Credit

Student Success and Support Program Plan

2015-16

District: North Orange County Community College District
College: Cypress College
Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu

Mail signature page 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 credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:
- Provide at least an abbreviated student education plan (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 for placement, and counseling, advising, and other education planning services to all first-time students.
- 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 to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. Colleges are to use the template as provided. When complete, also save the document as a PDF file and email it as an attachment to ccssssp@cccco.edu with the name of the college and “SSSP Credit Program Plan” in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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

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1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.
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, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.
categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are consistent with the SSSP Funding Guidelines or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college’s allocation expended by the district. The program and budget plans will also be compared with the colleges’ credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement—not supplant—any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

I. Program Plan Signature Page
II. Planning & Core Services
   A. Planning
   B. Orientation
   C. Assessment for Placement
   D. Counseling, Advising, and Other Education Planning Services
   E. Follow-up for At-Risk Students
   F. Other SSSP/Match Expenditures
III. Policies
   A. Exemption Policy
   B. Appeal Policies
   C. Prerequisite and Corequisite Procedures
IV. Professional Development
V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- Seymour-Campbell Student Success Act of 2012
- California Code of Regulations
- Chancellor’s Office Student Equity web page
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills website
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Cypress College
District Name: North Orange County Community College District (NOCCCD)

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 Manager: __________________________________________ Date: ________________
Name: Mr. Tom To __________________________________________ Date: ________________

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: __________________________________________ Date: ________________
Name: Dr. Paul de Dios __________________________________________ Date: ________________

Signature of the Chief Instructional Officer: __________________________________________ Date: ________________
Name: Dr. Santanu Bandyopadhyay __________________________________________ Date: ________________

Signature of College Academic Senate President: __________________________________________ Date: ________________
Name: Ms. Jolena Grande __________________________________________ Date: ________________

Signature of College President: __________________________________________ Date: ________________
Name: Dr. Robert Simpson __________________________________________ Date: ________________

Signature of District Interim Chancellor or Designee: __________________________________________
Name: Fred Williams, CPA __________________________________________ Date: ________________

Contact information for person preparing the plan:
Name: Tom To __________________________________________ Title: Manager ____________________
Email: tto@cypresscollege.edu __________________________________________ Phone: 714-484-7000 x47097

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SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

The planning process for updating the 2015-2016 SSSP Plan started with the comprehensive review of the feedback from the approved 14-15 SSSP Plan and its Budget Review Document. The process included communication and input from the following constituencies and departments: SSSP Staff, Counseling Faculty, Student Equity Committee, Special Projects Managers and Directors in areas such as Admissions and Records, Outreach, Follow up Services, SSSP Advisory Committee with Faculty Representatives from Counseling, English, ESL, Reading and Math Department, Library and Learning Resources Center, Academic Senate, and Institutional Research.

b. What factors were considered in making adjustments and/or changes for 2015-16?

Adjustments and changes to the 2015-2016 SSSP Plan will be made based on the evaluation of the numbers of students served and a review of the supported activities related to the mandated core services. Furthermore, these changes will be reflective of the feedback the college received from the panel of Peer Reviewers. The changes will also include a review of existing procedures and policies as it relates to student success.

c. In multi-college districts, describe how services are coordinated among the colleges.

Cypress College is part of the North Orange County Community College District along with Fullerton College and the School of Continuing Education. Cypress College will continue to use and record placement results from high school students who completed the assessment test at various local area high schools through Fullerton’s remote testing sites. These assessment results are uploaded to the Cypress College operating system on nightly basis. Monthly meetings are scheduled for the individual SSSP Managers for all three sites to address the appropriate steps on data reporting for all SS Data Elements. There will be a continuing effort with the District’s Information Services Area to assure that appropriate coding will be programmed for assessment data.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional

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Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

The SSSP Manager for Cypress College serves as a member of the following committees: Student Equity, the Basic Skills and ESL, Curriculum, and the Student Success Support Program Implementation Team. This will ensure integration of services and funding activities across the plans, while adhering to funding guidelines established by the State Chancellor’s Office. The SSSP Plan includes elements of the College’s Student Equity Plan, District Strategic Plan, and the College’s Accreditation Self-Study.

2. Describe the college’s student profile.

Below is the breakdown of Cypress College’s Student Profile as reported by the Office of Institutional Research and Planning:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>First-time Students $(n = 5410)$</th>
<th>First-time Transfer Students $(n = 3957)$</th>
<th>Continuing Students $(n = 17041)$</th>
<th>Returning Students $(n = 4894)$</th>
<th>Returning Transfer Students $(n = 351)$</th>
<th>K-12 Students $(n = 63)$</th>
<th>All $(N = 31716)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>5.6% (302)</td>
<td>7.5% (297)</td>
<td>4.2% (724)</td>
<td>6.7% (328)</td>
<td>8.3% (29)</td>
<td>3.2% (*)</td>
<td>5.3% (1682)</td>
</tr>
<tr>
<td>Asian</td>
<td>16.9% (912)</td>
<td>20.0% (792)</td>
<td>18.2% (3103)</td>
<td>19.6% (960)</td>
<td>19.7% (69)</td>
<td>34.9%</td>
<td>18.5% (5858)</td>
</tr>
<tr>
<td>Filipino</td>
<td>6.3% (342)</td>
<td>6.1% (242)</td>
<td>7.1% (1208)</td>
<td>7.1% (348)</td>
<td>5.4% (19)</td>
<td>1.6% (*)</td>
<td>6.8% (2160)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>53.4% (2891)</td>
<td>42.7% (1688)</td>
<td>45.9% (7828)</td>
<td>42.9% (2100)</td>
<td>35.6% (125)</td>
<td>22.2% (*)</td>
<td>46.2% (14646)</td>
</tr>
<tr>
<td>Am. Indian/Alaskan Native</td>
<td>0.4% (22)</td>
<td>0.7% (29)</td>
<td>0.6% (106)</td>
<td>0.7% (34)</td>
<td>0.9% (*)</td>
<td>-</td>
<td>0.6% (194)</td>
</tr>
<tr>
<td>Other</td>
<td>0.0% (*)</td>
<td>-</td>
<td>0.1% (21)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.1% (22)</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.6% (31)</td>
<td>0.3% (*)</td>
<td>0.5% (90)</td>
<td>0.5% (25)</td>
<td>0.6% (*)</td>
<td>1.6% (*)</td>
<td>0.5% (162)</td>
</tr>
<tr>
<td>White</td>
<td>15.8% (854)</td>
<td>21.5% (852)</td>
<td>21.7% (3706)</td>
<td>21.3% (1043)</td>
<td>27.9% (98)</td>
<td>36.5% (23)</td>
<td>20.7% (6576)</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.0% (55)</td>
<td>1.1% (44)</td>
<td>1.5% (255)</td>
<td>1.2% (56)</td>
<td>1.7% (*)</td>
<td>-</td>
<td>1.3% (416)</td>
</tr>
</tbody>
</table>

*Note. * indicates less than 15 students in a group while – indicates 0 students in a sub-group.

