



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

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**2014-15**

District: North Orange County Community College District  
College: Fullerton College

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

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

and

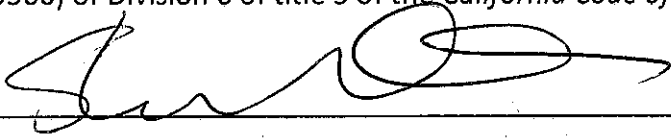
**Mail report with original signatures to:**  
Patty Falero, Student Services and Special Programs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

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

College Name: Fullerton College

District Name: North Orange County 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: Stewart Kimura Date: 10/06/2014

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

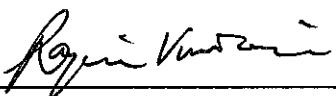
Name: Lisa Campbell Date: 10/8/2014

Signature of the Chief Instructional Officer: 

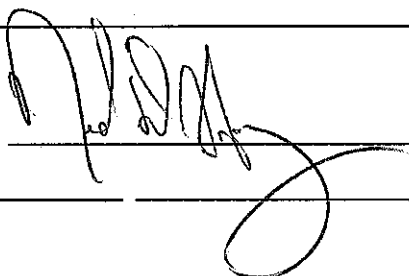
Name: Dr. Jose Ramon Nunez Date: 10/9/14

Signature of College Academic Senate President: 

Name: Dr. Samuel Foster Date: 10/16/14

Signature of College President: 

Name: Dr. Rajen Vurdien Date: 10/8/14

Signature of District Chancellor: 

Name: Dr. Ned Doffoney Date: 10/14/14

Contact information for person preparing the plan:

Name: Stewart Kimura Title: SSSP Coordinator  
Email: skimura@fullcoll.edu Phone: (714)992-7245

## 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.

### Ila. Core Services

#### i. Orientation

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

#### ONLINE ORIENTATION

All students who apply to Fullerton College, whether they are first-time college students, transfer students, or had previously attended Fullerton College, are directed to complete the campus online orientation - accessed through their individual "MyGateway" portal account. Even though certain students may have previously enrolled at another college or had attended Fullerton College in the past, the online orientation is a convenient vehicle to introduce campus specific services, policies, and procedures that may differ from their prior experience. Following their application to the college, students are sent an email outlining their "Next Steps", including the instruction to complete the online orientation prior to assessment testing and enrollment. See Appendix D.

After reviewing the orientation content, students are directed to a brief quiz and must correctly answer at least 70% of the questions in order to be given credit for the activity. Those who score below this threshold are instructed to review the content and retake the quiz until a "passing" score is received. At present, this general campus orientation is only available online (with few exceptions discussed below), it is believed that the convenient, on-demand availability that an online format would provide would facilitate the streamlining of the matriculation process for the vast majority of our students, and provide an informational resource for later reference – even after completing the orientation, students can always return to it to review content. However, a need has been recently identified for an "in-person" orientation for some members of our English Language Learner population. This presentation is currently being developed.

During the 2012-13 academic year, 9176 students completed the online orientation, approximately 19814 applications were received for first-time students (first-time frosh and transfer). During the 2013-14 academic year, 11,269 students completed the online orientation, approximately 18627

applications were received for first time students (first-time frosh and transfer).

#### ALTERNATIVES TO THE ONLINE ORIENTATION

1. The Early Commitment Program: The Counseling Department's High School Outreach staff has partnered with a number of local area high schools / districts to promote the pursuit of higher education and to facilitate the matriculation of students interested in attending Fullerton College. During each Spring semester, Outreach staff will conduct an Early Commitment Program for high school seniors enrolled at each of the partner campuses. Informational Outreach presentations and College group orientations (alternative to the online orientation) are held at each high school site. Then, on subsequent Fridays, students are bussed to the Fullerton College campus for assessment testing and additional college preparation workshops.

For the Spring 2014 semester, the following high schools participated in the Early Commitment Program:

Savannah HS (41 students participating)  
Brea Olinda HS (30 students participating)  
Katella HS (132 students participating)  
Esperanza HS (7 students participating)  
La Mirada HS (36 students participating)  
Valencia HS (29 students participating)  
Katella HS (25 students participating)  
Anaheim HS (63 students participating)  
Magnolia HS (88 students participating)  
Esperanza HS (7 students participating)

2. COUN 50 F: Each Spring semester, the college conducts several sections of COUN 50 F: College Orientation on campus and at many of the local area high schools also participating in the Early Commitment Program. COUN 50 F is a short term, 1.0 unit course that expands upon topics covered in the online orientation and also incorporates material related to transfer alternatives and the creation of an educational plan.

