximately 2400-3000 students per year who are on some type of probationary status.

4-6 weeks after each semester, the IT department works with the counseling department to run the Academic Standing process to assign a term-specific academic standing status to all students. This is a time consuming and cumbersome process that can easily result in mistakes in assigning student status. The two personnel work closely together to make sure students are accurately identified and assigned. In order to address the needs of students on probation, we immediately send them
emails informing them of their specific academic status, the fact that they are blocked from registering for the following term, and the steps they must take to clear their registration block and begin to improve their academic performance.

Students whose academic standing is “Probation” (level 1) are required to complete a one-hour workshop called, “Why Am I On Probation?” Students may choose to complete the workshop in person or online.

Students whose academic standing is “Subject to Dismissal” (level 2) are required to complete a two-hour workshop, which includes an individual advising session with a counselor. Students may choose to complete the workshop in person or online. The workshop covers topics such as Time Management and Procrastination, Motivation and Goal Setting, Self Esteem, Stress Management, Study Skills, and Test Taking.

Students whose academic standing is “Dismissal” (level 3) are dismissed from the college. These students may submit a Petition for Reinstatement and meet with a counselor if they wish to appeal their dismissal. Students who appeal are required to bring in progress reports signed by instructors from each of their in-progress classes so that counselors may determine appropriate interventions.

In each workshop, students are provided a Student Success Resource Guide, which lists resources available to students on both campuses and online. Resources listed help students in the following areas:

- Study Habits/Exam Skills
- Tutoring
- Counseling
- Transfer Center
- Career Counseling/Occupations/Job Market
- Financial Aid/Scholarships
- Health Services

Services for students at-risk of losing the BOGW

At the end of each semester after grades are posted, the Financial Aid Office monitors the academic progress of all students who are receiving Board of Governors Fee Waivers. Students who have not made Satisfactory Academic Progress (GPA of 2.0 and 67% completion rate) are notified by email. Instructions are included to inform student of next steps. Students who are on “Warning” status must attend an SAP Workshop in order to clear their status. Students who have not made Satisfactory Academic Progress for a second semester are placed on “Disqualification” status and must submit a Financial Aid Application for an Appeal including a counselor-approved Education Plan.

Students are no longer eligible to receive federal financial aid once they have attempted 150% of the number of units required for their educational goal; since most associate degrees require 60
units, most community college students can no longer receive federal financial aid once they have attempted 90 units. At Ohlone students who have reached 125% of attempted units of their educational goal are notified by email they are nearing the end of their eligibility for Federal Financial Aid. These students must submit an Application for an Appeal and a counselor-prepared Education Plan.

The Financial Aid Office provides group and individual SAP workshops as well as individual advising sessions, and communicates with students via email and telephone.

**Services for Basic Skills students**

In fall 2013 there were 2426 students (unduplicated) enrolled in Basic Skills courses, and in spring 2014 there were 2386 students enrolled in Basic Skills courses.

Ohlone offers tutoring services for Basic Skills students through scheduled appointments, drop-in hours, and as embedded into the course. The combined tutoring budgets for mathematics and the English Learning Center is about $60,000 and includes Basic Skills tutoring. Dedicated basic skills tutoring under the Basic Skills Allocation is approximately $10,000. Starting in 2014-15 Student Success funds will be used to coordinate and enhance tutoring services, particularly for English and math.

Tutoring is provided both in-person and online.

Learning Communities (University Express, Puente): focus on personal development in conjunction with English basic skills. Funding for Puente under the Basic Skills Allocation is $6,000.

Students are informed about these services through presentations in their basic skills classes by a counselor. Funding provided for this through the Basic Skills Allocation is approximately $8,000.

**Basic Skill Outreach Program**

One of the ways that the Ohlone College follows-up with Basic Skills students is by having a counselor personally visit these students in their classrooms. These visits are funded through the Basic Skills Initiative (BSI). The targeted classes are the first-level basic math course (MATH-190/190A), first-level English writing course (ENGL-151A), and second through fourth level English as a Second Language reading/writing courses (ESL-182RW, ESL-183RW, ESL-184RW). All non-ESL courses are visited twice. Classroom visits are scheduled with each instructor, last about 30 minutes, and start the third week of the semester. The outreach counselor will visit 30-40 class sections depending on the semester.

The stated goals of the visit are to:
- Integrate information on and access to academic counseling, personal counseling, and financial aid into Basic Skills courses
- Encourage students to meet with a counselor to develop education plans
Students receive a list of resources that can be found on both the Fremont and Newark Ohlone campuses (along with their physical location, phone number and website address). The counselor provides additional information about resources and success strategies for the students and encourages all students to meet with a counselor to complete a Student Education plan.