Nearly half (46.2%) of all students enrolled in the 2014-15 school year identified as Hispanic. White students (20.7%) represented the second most populous ethnic sub-group at the
College, while students who identified as Asian (18.5%) comprised almost one fifth of the College’s population. When examining only first-time students, over half (53.4%) of all students identified as Hispanic.

<table>
<thead>
<tr>
<th>Age</th>
<th>First-time Students (n = 5410)</th>
<th>First-time Transfer Students (n = 3957)</th>
<th>Continuing Students (n = 17041)</th>
<th>Returning Students (n = 4894)</th>
<th>Returning Transfer Students (n = 351)</th>
<th>K-12 Students (n = 63)</th>
<th>All (N = 31716)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-19</td>
<td>75.1% (4061)</td>
<td>12.7% (503)</td>
<td>17.3% (2950)</td>
<td>12.0% (587)</td>
<td>4.8% (17)</td>
<td>100.0% (63)</td>
<td>25.8% (8181)</td>
</tr>
<tr>
<td>20-24</td>
<td>16.0% (866)</td>
<td>48.1% (1903)</td>
<td>53.3% (9087)</td>
<td>39.6% (1939)</td>
<td>35.0% (123)</td>
<td></td>
<td>43.9% (13918)</td>
</tr>
<tr>
<td>25-49</td>
<td>7.9% (426)</td>
<td>35.7% (1414)</td>
<td>26.3% (4479)</td>
<td>44.6% (2182)</td>
<td>47.6% (167)</td>
<td></td>
<td>27.3% (8668)</td>
</tr>
<tr>
<td>50+</td>
<td>1.1% (57)</td>
<td>3.5% (137)</td>
<td>3.1% (525)</td>
<td>3.8% (186)</td>
<td>12.5% (44)</td>
<td></td>
<td>3.0% (949)</td>
</tr>
</tbody>
</table>

* indicates less than 15 students in a group while – indicates 0 students in a sub-group.

Most first-time (75.1%) and all K-12 students’ (100%) ages ranged from zero to 19. Nearly half of all first-time transfer (48.1%) and over half of the continuing student population’s ages ranged from 20 to 24. Moreover, nearly half of all returning students and returning transfer students’ (47.6%) ages ranged from 25 to 49. Overall, nearly half of students who attended Cypress College during the 2014-15 school year were between 20 and 24 years old (43.9%).

<table>
<thead>
<tr>
<th>Gender</th>
<th>First-time Students (n = 5410)</th>
<th>First-time Transfer Students (n = 3957)</th>
<th>Continuing Students (n = 17041)</th>
<th>Returning Students (n = 4894)</th>
<th>Returning Transfer Students (n = 351)</th>
<th>K-12 Students (n = 63)</th>
<th>All (N = 31716)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>50.2% (2714)</td>
<td>58.0% (2297)</td>
<td>55.1% (9393)</td>
<td>55.1% (2698)</td>
<td>52.4% (184)</td>
<td>61.9% (39)</td>
<td>54.6% (17325)</td>
</tr>
<tr>
<td>Male</td>
<td>48.4% (2621)</td>
<td>40.4% (1598)</td>
<td>43.7% (7448)</td>
<td>43.5% (2129)</td>
<td>41.3% (145)</td>
<td>38.1% (24)</td>
<td>44.0% (13965)</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1.4% (75)</td>
<td>1.6% (62)</td>
<td>1.2% (200)</td>
<td>1.4% (67)</td>
<td>6.3% (22)</td>
<td>-</td>
<td>1.4% (426)</td>
</tr>
</tbody>
</table>

*Note. * indicates less than 15 students in a group while – indicates 0 students in a sub-group.

Females (54.6%) comprised the majority of the College’s population. Less than half of all enrolled students during the 2014-15 school year identified as male (44.0%). A very small portion (1.4%) of the College’s population declined to state their gender.
<table>
<thead>
<tr>
<th>Goal Description</th>
<th>First-time Students (n = 5410)</th>
<th>First-time Transfer Students (n = 3957)</th>
<th>Continuing Students (n = 17041)</th>
<th>Returning Students (n = 4894)</th>
<th>Returning Transfer Students (n = 351)</th>
<th>K-12 Students (n = 63)</th>
<th>All (N = 31716)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4yr taking course for 4yr</td>
<td>1.6%</td>
<td>3.8%</td>
<td>0.6%</td>
<td>3.5%</td>
<td>2.3%</td>
<td>6.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Assoc Degree Trsf to Univ</td>
<td>54.7%</td>
<td>39.4%</td>
<td>52.9%</td>
<td>42.7%</td>
<td>32.8%</td>
<td>27.0%</td>
<td>49.7%</td>
</tr>
<tr>
<td>Associate Degree Only</td>
<td>8.1%</td>
<td>11.2%</td>
<td>11.4%</td>
<td>10.9%</td>
<td>12.5%</td>
<td>1.6%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Complete HS DiplomaGED</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.1%</td>
<td><em>(</em>)</td>
<td><em>(</em>)</td>
<td>0.2%</td>
</tr>
<tr>
<td>Disc. Career Plans/Goals</td>
<td>1.5%</td>
<td>1.9%</td>
<td>0.9%</td>
<td>1.7%</td>
<td>2.8%</td>
<td>3.2%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Educational Development</td>
<td>0.3%</td>
<td>2.4%</td>
<td>0.6%</td>
<td>2.9%</td>
<td>3.1%</td>
<td>11.1%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Improve English Read &amp; Math</td>
<td>0.5%</td>
<td>0.8%</td>
<td>0.3%</td>
<td>1.2%</td>
<td>1.4%</td>
<td><em>(</em>)</td>
<td>0.6%</td>
</tr>
<tr>
<td>Job Advance/Update Skills</td>
<td>0.5%</td>
<td>2.3%</td>
<td>0.9%</td>
<td>2.2%</td>
<td>3.4%</td>
<td><em>(</em>)</td>
<td>1.3%</td>
</tr>
<tr>
<td>Maintain Cert/License</td>
<td>1.0%</td>
<td>1.7%</td>
<td>1.2%</td>
<td>1.8%</td>
<td>2.8%</td>
<td><em>(</em>)</td>
<td>1.3%</td>
</tr>
<tr>
<td>Prepare for New Career</td>
<td>2.0%</td>
<td>5.1%</td>
<td>3.3%</td>
<td>4.9%</td>
<td>5.4%</td>
<td><em>(</em>)</td>
<td>3.6%</td>
</tr>
<tr>
<td>Move Non-C to Credit</td>
<td><em>(</em>)</td>
<td><em>(</em>)</td>
<td><em>(</em>)</td>
<td><em>(</em>)</td>
<td><em>(</em>)</td>
<td><em>(</em>)</td>
<td><em>(</em>)</td>
</tr>
<tr>
<td>Trsf to Univ. Only</td>
<td>15.1%</td>
<td>13.2%</td>
<td>19.1%</td>
<td>13.8%</td>
<td>16.0%</td>
<td>11.1%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Undecided on Goal</td>
<td>10.9%</td>
<td>7.8%</td>
<td>5.2%</td>
<td>8.1%</td>
<td>10.2%</td>
<td>25.4%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Vocational Cert. Only</td>
<td>2.4%</td>
<td>8.2%</td>
<td>2.3%</td>
<td>4.8%</td>
<td>5.1%</td>
<td>1.6%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Vocational Degree Only</td>
<td>1.0%</td>
<td>1.9%</td>
<td>1.2%</td>
<td>1.3%</td>
<td>2.0%</td>
<td><em>(</em>)</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

*Note. * indicates less than 15 students in a group while – indicates 0 students in a sub-group.