For the Spring 2014 semester, 10 sections were conducted on the Fullerton College campus with a total of 233 students successfully completing the course.

For the Spring 2014 semester, 44 sections were conducted at the high schools with a total of 650 students successfully completing the course. COUN 50 F sections were conducted at the following high schools:

La Habra HS (137 students participating)  
Buena Park HS (119 students participating)  
Fullerton HS (118 students participating)  
Sonora HS (104 students participating)

Sunny Hills HS (73 students participating)  
Troy HS (80 students participating)  
La Vista HS (19 students participating)

For the Fall 2013 semester, one section of COUN 50 F was offered at La Vista High School. This was a pilot offering at this location to accommodate students who will be graduating at the end of the Fall 2013 semester, 27 students participated and 12 completed the course.

3. COUN 140 F: Each Spring semester, the college piloted several sections of COUN 140 F: Educational Planning on campus and at local area high schools. COUN 140 is a short term, 0.5 unit course specifically designed to help students develop an educational plan through the review of graduation requirements, transfer requirements, campus policies, student services and career planning.

For the Fall 2013 semester, 2 sections were conducted on the Fullerton College campus with a total of 22 students successfully completing the course.

For the Spring 2014 semester, 15 sections were conducted at local high school campuses with a total of 313 students successfully completing the course. COUN 140 F sections were conducted at the following high schools:

Anaheim HS (75 students participating)  
Katella HS (56 students participating)  
Loara HS (46 students participating)  
Gilbert HS (5 students participating)  
Magnolia HS (45 students participating)  
Savannah HS (24 students participating)  
Western HS (24 students participating)  
Kennedy HS (19 students participating)  
Cypress HS (19 students participating)

4. International Student Center: For each fall and spring semester, the International Students Center (ISC) provides in-person, small group and individual orientations for new students enrolling under the F-1 Student Visa status. Because of the more complex and specialized requirements of these students' enrollment, they are directed to receive their orientation from ISC staff in lieu of the online orientation. For the Fall 2013 semester, 77 students participated in orientation and for the Spring 2014 semester, 40 participated.

#### SUPPLEMENTS TO THE ONLINE ORIENTATION

In addition to the online orientation, students participating in the Educational Opportunity Program and Services (EOPS) or Disabled Student Services (DSS) will receive a supplemental in-person orientation specific to the needs and requirements of the program. The term and number of supplemental orientations provide by each program are:

##### Fall 2013:

EOPS: 168 students

DSS: 124 students (DSS individual orientations are conducted for Fall term only)

Spring 2014:

EOPS: 29 students

Summer 2014:

EOPS: 370 students

Future Planning

A need has been recently identified for an "in-person" orientation for some members of our English Language Learner population. This presentation is currently being developed for anticipated release in Spring 2015. Discussions have also begun for the development of topically specific "milestone" or follow-up orientations intended for students who have reached specific points in their academic pathway. A concern with earlier versions of the general online orientation and Group Advising session was that too much information was being presented that was not immediately relevant to where the student was in their educational development. The milestone orientation concept was introduced as a means of parsing the information presented to students to more appropriate points in their academic pathway, raising the immediate relevance on the content to the student, and promoting the campus offices and programs that could provide more detailed, hands-on assistance to interested students. Initial, proposed topics are: Introduction to university transfer, career planning, and financial aid and money management.