Instructors are given a handout about the Counseling Department’s Early Alert program. Early Alert allows instructors to notify the counseling department about any student who could benefit from a counseling contact.

About one month after the initial visit, the counselor visits the same class for the second time. The second visit takes about 10 minutes. In this follow-up visit, the counselor presents information about:

- Finding out their current grade in their courses
- The last day to drop a class to receive a “W” grade
- How a “W” affects the student
- Repeating a course
- Priority Registration Date to register for classes for the following semester
- Importance of making an appointment with a counselor before the busy registration period

ESL course visitations follow a similar format. However, each course is only visited once.

**Services for students without a declared goal or program of study**

Currently, students are required to update their Student Profile in WebAdvisor prior to registering each term. As part of this process, they are required to enter an Education Goal. Starting in Spring 2015, we will conduct follow up with students who have declared majors of Undeclared, CSU Transfer, UC Transfer. These students will be contacted by email and encouraged to attend one of the following workshops:

1. How to Choose a Major
2. Any of the transfer workshops offered through the Transfer Center

Students are also encouraged to register for PD 150 (Career Planning and Exploration) or PD 149 (Career Testing).

The Student Success and Support Program Committee will work with IT to improve the way students utilize WebAdvisor/Student Profile to identify and/or update their declared goal and program of study.

**Services for students in general**

In addition to the targeted services identified above, all teaching faculty are reminded at the
beginning of each term about our Early Alert Referral service, where they can refer students who are struggling in their classes. Early Alert Referrals are submitted to the Counseling Department Dean, who then assigns each referral to a counselor. Students are then contacted by the assigned counselor, and encouraged to make an appointment to assess and discuss current difficulties and follow up strategies for future success. Counselors follow up with the instructor to ensure the issue has been addressed, or to confirm that follow-up efforts were made on the part of the Counseling Department.

Common issues students are referred through Early Alert for are:

- Ability/Preparedness
- Tardiness/Absences
- Working/Class Conflict
- Low Test Scores
- Personal or Financial Problems
- Motivation/Attitude
- Language (non-native)

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

Students use SARS to make appointments for Academic Standing workshops through the Ohlone website. Online Academic workshops can be completed through the Ohlone College website.

Financial Aid uses Ellucian-delivered products to perform Satisfactory Academic Progress (SAP) reports and send emails to students.

Ohlone is currently implementing Ellucian Mobile App that will allow students to access their WebAdvisor account and see their academic standing on their smart phone.

The college is in the process of implementing a tutoring tracking system that allows for tracking of tutoring sessions, connecting sessions with specific classes, and allowing for communication between instructors of the specific classes and the tutoring centers. While we were initially looking at Accutrack, the inability of the program to interface with Colleague has us moving in another direction – programming SARS, which is currently used by the counseling department – to serve the same functions. An initial budget of $7,000 was reserved for purchase of Accutrack, with a planned annual expenditure of $1,000 for maintenance and updates.

3. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.
   a. Counselor/Academic Standing Coordinator (.25 FTEF): Coordinates workshops, schedules counselors; responds to student appeals or questions regarding Academic Standing; updates
workshop curriculum, compiles and analyzes data
b. Student Services assistant: tracks student sign-ups for workshops; responds to student inquiries about workshops and academic standing status; assists with data collection.
c. Financial Aid staff are assigned caseloads to ensure consistent contact with students:
   • A full time Applications Coordinator
   • Four full time Student Services Assistants,
   • A full time Financial Aid Director
d. One part time counselor (.3) coordinates the Basic Skills outreach program
e. Adjunct counselor/instructor to teach PD 150 and 149 (Career Testing and Career Planning)
f. Tutoring coordinator
g. IT staff to evaluate and potentially simplify the process to assign academic standing to current students each semester.

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

i. Instructional Research

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

The College has created a Student Success metrics team to determine how to best measure and research the use and effectiveness of our SSSP services. A minimum of 20% of the institution’s research resources have been committed to the project.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

   Students register for orientation, counseling appointments, and a variety of counseling workshops via our online SARS program. This also allows us to track services provided. Placement testing is completed online, as is one orientation option and many workshops and PD classes. In-person delivery of services nearly always includes a powerpoint presentation. We are currently completing electronic Ed Plans using excel and email, but will be switching to the more fully online Student Planner module during 2014-15. Students are identified for follow-up and at-risk services via Colleague reports and processes, and the campus Early Alert program is also online.

Ilc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.
Match services include application processing in Admissions & Records as well as evaluations and articulation. We are updating our application process (to CCCApply) this year which requires additional Admissions and IT support. Degree Audit data has to be carefully evaluated and updated to make it “student friendly” and ensure a smooth transition into Student Planner.

**SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT**

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

   Students who meet one or more of the criteria below can request to be exempted from Student Success requirements:

   (1) has completed an associate degree or higher; (automatic, if noted on their application)
   (2) has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence; (will need to submit petition)
   (3) has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards. (will need to submit petition)
   (4) has enrolled at the college as a special admit student pursuant to Education Code section 76001. (Automatic through application)
   (5) has enrolled at the college after high school graduation and has completed a course at Ohlone college prior to the Spring 14 term (Automatic, via enrollment)

2. **Appeal Policies**
   
   Describe the college’s student appeal policies and procedures.

   **Enrollment Priority Appeals**

   Students may appeal the loss of their enrollment priority due to extenuating circumstances or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner as defined in section 58108(n). Students may appeal by submitting a general student petition to the Admissions & Records Office. It is the responsibility of the student to indicate on the petition a clear statement of the grounds on which continued priority enrollment should be granted and to provide evidence supporting these reasons. Petitions will be reviewed by a committee and the committee decision will be final.

3. **Prerequisite Procedures**
AP 4260 Prerequisites and Corequisites - Administrative Procedures, Chapter 4 Academic Affairs

References: Title 5 Sections 55000 et seq.

Prerequisites, corequisites, advisories, recommended preparation, and limitations on enrollment are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, corequisites, advisories, and limitations on enrollment do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, corequisites, advisories, and limitations on enrollment be established based solely on content review or content review with statistical validation.

1. Information in the Catalog and Class Schedule
The college provides the following explanations both in the college catalog and in the class schedule:
   A. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment that have been established.
   B. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
   C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
   D. Definitions of corequisite, non-degree-applicable basic skills courses, prerequisite, and satisfactory grade.

2. Challenge Process
   A. Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course by obtaining approval from a counselor and/or the appropriate division dean.
   B. Grounds for challenge include the following:
      1. Grounds for challenge specified in Title 5 Section 55201(f).
      2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student is allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.

4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

3. Curriculum Review Process for Prerequisites and Corequisites

The curriculum review process is in accordance with all of the following:

A. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the Faculty Senate.

B. Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) only upon the recommendation of the Faculty Senate except that the Faculty Senate may delegate this task to the Curriculum Committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.

C. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:

   1. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in a related discipline (as determined by using the Minimum Qualifications for Faculty and Administrators in California Community Colleges) do all of the following:

      a. Approve the course; and,
      b. As a separate action, approve any prerequisite or corequisite, only if:

         1. The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:

             a. involvement of faculty with appropriate expertise;
             b. Consideration of course objectives set by relevant department(s)/discipline(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
             c. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
             d. specification of the body of knowledge and/or skills which are deemed necessary at entry in the case of a prerequisite and/or concurrent with enrollment in the case of a corequisite;
             e. Identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under iv.
             f. matching of the knowledge and skills in the targeted course
(identified under (d)) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under (e)); and

g. maintain documentation that the above steps were taken.

c. Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.

d. Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

e. Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the Curriculum Committee.

f. Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.

g. Establish a plan for the research to be used to determine the impact on student success and whether there is any disproportionate impact of new prerequisites.

2. A course which should have a prerequisite or corequisite as provided in e) or f) but for which one or more of the requirements for establishing a prerequisite have not been met may only:

i. Be reviewed and approved pursuant to the standards for non-degree applicable credit or community service; or

ii. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.

3. The Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.

D. Ohlone College’s Faculty Senate, through its Curriculum Committee, will adopt a plan specifying how prerequisites or corequisites in reading, written expression or mathematics will be added to courses.

E. Course Review. All courses at the college are reviewed on a six-year cycle, which includes review of each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or
corequisite that is still supported is reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

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

During the week of August 18th, the Student Success Program Committee worked with the Vice President/Deputy Superintendent, Academic Affairs to hold a “Get It Done Day” that incorporated Student Success and Equity with Program Review.

On October 8-9th, there will be a team of Ohlone faculty and administrators attending the 2014 Strengthening Student Success Conference in Costa Mesa, CA.

As statewide and regional Student Success conferences and workshops are announced, faculty, staff and administrators involved in student success activities will be encouraged to attend. Professional Development funds are available for these events.

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

The 2014 “Get It Done Day” incorporated Student Success with Equity and Program Review. During this day, faculty had the opportunity to discuss student success data relative to their programs and begin discussing needs and ideas for maintaining or improving success as indicated. The college is also currently reviewing and updating its strategic plan and Mission statement. These conversations will form the framework for ongoing efforts related to equity and student success plans. In all plans, our recent accreditation recommendations and commendations will be incorporated.