During the 2014-15 school year, half of all students (49.7%) aimed to obtain associate degrees and transfer to four-year universities. A smaller portion of students (1.6%) sought to transfer to four-year universities without obtaining associate degrees. In contrast, a similar amount of students (10.8%) aimed to only obtain associate degrees. A small portion (7.0%) of the student population at Cypress College remained undecided regarding their educational goals.

Based on the student profile data for 2014-2015, Cypress College stakeholders recognize that it is imperative for the continuation of our coordinated efforts between SSSP and Student Equity to integrate more intentionally designed activities. As a result, this is intended to foster student success and address student achievement gap.
3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

In spring 2014, Cypress College developed a partnership with the Anaheim Union High School District (AUHSD) that resulted in the development and formalization of the Summer Boost Program. Cypress College Counselors visited high schools in AUHSD to present in-person orientations, help ease the transition between graduating from high school and enroll as students at Cypress College. The Summer Boost Program targeted high school seniors and provided program participants with the opportunity to participate in an intentional and accelerated learning environment. As a result, this improved their placement in English and Math over the summer and prior to registering for their first fall term.

Cypress College is increasing the number our SSSP support staff occurred with the recruitment and formal training of Student Ambassadors to visit and provide presentations to thirty-two (32) schools throughout the 2015-2016 Academic Year. Cypress College Student Ambassadors will visit the College/Career Center at each high school throughout the semester to answer admissions, pre-assessment, assessment, and orientation questions. This effort will ensure that all new students are aware of required SSSP core services as well as strengthen the partnership with the surrounding high school districts.

### B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?
   Yes. Cypress College is in the process of revising the online orientation component to provide a more interactive environment and placing stronger emphasis on Student Support Services. The enhanced version of online orientation will include testimonial experiences from students and expectations from faculty on student success.

2. a. How many students were provided orientation services in 2014-15? 8,218 students received services through in person or online orientation.

   b. What percentage of the target population does this represent?

   This represents 55% of the numbers of first-time students, first-time transfer students, returning students, and returning transfer students (14,612).

   c. What steps are you taking to reduce any unmet need or to ensure student participation?
   Cypress College will continue to offer both in-person orientations and the online orientations. Important information regarding changes in priority registration in accord with new SSSP requirements was added to the College Admissions and Records’ homepage
beginning fall 2014 for all New and Returning Students to ensure student participation in Orientation, Assessment, and Educational Planning Services.

The college also provides specific in-person orientations for first time-ESL students. It is a one-hour session in a program specific version of the new student orientation covering the same components and focus on just the first semester at Cypress College. This is scheduled in June and November and during the first two weeks of each semester.

The feedback from the 2014-15 SSSP Plan requested clarification on why returning students are required to participate in either in-person or online orientation. As a result, returning students will have the opportunity to be informed about the changes in core services as well as other important policies changes regarding student’s educational goal and declaring a major.

3. a. Are orientation services offered online? Yes. Students may access online orientation via smart phones, computers, or tablets by logging into myGateway (student’s portal).

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Cypress College uses COMEVO to provide online orientation for students. Currently, the college pays an annual subscription fee of $9,716 to access and use this program. The site is maintained and updated by the Student Success and Support Program staff. Cypress College also uses SARS as a system for reserving students’ seats in each in-person orientation. The annual subscription rate for SARS is $5,000. The administrative assistant in the Counseling Office uses SARS to schedule appointments and report MIS data on orientation.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation. Both the in-person and online orientation include all the topics as required by policies and procedures

(1) Academic expectations and progress and probation standards pursuant to section 55031;
Required Policy per NOCCCD Board Policy 4250: Probation, Dismissal, and Readmission

(2) Maintaining registration priority pursuant to section 58108;
Required Policy per NOCCCD Board Policy 5055: The Chancellor shall establish procedures consistent with the District mission, defining enrollment priorities, limitations, and
processes for student challenge, which shall comply with Title 5 regulations and be aligned with the Student Success Act of 2012

(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
Required Policy per NOCCCD Board Policy 4260: Prerequisites and Co-requisites

(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
Required Policy per NOCCCD Board Policy 5130: Financial Aid Information

(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.
Procedure – college publications and website, to include class schedule, college catalog, and student handbook

(7) Registration and college fees.
Procedure – college publications and website, to include class schedule, college catalog, and student handbook

(8) Available education planning services

(9) Title IX regulations and information will be integrated to the content of orientation services for all students.
Required Policy per NOCCCD Board Policies 3410 and 3540: The scope and intent of policies on Unlawful Discrimination and Sexual Assaults on Campus along with Title IX Scope of Coverage will be presented

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.25</td>
<td>SSSP Manager</td>
<td>Coordinate the staff, budget and activities related to in-person and online orientations</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Special Projects Manager for Orientation</td>
<td>Assist SSSP Manager with coordinating and evaluating the modalities of college’s Orientation Program</td>
<td>SSSP</td>
</tr>
<tr>
<td>.50</td>
<td>Special Project Coordinator for Assessment/Orientation</td>
<td>Assist SSSP Manager with special projects related to orientation and daily operations of the Assessment Center</td>
<td>SSSP</td>
</tr>
<tr>
<td>.10</td>
<td>Assessment Specialist</td>
<td>Assist with coordinating and reporting data of online orientation</td>
<td>SSSP</td>
</tr>
<tr>
<td>.5</td>
<td>Hourly Counselors</td>
<td>Provide orientation services to students</td>
<td>SSSP</td>
</tr>
</tbody>
</table>
2.0  4 Adjunct Counselors  Provide orientation services to students  SSSP
0.5  Prof Expert  Program programming and media support for online orientation  SSSP
2.0  Adult Hourlies  Provide technical support for interactive content of online orientation  SSSP
0.5  Classified Staff  Assists with room scheduling for orientations, records and maintains student reservation and completion of orientation services. Assists faculty and staff in orientation room set up.  SSSP

6. Complete the chart below outlining all other orientation related expenditures, 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. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000</td>
<td>COMEVO</td>
<td>SSSP</td>
<td>$9,716</td>
</tr>
<tr>
<td>5000</td>
<td>SARS</td>
<td>SSSP</td>
<td>$2,500</td>
</tr>
<tr>
<td>5000</td>
<td>Materials and Supplies</td>
<td>SSSP</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

Yes. Pursuant to the feedback from the 14-15 SSSP Plan, Cypress College is planning to increase the number of participants for the Summer Boost Program and continue to incorporate the core services of Orientation and Assessment as the first two steps required for all student participants. A Student Satisfaction Survey was administered to students who previously used Assessment Center services and based on these results, hiring additional staff in order to expand service hours to students attending evening classes will be implemented. The College is looking at expanding the Summer Boost Program into the First Year Experience and Second Year Cohort as well as creating a Mobile Assessment Lab where local area high school students can complete the college assessment test on site at their high schools.