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

| # of positions | Job Title                                   | Role description  |
|----------------|---|---|
| 1              | SSSP Coordinator                            | Coordinate development of orientation content, incorporation into the online format, primary liaison with software vendor, integrate orientation data into MIS reporting and Priority Registration eligibility process.   |
| 1              | HS Outreach Coordinator                     | Coordinate partnership agreements and activities with local high school districts, conduct workshops/presentations promoting higher education participation, and orientation to Fullerton College.  |
| 1              | HS Outreach Specialist                      | Conduct workshops/presentations at local high school sites to promote higher education participation, and introduce Fullerton College services, programs and opportunities.   |
| 3              | COUN 50 Instructor                          | Teach COUN 50 – College Orientation course.   |
| 5              | COUN 140 Instructor                         | Teach COUN 140 – Educational Planning course.   |
| 1              | International Student Ctr Manager           | Coordinate International Student Center services including the provision of intake/orientation to new students.   |
| 1              | International Student Ctr Adjunct Counselor | Provide counseling services to program participants including the provision of intake/orientation to new students.  |
| 3              | EOPS Counselor                              | Provide counseling services to program participants including the provision of intake/orientation to new students.  |
| 5              | EOPS Specialist                             | Provide general support services to program participants including the provision of intake/orientation to new students.   |
| 2              | DSS Counselor                               | Provide counseling services to program participants including the provision of intake/orientation to new students.  |
| 2              | DSS Specialist                              | Provide general support services to program participants including scheduling, provision of program information, and documenting services provided.   |
| 1              | Orientation Coordinator (faculty)           | (new position-to be filled) Lead developer of content for online orientation, ESL orientation, and other follow-up/milestone orientation activities. Coordinate with other campus faculty and staff in the development of presentation materials and delivery method. |
| 1              | Early Commitment Coordinator (faculty)      | (25% release) Coordinate staffing and logistics of on-campus Early Commitment activities.   |
| 19             | Counselor                                   | Facilitate Early Commitment orientation activity. Participate in dept. subcommittee to develop orientation activities (content, method of delivery, method of evaluation).  |

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.

Most of the students entering Fullerton College will be directed to complete the online orientation. The only exception are international students, who receive a specialized, individual orientation from

International Student Center staff. The online orientation is provided through paid service from COMEVO at a cost of \$15,410 per year (2014-15) for unlimited student use and module development. The content of each online presentation or “orientation” is developed and organized in a module structure – a discrete body of content, organized and presented in slideshow format, and each module is associated with a unique URL for student access.

Presently, students access the online orientation through their MyGateway portal. Once logged into the portal, students click on a hyperlink that redirects them to the orientation page. Student identification (Banner ID) is recorded via single sign-on authentication from MyGateway (Banner) to the COMEVO system. Since employing this process in 2008, the integrity of user (student) identification has improved significantly. After reviewing the orientation content, students are asked to complete a brief, multiple choice test – passing score is 70% or higher. Students who receive a test score below 70% are asked to review the orientation content again and retake the test. Once a passing score is recorded in the COMEVO system, an automated process will pass data back into Banner to give the student credit for having completed the new student orientation for Priority Registration and MIS reporting purposes.

Though some technical assistance is provided by the vendor, all module development, maintenance and statistical reporting is conducted by Counseling Center staff through a web-based management interface provided by COMEVO. Likewise, single sign-on authentication and data transfer processes between COMEVO and MyGateway was implemented and is maintained by District IT staff.

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

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

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

Content for the online orientation was developed primarily through a Counseling Department subcommittee, with specialized assistance provided, as needed, by the Financial Aid office and Admissions and Records for selected elements required by title 5 section 55521. The eight requirements from the Orientation Checklist was, and will continue to be the foundational framework for the online orientation, and as needed, will be updated by Counseling Center staff.

The orientation was, in part, intended to introduce and complement material reviewed in a Group Advising session or during the course of an appointment between a counselor and student seeking



educational planning. As student need changes, planning and content development for these two forms of service (orientation and counseling/group advising) will need to take place in concert. Likewise, consideration of the amount and timeliness of certain types of information presented in the course of an orientation will inform planning and future development of content for the various forms of orientation services the campus may later employ.

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

A concern raised during recent revisions of the online orientation was that students were potentially overwhelmed by the amount of information being presented at one time. Though work was done to streamline the orientation content, discussion continues regarding the possibility of implementing a series of supplemental orientations at specific points or milestones in their academic pathway. This would allow for the presentation of specific material in a manner that would be more timely or immediately relevant to the student, reinforce previously discussed topics and promote on-campus services that could offer more detailed, hands on assistance.

As stated above in section II.a.i.1 a need has been recently identified for an “in-person” orientation for some members of our English Language Learner population. This presentation is currently being developed for anticipated release in Spring 2014.