The Student Success Committee and Basic Skills Committee work collaboratively together to identify at-risk students and provide appropriate assistance (tutoring, counseling, success strategies, career planning, etc).

6. **Coordination in Multi-College Districts**
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

NA
SECTION IV. ATTACHMENTS

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

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

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

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

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

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

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

Debra Sheldon
California Community College Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818
Attachment A
Student Success and Support Program Plan Participants

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

- Name: _____ Jennifer Harper _____ Title: _ Associate Professor, Counseling
  Stakeholder Group: SSSP Committee, Academic Standing Program, Counseling
- Name: __ Diane Berkland _____ Title: Assistant Professor Counseling
  Stakeholder Group: Faculty Senate, Counseling Department
- Name: _ Mandy Kwok-Yip _ Title: Assistant Professor Counseling
  Stakeholder Group: Counseling Department, International Student Program
- Name: _ Mark Lieu _ Title: _ Dean, Language and Communication Division _
  Stakeholder Group: Dean, Language & Communication Division, Basic Skills Committee, SSSP Committee
- Name: _ Tony Le _ Title: _ Adjunct Counselor/Basic Skills Outreach
  Stakeholder Group: _Basic Skills, Counseling_
- Name: _ Dr. Ron Travenick_ Title: _ Vice President Student Services
  Stakeholder Group: _Student Services, College Executive Team
- Name: _ Jesse MacEwan Title: Assistant Professor Counseling
  Stakeholder Group: Counseling Dept., Curriculum Committee
- Name: Frances Fon _ Title: Adjunct Counselor _
  Stakeholder Group: _Counseling Dept.
- Name: _ Lenore Landavazo _ Title: Adjunct Counselor __
  Stakeholder Group: _College Council, Counseling Dept._
- Name: _ Linh Nguyen _ Title: Assessment Center Specialist ___
  Stakeholder Group: _Testing Center, classified staff_
- Name: _ Anne Burdett _ Title: _Director of DSPS_
Stakeholder Group: _DSPS, SSSP Committee_

- Name: _Deborah Griffin_ Title: _Director of Financial Aid & Veterans Services_

Stakeholder Group: Financial Aid, Veteran Services, SSSP Committee

- Name: _Yvonka Headley_ Title: _Counseling/Athletics_

Stakeholder Group: _Counseling/Athletics_

- Name: _Debbie Trigg_ Title: _Director of Student Life, EOPS; Ombudsperson_

Stakeholder Group: Campus Activities, EOPS, SSSP Committee

- Name: Jean Michelle Kristine Coronejo Title: Student Peer Mentor

Stakeholder Group: _Students, Peer Mentors_

- Name: Veronica Guitron Title: Senior Student Peer Mentor, Major

Stakeholder Group: _Students, Peer Mentors_

- Name: Tomohiro Ishiguro Title: Senior Student Peer Mentor

Stakeholder Group: _Students, Peer Mentors_

- Name: Dimyana Hanna Title: Student Peer Mentor

Stakeholder Group: _Students, Peer Mentors_

- Name: _Wayne Takakuwa_ Title: _Professor Counseling/Assessment Coordinator_

Stakeholder Group: _Counseling, Assessment/Testing, SSSP Committee, Basic Skills Committee_
Attachment B
Ohlone College Organizational Chart
Attachment C
Student Success and Support Program Committee Members

Student Success and Support Program Committee, Spring 2014

- Co-chairs
  - Jennifer Harper (Faculty, Counseling)
  - Wayne Takakuwa (Faculty, Counseling)

- Ann Burdett (Director, DSPS)
- Mark Lieu (Dean, Language and Communication Division)
- Kathleen Schoenecker (IT Analyst)
- Debbie Trigg (Director Student Life, EOPS; Ombudsperson)
- Laura Weaver (Dean, Enrollment Services)
- Deborah Griffith (Director Financial Aid)

- Ad Hoc Members
  - Mike Bowman (Executive Dean, Research, Planning, and Academic Affairs)
  - Jesse MacEwan (Counselor, Orientation)
  - Don Penrose (Director, IT)
  - Ron Travenick (Vice President, Student Services)
## Attachment D
### Student Success and Support Program Budget, 2014-2015

### 3SP Budget Plan

<table>
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<th>Date</th>
<th>Dr. Ron Travenick</th>
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<td><strong>Ohlone required Match (3-1)</strong></td>
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*Actual Match available—(counseling staff only can be expanded)*

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<td>FT counselor</td>
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<td><strong>TUTORING IMPROVEMENTS TBA</strong></td>
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<td><strong>Total</strong></td>
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<td><strong>Remaining</strong></td>
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RESOURCES

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