2. a. How many students were provided assessment services in 2014-15? 16,081

b. What percentage of the target population does this represent?

This represents 67% of the numbers of applications received between summer 2014 and Spring 2015.
c. What steps are you taking to reduce any unmet need or to ensure student participation?

Assessment is available on a walk-in basis to increase access to students. Additionally, with the hiring of new assessment staff this will expand walk-in services during evening hours to accommodate working students. In addition to increasing staffing for the Assessment Center, Cypress College is moving forward with the purchasing of a web based version of the current assessment instruments in order to provide greater access for all students through our mobile assessment lab. This preparation will also enable the college to begin the conversion process in anticipation for the implementation of the common assessment.

Cypress College is evaluating the effectiveness of the Summer Boost Program. The structure of the program provides the opportunity for students to participate in an Early Start to Academic Success (ESTAS) program with early assessment, orientation and receive an abbreviated student educational plan in one day. There will be designated Saturdays for local area high school students to participate in this program.

College administrators are looking into the feasibility of implementing Multiple Measures for Alternative Placement with Educational Results Partnership to explore the use of high school data along with the College’s assessment as a method of placement for students. In addition, this will address the student achievement gap data as presented in the Student Equity Plan.

Students can also complete the assessment process by completing the Cypress College Alternative Assessment Petition. English and Math Assessment can be met with the submission of appropriate documentation such as Assessment Test Results from another California Community College; attempted/completed English or Math courses at an accredited college or university; earned AP Scores of 3, 4, or 5 on the AP English Composition, Literature and Mathematics exams; and received a “Ready for CSU or participating CCC College Level English or Mathematics course” score on the Early Assessment Program (EAP) exam.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

New and returning students may take the assessment test after they have applied to Cypress College and received a student ID number. The Assessment Center is open year-round. Students can take their assessment tests after applying, during summer session and registration periods, or anytime during the semester, provided they are a high school graduate or at least 18 years old. The Assessment test is also made available for Special Admits students once required documentation has been submitted for admission. Assessment services are available on a walk-in basis Monday through Thursday, 8:30 am – 3:30 pm, with the plan to extend the hours of services to accommodate students attending evening classes. Cypress College makes available sample test sheets for English, ESL, and
Math. The sample tests are delivered in a paper pencil format. Students are informed of the sample test via Assessment Center information flyer, informational recorded messages, as well as the Assessment Center homepage where the sample questions are available for printing. In addition, Cypress College Student Ambassadors will also share this information with students, parents and teachers during high school visits.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

Cypress College administers different types of assessment tools as one of the methods for placement into English, math and ESL courses. For ESL assessments, the College utilizes the Combined English Language Skills Assessment Forms 1 and 2 (CELSA). For mathematics assessment, Cypress College utilizes the Math Diagnostic Testing Project (MDTP). The forms used for the MDTP include the following: Algebra Readiness Test Form AC 50/90, Elementary Algebra Diagnostic Test Form EA 50C 86, Intermediate Algebra Diagnostic Test Form IA 45C 86, and the Pre-Calculus Diagnostic Test Form PC 40C 86. For English, the College utilizes the CTEP.

b. When were tests approved by the CCCCO and what type of approval was granted?

In spring 2013, the CTEP and MDTP received full approval for a six year time period. However, the CELSA received conditional approval in spring 2013 due to the small number of schools and students that participated in the study.

c. When were disproportionate impact and consequential validity studies last completed?

Disproportionate impact and consequential validity studies were last completed in fall 2012. Validation of consequential validity was also completed between the vendors of the tests and the respective departments at the College.

5. a. What multiple measures are used?

Multiple Measures are used for all three of the assessment tests. Additional criterion applied by counselors/instructors in conjunction with the results of the assessment tests is:

- Previous High School and/or College Records/Transcripts

Cypress College is also considering the MMAP project for the upcoming academic year.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?
Multiple measures are part of the criteria applied by counselors/instructors in conjunction with the assessment results. The English and Math Departments at Cypress College have not determined the need to have the multiple criteria weighted in the assessment test.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522? Yes

6. Describe the policy 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.

Cypress College is part of a multi-college district and accepts placement results from other campuses. The College also accepts assessment results from other community colleges outside of the district, but only within the State of California. Placement test information from other colleges must include the student’s name, name of the test(s) taken, the testing date(s), the raw scores(s), and course placement. The tests must have been taken within the last two years.

7. How the policies and practices are on re-takes and recency made available to students?

Information on re-takes and recency is posted on the Assessment Center website. The students are able to request a re-test through their academic counselor.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.25</td>
<td>SSSP Manager</td>
<td>Coordinate the staff, budget and activities related to assessment</td>
<td>SSSP</td>
</tr>
<tr>
<td>.90</td>
<td>Assessment Specialist</td>
<td>Responsible for the daily operations of the Assessment Center</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Special Projects Manager for Summer Boost</td>
<td>Coordinate assessment testing for high school seniors graduating coming to Cypress College</td>
<td>SSSP</td>
</tr>
<tr>
<td>.50</td>
<td>Special Projects Coordinator for Assessment and Orientation</td>
<td>Assist SSSP Manager with special projects related to assessment and the daily operations of the Assessment Center</td>
<td>SSSP</td>
</tr>
<tr>
<td>.5</td>
<td>1 Adjunct Counselor (Assessment Counselor)</td>
<td>Assist with providing academic counseling services to the general student population. Meet with students to determine placement into Math and English when necessary</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>2 Adjunct Counselors</td>
<td>Assist with providing SSSP services on</td>
<td>SSSP</td>
</tr>
<tr>
<td>(HS Liaison)</td>
<td>pre-assessment and orientation for HS students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Adult Hourlies</td>
<td>Assist the Student Service Specialist with Assessment Testing and other Assessment Center duties</td>
<td>SSSP</td>
</tr>
<tr>
<td>1</td>
<td>Sr. Research Analyst</td>
<td>Provides all assessment related search</td>
<td>SSSP</td>
</tr>
</tbody>
</table>