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.

See attachment.

## ii. Assessment and Placement

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

Most students who apply to Fullerton College, even those with prior college experience, are automatically directed to complete assessment testing. The exceptions to this referral are those who have indicated that they have successfully completed Math and English coursework at another regionally accredited college or university, and/or have taken an assessment test at another California Community College within the last two years. This group of students are still directed to consult with Counseling Department staff in order to complete their assessment/placement

process. All students, when applying to the college complete a brief questionnaire related to their academic history, based on their responses, they are sent an email regarding their next steps in the assessment process.

During the 2012-13 academic year 7968 students received assessment testing in one or more subject areas (English, Math, Reading, and/or Chemistry), and 20928 individual tests were administered. See chart below. During the 2013-14 academic year the number of students receiving this service in at least one subject area was 9069, and 24157 individual tests were administered, see chart below.

## 2012-13

| Assessment                   | Count        |
|------------------------------|--------------|
| FC Chemistry Diagnostic Test | 168          |
| FC Compass /ESL              | 584          |
| FC Compass Read              | 6567         |
| FC Compass Writing           | 6634         |
| FC-Compass Alg               | 2385         |
| FC-Compass Coll Alg          | 863          |
| FC-Compass Pre-Alg           | 2052         |
| FC-Compass Trig              | 1675         |
| <b>Total</b>                 | <b>20928</b> |

## 2013-14

| Assessment                   | Count        |
|------------------------------|--------------|
| FC Chemistry Diagnostic Test | 187          |
| FC Compass /ESL              | 598          |
| FC Compass Read              | 7589         |
| FC Compass Writing           | 7650         |
| FC-Compass Alg               | 2872         |
| FC-Compass Coll Alg          | 972          |
| FC-Compass Pre-Alg           | 2337         |
| FC-Compass Trig              | 1952         |
| <b>Total</b>                 | <b>24157</b> |

Assessment testing is administered through a computerized/web-based ACT-Compass application at the college's Assessment Center. Students seeking to complete the Chemistry diagnostic test are given paper-and-pencil materials for the California Chemistry Diagnostic exam. After applying to the college, students are sent an email directing them to the Assessment Center webpage, where they will have access to an eSARS web interface to schedule their testing appointment – at this time, all assessment testing is by appointment only. The assessment test is also available at selected local area high schools. These students will schedule testing appointments with the local site coordinator. Currently, only the following high schools have access to the ACT/Compass testing application: Buena Park HS, Fullerton HS, La Vista HS, La Habra HS, Sonora HS, Sunny Hills HS, Troy HS, Anaheim HS, Katella HS, Loara HS, Magnolia HS, Western HS, Cypress HS, and Valencia HS.

For most students, the email instructions received immediately after applying to the college should trigger their movement toward completing assessment testing prior to their registration appointment. However, because the assessment test is available throughout the year, testing does occur (though at a much reduced rate) throughout and after the registration period. After completing assessment testing, students are instructed to meet with a counselor to complete their assessment and placement process.

The college has partnered with the following local area high schools to provide pre-assessment services to their 11th grade students: Buena Park HS, Fullerton HS, La Vista HS, La Habra HS, Sonora HS, Sunny Hills HS and Troy HS. Under special arrangement, participating students will take the assessment test during the latter half of their 11th grade year, then re-take the assessment at the end of the 12th grade year after completing additional coursework in English and math. The intent of this partnership is to attempt the early identification of students who would potentially place in lower levels of English and math and to provide them with the opportunity to receive an additional year of instruction/preparation prior to their transition to the college.

The following is the distribution of tests, cohort and local test site:

| Local test site (high school) | Juniors | COUN 50/140/Early Commitment Participants |
|-------------------------------|---------|---|
| Brea Olinda                   | 0       | 52  |
| La Sierra                     | 0       | 26  |
| Buena Park                    | 787     | 58  |
| Fullerton                     | 479     | 148                                       |
| La Vista                      | 267     | 165                                       |
| La Habra                      | 554     | 149                                       |
| Sonora                        | 372     | 112                                       |
| Sunny Hills                   | 407     | 88  |
| Troy                          | 332     | 79  |
| Anaheim                       | 0       | 80  |
| Katella                       | 0       | 275                                       |
| Loara                         | 0       | 60  |
| Magnolia                      | 0       | 165                                       |
| Western                       | 0       | 31  |
| Cypress                       | 0       | 16  |
| Valencia                      | 0       | 69  |