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000</td>
<td>MDTP License</td>
<td>SSSP</td>
<td>$800</td>
</tr>
<tr>
<td>5000</td>
<td>Assessment &amp; Placement Software Maintenance &amp; Upgrade Agreement</td>
<td>SSSP</td>
<td>$1,800</td>
</tr>
<tr>
<td>5000</td>
<td>CTEP Site License Agreement</td>
<td>SSSP</td>
<td>$1,200</td>
</tr>
<tr>
<td>5000</td>
<td>CELSA Site License Agreement</td>
<td>SSSP</td>
<td>$495</td>
</tr>
<tr>
<td>5000</td>
<td>CTA-CELSA Unit Cost (.60 Unit Price)</td>
<td>SSSP</td>
<td>$394.80</td>
</tr>
<tr>
<td>5000</td>
<td>CTA-CTEP Unit Cost (.25 Unit Price)</td>
<td>SSSP</td>
<td>$2,833</td>
</tr>
<tr>
<td>5000</td>
<td>CTA–MDTP Unit Cost (.60 Unit Price)</td>
<td>SSSP</td>
<td>$2,450.40</td>
</tr>
<tr>
<td>5000</td>
<td>Web-Based Conversion Licensing and Materials</td>
<td>SSSP</td>
<td>$83,000</td>
</tr>
</tbody>
</table>

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Yes. With SSSP Funding, Cypress College was able to hire additional Adjunct Counselors and One Full Time Counselor to provide support in the delivery of Core Services. The increase in services enabled the Counseling Center to serve more students during the summer months of July, August and early part of September than in previous years.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

The Counseling and Student Development Division provides services to approximately 21,898 students. Educational Planning Services provided to 11,580 students throughout the academic year.

b. What percentage of the target population does this represent?
Counseling and Advising Services were provided to 67% of all students officially enrolled at Cypress College and Educational Planning Services were provided to 34% of all students.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

More counselors are available on a walk-in basis during summer and registration periods, primarily where services are maximized and shorter waiting periods for students. The department is also looking at existing educational planning services for group of students who completed online orientation. The department is also considering adding services to the online counseling component with adjunct counselors. In addition, laptops are made available for all full-time counselors to provide mobile counseling services during classroom presentations, in-person orientation and student success workshops.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

Cypress College utilizes both a centralized and decentralized counseling model. Once a student applies to Cypress College, they are eligible to receive counseling services. Students are assigned a counselor based on their major and are seen on a walk-in basis and/or by appointment. Counselors also teach various counseling classes, such as educational planning, career exploration, and academic and life success. The Counseling and Student Development Division utilized several methods to deliver counseling services. These methods include the following: walk-in counseling, breakout sessions during orientation, individual counseling appointments, and online counseling. The Department is also looking at additional options to maximize services to students.

**Drop In Services**

Walk-In Counseling – To meet the needs of students, the Counseling Department provides the opportunity for students to meet with a counselor throughout the year without the need of an appointment. These walk-in sessions are available in the Counseling Center on Monday – Thursday from 8:00 am – 6:00 pm and Fridays 8:00 am – 11:30 am. Major specific counselors have walk-ins available in their offices every Monday during the fall and spring semesters. All counselors see students on a walk-in basis during registration periods.

**Individual Sessions**

Individual Appointment Sessions – Individual counseling appointments are scheduled a week in advance and available throughout the academic year. Limited services are available during summer and winter intersessions. Appointments are required for comprehensive counseling services such as academic, career, transfer, personal, satisfactory progress, and Educational Plan revision or development. Half-hour counseling appointments are available Tuesdays – Thursdays for enrolled students.
Online Services

Online Counseling – Cypress College has a designated online counselor who responds to general inquiries. In addition, all counselors do academic counseling via email and by phone. The department is looking at possibly expanding this service with the hiring of an adjunct counselor to support this counseling mode of delivery.

Special Advising – Cypress College SSSP staff recognize the importance of assisting high school students who qualify for special admission. A designated adjunct counselor works with students via email and face-to-face to make sure that a special admit petition is completed accurately and the appropriate courses are approved prior to registering. The adjunct counselors also assist students with Alternative Assessment Petition.

Group Sessions

New Student Workshop – Cypress College SSSP staff is exploring the option of offering group counseling for students who completed the OnLine Orientation. The content of this workshop will focus on the purpose and importance of having an educational plan. Students will leave with an abbreviated student educational plan at the end of the workshop. This will minimize the impact on students and free up half-hour appointments for students.

Health Science Workshop – Counselors assigned to the Health Science Division offer monthly information workshops to help students understand program requirements, prerequisites, and the application procedure.

Major to Career Workshop – The workshop is designed to target undecided/undeclared students or students who have declared a major that is not specifically related to career. The intent of the workshop is to facilitate the career exploration process as it relates to a specific Program of Study or major.

Educational Planning Workshop – The workshop is designed to better address the growing needs for Comprehensive Student Educational Plan. “Why Do I Need a Student Educational Plan” workshop will target not only general students but specifically transfer students who will be applying for transfer during the application period.

The Counseling Department currently offers the following counseling classes:

Counseling 100C College Orientation for DSS Students
Counseling 110C Teaching as a Career
Counseling 140C Educational Planning
Counseling 150C Academic and Life Success
Counseling 151C Career/Life Planning
Counseling 160C University Transition
Counseling 160HC Honors University Transition

b. Is drop-in counseling available or are appointments required?

Yes, both walk-in counseling as well as appointments are available to students. All counselors see students on a walk-in basis during registration periods.

c. What is the average wait time for an appointment and drop-in counseling?

Counseling appointments are scheduled a week in advance and walk-in counseling is available every day in the Counseling Center. Wait time during walk-in will vary depending on the time of the year ranging from a few minutes to an hour. A greater effort has been made to increase the number of counselors available for walk-ins during registration, summer session, and winter intersession.

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

Counselors work with new and returning students during group orientation breakout sessions and develop an abbreviated student educational plan. Abbreviated plans are a first semester schedule that may include any of the following courses: English and math, general education, prerequisites and major, student success course (i.e. counseling classes) and elective classes. Students who are unsure about their major or degree objectives are encouraged to enroll in career exploration classes or workshops facilitated by the Career Planning Center.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

Cypress College offers a one-unit Counseling class which covers major, general education, and transfer requirements. The main goal of this class is to have the student complete a comprehensive student educational plan. The plan includes a major or educational goal and the courses required to meet that goal.

In addition, Counselors work collaboratively with students during a thirty-minute appointment to explore student’s interests, by identifying an educational goal and declaring a major in order to develop a comprehensive student educational plan.

Finally, the Counseling Department is planning to offer student educational planning workshops beginning spring 2016 to increase the number of students completing comprehensive educational plans. These workshops will be offered several times per week at various times throughout the day. Each one-hour workshop will be conducted by one counselor and can accommodate ten students.
5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

SARS – A computer scheduling system for setting up individual or group appointment/sessions.
Eventbrite – a free online program used by the Health Science Department to reserve seats for information sessions/workshops.
DegreeWorks – Electronic program used for educational planning, degree audits and to display accepted transfer courses to students and their counselors.
Clockwork – Cypress College SSSP staff is collaborating with other Student Support Services Programs including the District’s Informational Technology staff to explore the feasibility of integrating Clockwork for a cohesive appointment scheduling and tracking system of services.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.25</td>
<td>SSSP Manager</td>
<td>Coordinate the staff, budget and activities related to Counseling/Advising and Educational Planning Services</td>
<td>SSSP</td>
</tr>
<tr>
<td>13.20</td>
<td>Counselors</td>
<td>Provide comprehensive academic, career, and transfer counseling services to students.</td>
<td>District Match</td>
</tr>
<tr>
<td>.80</td>
<td>Counselor</td>
<td>Provide comprehensive academic, career and transfer counseling services to Health Science Major</td>
<td>SSSP</td>
</tr>
<tr>
<td>.50</td>
<td>1 Adjunct Counselor (Career Services)</td>
<td>Provides counseling services and facilitating workshops for undecided/undeclared students</td>
<td>SSSP</td>
</tr>
<tr>
<td>.50</td>
<td>1 Adjunct Counselor (Transfer Services)</td>
<td>Provides counseling services and tracking of Transfer Academy participants</td>
<td>SSSP</td>
</tr>
<tr>
<td>.50</td>
<td>1 Adjunct Counselor (Special Advising)</td>
<td>Provides pre-enrollment advising to assist with special petition for admission as well as alternative assessment</td>
<td>SSSP</td>
</tr>
<tr>
<td>4.0</td>
<td>8 Adjunct Counselors</td>
<td>Provides counseling, educational planning and follow up services</td>
<td>SSSP</td>
</tr>
<tr>
<td>.50</td>
<td>Classified Staff</td>
<td>Provide support for SARS Computer Scheduling system for setting up individual appointments and group sessions</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Evaluator</td>
<td>Provide support for transcript scanning and preliminary transcript evaluation for development of educational plan</td>
<td>SSSP</td>
</tr>
<tr>
<td>2.0</td>
<td>Adult Hourlies</td>
<td>Provide support to the daily operations of the Counseling Center, Transfer Center, Career Services</td>
<td>SSSP</td>
</tr>
</tbody>
</table>
7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000</td>
<td>SARS Licensing Fee</td>
<td>SSSP</td>
<td>$2,500</td>
</tr>
<tr>
<td>5000</td>
<td>Clockwork</td>
<td>SSSP</td>
<td>$45,000</td>
</tr>
<tr>
<td>6000</td>
<td>Computers for Mobile Counseling and Orientation</td>
<td>SSSP</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

**E. Follow-Up for At-Risk Students**

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Yes. The feedback from the 2014-15 SSSP Plan and Budget Review document was incorporated into the 2015-2016 plan, specifically, students who have yet to declare an educational goal and course of study. Cypress College will also examine ways to incentivize potential at-risk students to commit to a program of study and or participate in an intrusive designed student success workshop covering policies changes on enrollment and priority registration.

2. a. How many students were provided follow-up services in 2014-15?

The total number of students assessed and placed below the cut scores for basic English and math classes was 472. The total number of students identified as probationary students was 3,206. In fall 2014, 1,425 students were on academic probation, 418 students were on progress probation and 34 students were on both academic and progress probation. In spring 2015, 1,077 students were on academic probation, 286 students were on progress probation, and 9 students were on both. There were a total of 732 students who were dismissed from the college.

b. What percentage of the target population does this represent?

Ten percent (10%) of students enrolled in math and English classes below college level were served during the 2014-2015 academic year.

Twenty Two (22%) probationary students were served during 2014-2015 academic year.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

The College’s current policies and procedures on Probation and Dismissal will need to be reviewed. Items include the loss of priority registration, registration holds on students, and required intervention steps. The College will also review how follow up services are being recorded as the low numbers might not truly reflect all the services provided to students.
3. a. What types of follow-up services are available to at-risk students?

Intervention strategies and pilot projects associated with Basic Skills, Probation and Dismissal, and undecided students are currently being conducted by college staff. These follow up services include one-on-one counseling and student success workshops. The SSSP staff are looking into the feasibility of a faculty mentoring program regarding discipline and major exploration.

b. How and when are students notified of these services?

Basic Skills students are notified immediately after the assessment test by the Assessment Center Staff or an Assessment Counselor to provide information on core student support services. Probation Students are notified by email that they are on probation. In addition, workshops informing students of the strategies to return to good academic standing are offered. Two follow-up emails are sent throughout each semester. The Career Planning Center is collaborating with our Institutional Research and Planning Office to extrapolate data for students who have not declared an Educational Goal as well as a Program of Study. Once students have been identified, correspondence will be sent regarding activities directly related to major exploration.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

**Placement and Assessment Advising for Basic Skills and ESL Students**

When students take the assessment test and score below the cut score for basic skills English classes or at the high range of the ESL Placement test, they must meet with the Assessment Counselor. During this meeting, the counselor reviews the students’ transcripts and determines if they would benefit from completing a writing sample. Writing samples are reviewed by English/Reading or ESL SSSP Faculty Advisors to determine whether the developmental English or ESL course sequence would be most appropriate. If the writing sample is not conclusive, the student is referred to the School of Continuing Education (SCE) for reading and writing skills improvement or ESL language development in a noncredit context. The Assessment Counselor works as the liaison between Cypress College discipline faculty and the SCE Writing Lab to assure that students are directed to the most appropriate English or ESL class at Cypress College for their educational backgrounds.

**Math Co-Lab Counseling Project**

When students take the assessment test and score below the cut score for basic skills math course, they can either enroll in the placement course for credit or attend the Math Co-Lab at the School of Continuing Education. Cypress College Staff are reviewing the Basic Skills Initiative Pilot Program. A counselor is designated to provide resources to all student participants which includes intrusive strategies for success (time management and study skills). The counselor also acts as a case manager to ensure students are successful in making the transition back to Cypress College.

**College Success Factor Index (CSFI)**

In collaboration with the Student Equity Committee for the 2015-16 Academic Year, the CSFI is a pilot program designed to help Basic Skills students identify areas needing improvement in order
to become successful. CSFI is a survey instrument currently being used in developmental math and English courses. A counselor is designated to provide 1:1 counseling appointment and to assist students with the interpretation of the CSFI results. The counselors often refer students to career counseling, disability services, tutoring resources, financial aid, time management, and study skills workshops. Approximately 900 students in developmental math and English classes take the CSFI annually.

**Probation Workshops**
The workshops are designed to assist students examine their own academic records and reflect on the reasons for substandard Satisfactory Academic Progress (SAP). The workshop provides students information on the following topics: Definition of Academic and Progress Probation, Recognition of factors contributing to academic difficulty, and identification of strategies to improve academic status. The workshop also includes a transcript review, definition of important terms and policies related to academic standing, and information on skills associated with academic success.

**Major to Career Workshops**
The workshops are designed to assist students examine the career pathways related to a specific major and programs of study. These workshops are in conjunction with the Major2Career Showcase that will be held during fall semester for all students.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

The feedback from the 2014-15 SSSP Plan and Budget Review Document was incorporated to address policies on Academic and Progress probation. A SSSP Special Projects Manager has been hired to coordinate all processes related to probation and dismissal. Proposed initiatives such as making Probation Workshops required for probationary students, formalizing the Early Alert Program, and enhancing the Online Probation Workshops are also being considered. Cypress College’s SSSP Staff are exploring the feasibility of a Faculty Mentoring Program where instructional faculty will assist with facilitating the Probation Workshops or Student Success Workshop in addition to serving as Mentors for Discipline and major exploration.

Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.25</td>
<td>SSSP Manager</td>
<td>Coordinates the staff, budget and activities related to Follow Up Services</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Special Projects Manager for Probation</td>
<td>Oversee all of academic probation and dismissal duties and decisions</td>
<td>SSSP</td>
</tr>
<tr>
<td>13.20</td>
<td>Counselors</td>
<td>Provide comprehensive academic, career,</td>
<td>District Match</td>
</tr>
</tbody>
</table>
4. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000</td>
<td>Senior Research Analyst – Provides all assessment related search as well as evaluation of core services</td>
<td>SSSP</td>
<td>$105,293 (Salary and Benefits)</td>
</tr>
</tbody>
</table>

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.
SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district’s adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

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.

If an incoming student would like to opt-out of or be exempt from the assessment process, Cypress College requires a written request with attached documentation of the student’s transcripts listing the completed AA degree or higher. Once approved, the student is no longer eligible for priority registration. This is recorded on the student record.

However, most students choose to request an alternative assessment, and are therefore eligible to bypass the assessment requirement if they have met one or more of the following requirements:

- Attempted English and math classes at another regional accredited college or university,
- Taken an English and math placement test within the last two years at a California community college,
- Received a score of 3 or higher on a math and English AP exam, or
- Received a “Ready for CSU or participating CCC college-level math or English course” results on the EAP

In order to apply to bypass the assessment process, students must submit in-person, mail, or email, a completed alternative assessment petition form and attach necessary documentation supporting their request. The SSSP Coordinator reviews each request and emails the students with a determination. Once approved, the alternative assessment service is recorded on the student’s record. See attachment E: Alternative Assessment Petition.

Cypress College does not grant exemptions from orientations or student educational plans.

2. What percentage of your student population is exempt (list by category)?
Less than 1% of the Cypress College student population chooses the exemption option. Since an exemption does not allow new student to receive priority registration, they opt to do the alternative assessment process instead.

B. Appeal Policies

Describe the college’s student appeal policies and procedures. If these policies are posted on the college’s website, also provide the link below.

Students may appeal their loss of priority enrollment due to extenuating circumstances. This petition is a formal request for an exemption to Registration Enrollment Procedures/Title 5 Ed Code 58108. Extenuating circumstances are verifiable cases of illness, accident, or other conditions beyond the student’s control. The petition is available in the Admission and Records Office and is reviewed by the College Registrar and the Dean of Admission and Records. It is the responsibility of the student to provide supporting documentation and evidence regarding the extenuating circumstances listed on the petition. Once the student turns in the petition, it is reviewed and the student is notified of the decision via mail and/or email within 10 days.

Petitions and Appeals

Petitions for extenuating circumstances and general appeals that relate to policies on admissions, readmission after academic dismissal, graduation, degree and certificate requirements, grades and credit, repetition of courses, academic renewal, withdrawals, etc., should be directed to the Admissions and Records Office. Guidelines and procedures will be made available.

1. ACADEMIC APPEALS: Inevitably, with as many interpersonal transactions as occur on a college campus, disagreements with instructors may occur. Should that be the case, a student may take the following procedures:
   PROCEDURES
   a. Discuss the matter with the appropriate staff member, preferably in private, and try to resolve the issue.
   b. Consultation with your counselor may also be helpful. If the problem cannot be resolved at that level, the following due process procedures are available to the student.
   c. Consultation with the Student Advocate at Associated Students may also be helpful. The Student Advocate is an elected member of the Student Government who can help the students to follow the procedures in presenting grievances.
   d. Students in vocational programs may need to see the department coordinator/director. Programs that deal with patient/client safety and accrediting agencies have additional policies located in their program handbooks and regulations.
   e. Students who have not been able to resolve classroom problems through an interview with their instructors and the department coordinator/director may consult with the division dean.
   f. If the problem is not resolved to the student’s satisfaction the student may file an appeal with the Campus Petitions Committee. Petition forms are available from the division deans or from the Office of Instruction.
   g. A student dissatisfied with the result of his/her appeal to the Campus Petitions Committee may appeal to the College President.
h. Student appeals from the College President may go to the District Chancellor.
i. Students dissatisfied with their appeal to the District Chancellor may make a final appeal to the District Board of Trustees.

2. ADMISSIONS AND RECORDS APPEALS: Appeals regarding College decisions or policies may be made through the Admissions and Records Office. Appeals include matters relating to admissions, a student’s records, application or registration deadlines, grades and credit, repetition of courses, academic renewal, tuition and withdrawals, and readmission after dismissal from the college.

PROCEDURES
a. Obtain the appropriate form from the Admissions and Records Office.
b. Fill out the form giving all background information regarding the appeal and listing all specific extenuating circumstances. It is often helpful to obtain a supporting comment from a counselor or instructor and include that with the petition. If available, attach supporting documents.
c. Submit the petition to the Admissions and Records Office. Note that the petitioner has certain responsibilities in this process. If an appointment for a personal interview is necessary, the student will be notified.
d. A decision on the petition will be rendered by the Admissions and Records Office.
e. Students can contact the Admissions and Records Office to determine the petition results.
f. A copy of the petition and the written decision will be mailed to the student. The student shall execute the appropriate action as directed.
g. Appeals of Admissions and Records Office decisions may be made through the Executive Vice President of Educational Programs and Student Services.

C. Prerequisite and Corequisites Procedures

Provide a description of the college’s procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college’s website, also provide the link below.

Cypress College acknowledges that any policies related to prerequisites should be used to uphold academic standards, and not to deny access.

Our NOCCCD Board Policy regarding curriculum review AP 4020 states:

Starting in the Fall of 1994 as a regular part of the program review process or at least every six years, each college shall review each prerequisite, co-requisites, 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 co-requisite which is successfully challenged under Title 5, Section 55201(f), subsections (1), (2), or (3), shall be reviewed promptly.
thereafter to assure that it is in compliance with all other provisions of this policy and the law.

Cypress College’s challenge process is published in the catalog and schedule of classes. The process is as follows:

The required procedures for establishing and reviewing prerequisites is stated in the NOCCCD Administrative Policy 4260 and specified in the Curriculum Guidebook.

The method to establish prerequisites varies with the type of course:

- Prerequisites for transferable courses can be established by a basic content review plus identification of similar prerequisites used at three UC or CSU campus, or
- Courses within or across sequences, especially vocational courses which have no UC or CSU equivalents, can have prerequisites by going through a documented content review, or
- Courses in communication and computation skills when used for requisite courses in other disciplines (eg. Eng 100 for Phil 115) require data collection and analysis in addition to content review.

When determining prerequisites, faculty must keep in mind that prerequisites should be used to uphold academic standards and not to deny access.

**CHALLENGING PREREQUISITES, COREQUISITES, OR OTHER LIMITATIONS ON ENROLLMENT**

**Grounds for Challenge**
Where a student is denied enrollment in a program or course on the grounds that the student does not meet a prerequisite or co-requisite, or on the basis of other limitations on enrollment, the student may challenge such prerequisite, co-requisite or limitation on one or more of the following grounds:

1. The prerequisite, co-requisite or other limitation on enrollment has not been established in accordance with the district’s process for establishing prerequisites, co-requisites and other limitations on enrollment;
2. The prerequisite, co-requisite or other limitation on enrollment is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
3. The basis upon which the district has established an enrollment limitation does not in fact exist;
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite;
5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or co-requisite course has not been made reasonably available by the college.

**Burden of Proof**
The student shall bear the burden of proof in demonstrating that grounds exist for the challenge.

1. In the case of a challenge under Grounds for Challenge number 4, the student shall provide evidence of knowledge and/or skills, by virtue of placement/assessment testing, academic coursework, independent learning, experience, or a combination of these which are at least equivalent to the knowledge and/or skills the student would have possessed had he or she successfully completed the prerequisite or co-requisite.

2. In the case of a challenge under Grounds for Challenge number 5, the student shall provide evidence that the student has declared a broad educational intent or specific educational goal and has developed a Student Educational Plan in conformity with the provisions of Section 55530(d) of Subchapter 6 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations.

Challenge Procedure

Filing of Challenge

1. A challenge with respect to any prerequisite, co-requisite or limitation on enrollment initiated pursuant to this policy shall be made upon the appropriate challenge form, which may be obtained from a counselor or the Office of Instruction.

2. The completed challenge form must be filed with the Office of Instruction in accordance with the following deadlines:

3. for the Fall term, not earlier than Friday of the fifteenth week of the spring semester and not later than the first day of instruction for the fall semester;
   a. for the spring term, not earlier than Friday of the twelfth week of the fall semester and not later than the first day of instruction for the spring semester;
   b. for the summer Intersession, not earlier than the first Monday in May and not later than the first day of final examinations for the spring semester.

In the case of a challenge under Grounds for Challenge number 4, the completed challenge form must be accompanied by appropriate evidence of skill or accomplishment such as placement/assessment results, transcripts from an accredited institution or appropriate foreign institution, work-related experience, or other evidence of relevant experience. To warrant consideration, any such evidence shall be of a clear and reliable nature.

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

The Dean of Counseling and Student Development and the Manager of Student Success and Support Program attend regional and state held trainings, conferences, webinars, and meetings. The core training includes all events presented by the CCC Chancellor’s Office
related to Student Equity and Student Success Support Program. SSSP funding is also made available for counseling faculty to attend conferences such as the RP Strengthening Student Success Conference and other related conferences and or workshops. Information will be shared through training and updates to campus/district wide staff, administrators and faculty at various monthly meetings including:

- Counseling In-Service Meetings
- Deans’ Meetings
- Managers’ Meetings
- Counseling Division Meetings
- Student Services Meetings
- Bi-monthly SB 1456 Workgroup Meetings (District Wide Level)
- Bi-annual Student Success Support Program Advisory Committee

SECTION V. ATTACHMENTS

The following attachments are required:
Attachment 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.

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, 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).

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.

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

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953
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: Kelly Carter
Title: Department Coordinator
Stakeholder Group: Counseling and Student Development

Name: Temperence Dowdle
Title: Student Services Specialist
Stakeholder Group: Assessment Center

Name: Dr. Paul de Dios
Title: Dean
Stakeholder Group: Counseling, Student Development, and Admissions & Records

Name: Penny Gabourie
Title: Director/Counselor
Stakeholder Group: Transfer Center

Name: Ashley Griffith
Title: Special Project Director
Stakeholder Group: Student Equity Committee

Name: Jessica Nelson
Title: Special Project Director (2013-2015)
Stakeholder Group: S SSP Staff

Name: Kristina Oganesian
Title: Sr. Research & Planning Analyst
Stakeholder Group: Institutional Research and Planning

Name: Renee Ssensalo
Title: Counselor/Senator
Stakeholder Group: Academic Senate

Name: Tanya Washington
Title: Student Trustee
Stakeholder Group: Student Representative
Attachment B
Organizational Chart
Attachment C

Student Success and Support Program Advisory Committee

David Mosely Booze, Registrar, Admission and Records
Kelly Carter, Faculty and Counseling Coordinator, Counseling and Student Development
Dr. Paul de Dios, Dean, Counseling, Student Development and Admissions & Records
Christy Diep, Faculty and Department Coordinator, English Department
Temperence Dowdle, Assessment Specialist, Assessment Center
Philip Dykstra, Director, Institutional Research and Planning
Dr. Richard Fee, Dean, Science, Math, and Engineering Department
Sarah Jones, Faculty and Department Coordinator, English/Reading Department
Dr. Therese Mosqueda-Ponce, Faculty and Counselor, Coordinator of the Puente Program, Counseling and Student Development
Kristina Oganesian, Sr. Research Analyst, Institutional Research and Planning
Cynthia Shrout, Faculty and Department Coordinator, Math Department
Tom To, Manager, Student Success and Support Program
Eldon Young, Dean, Language Arts Department
Kathy Wada, Faculty and Department Coordinator, English as a Second Language Department
Tanya Washington, Student Trustee (Spring 2016)
Hi Tom,

Cypress may have an extension through Friday, November 20, 2015.

Thanks,
Mia

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From: Tom To [mailto:tto@cypresscollege.edu]
Sent: Monday, October 26, 2015 6:22 PM
To: Keeley, Mia
Cc: Paul de Dios; Santanu Bandyopadhyay
Subject: 2015-2016 SSSP Plan
Importance: High

Hello Mia,

Please accept this as an official written request for extension from Cypress College to submit our 2015-2016 SSSP Credit Plan. We are very appreciative of the increase in our budget allocations, however, this will require for us to rework our budget plan to make sure all activities are align with the revised budget. We will do our best to submit the plan before November 20th. Thank you for your time and consideration.

Tom To
Manager
Student Success Support Program (SSSP)
9200 Valley View Street
Cypress, CA 90630
714 484 7097
714 484 7155 (Fax)
tto@cypresscollege.edu

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From: Keeley, Mia [mailto:mkeeley@CCCCO.edu]
Sent: Friday, October 09, 2015 9:38 AM
To: Tom To <tto@cypresscollege.edu>
Subject: RE: Allowable Activities

Hi Tom,

Per Denise, you can do this as follow-up for students without an educational goal/course of study (undeclared majors) which is about as far as we can go here. It seems that you can't be a discipline mentor because that would mean that a student has a major. We suppose you could mentor a student who had yet to decide on a discipline for an allowable number of follow up contacts.

Thanks,
Mia