- 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.

| # of positions | Job Title                         | Role description   |
|----------------|-----------------------------------|--|
| 1              | Testing and Assessment Specialist | Coordinates the Assessment Center to meet local and test vendor policy and procedures. |
| 3              | Hourly test proctors              | Administers assessments to all students and provides a secure testing environment.     |

|    |                                |   |
|----|--------------------------------|---|
| 1  | Institutional Research Analyst | Provide research assistance for the regular validation of assessment cut-scores.  |
| 19 | Counselors                     | Provide students with multiple measure evaluation of test scores, academic history, etc. for course placement purposes.   |
| 1  | Classified Technician          | Assist with the scheduling and proctoring of assessment center tests.   |
| 1  | Student Services Specialist    | Process EAP and Alternative Assessment petitions.   |
| 1  | SSSP Coordinator               | Collaborate with Testing/Assessment Specialist, Institutional Research Analyst and discipline faculty on cut score validation studies and consequent recommendations. Coordinate the integration and reporting of all assessment data to MIS reports each term, and incorporation of assessment into the Priority Registration eligibility process. |

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.)

Presently, Fullerton College is using the ACT/Compass online assessment, eCompass for English, mathematics, reading and ESL, and the California Chemistry Diagnostic Test, version 1993. For the 2014-15 academic year, validation studies will be taking place to transition to ACT/Compass 5.0 in August 2015, a separate validation study is currently underway for the California Chemistry Diagnostic Test. All ACT/Compass assessment tests are proctored and administered through the use of a vendor supplied web application at either the Fullerton College Assessment Center, or at an approved test site - testing outside of an approved assessment center is not permitted.

Once students have completed their assessment testing, they are instructed to meet with a counselor to complete the placement process (either through appointment or Group Advising session). During the counselor meeting, a placement recommendation is made from an interpretation of the assessment test results, prior academic history of the student (high school and/or college transcripts, other testing), educational goal, program of study and other multiple

measure variables.

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.

Fullerton College will accept assessment test scores / placement results from other California Community Colleges if the test was taken within the last two years – this recency requirement is congruent with the use of the campus assessment test scores.

5. Describe college or district policies and practices on:
- 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.
  - 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?
  - Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

*Pre-test practice:* Students are asked to use the Assessment Center website to schedule an appointment to take their assessment test. From this website, they also have access to vendor supplied sample questions delivered either as a PDF document or through an assessment web application. The web application was developed by the counseling department to provide students with an opportunity to practice and receive immediate feedback on sample questions provided by the test vendor – it is accessed through the URL <http://mathassessment.fullcoll.edu/public>.

*Re-take policy:* Students are permitted to re-test after 90 days if they have not yet enrolled in a course for the respective discipline long enough to receive a W on their transcript, or by counselor approval. The 90 waiting period is consistent with publisher guidelines.

*Recency:* Assessment test scores received at Fullerton College or other California Community College are valid for two years. No recency restrictions are in place for grades received in courses or scores from other tests such as AP, IB, CLEP that might be used in a multiple measures placement evaluation.

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?

Fullerton College will also use appropriate scores received on selected Advanced Placement (AP), International Baccalaureate (IB), and CLEP exams – a listing of the accepted exams is provided in the General Catalog.

EAP exam scores for English and math are also accepted for both the “college ready” and “conditional” statuses, however, students receiving the “conditional” status must also demonstrate that they have successfully completed the appropriate 12<sup>th</sup> grade coursework in English and/or mathematics before the respective EAP test can be used for placement.

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.

### 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 prospective, new and current students of Fullerton College.

The types of counseling, advising and other educational planning services and their method of delivery are as follows:

- Counseling Appointment (individual/in person): Students are able to schedule individual 45 minute appointments with a counselor up to 2 weeks in advance. However, during high traffic periods from the start of registration through the first few weeks of the current term, appointment scheduling is temporarily suspended, thereby allowing more students to be served through Drop-in Counseling. The services provided during a counseling appointment include, but are not limited to, educational planning, abbreviated and comprehensive SEPP development, transfer advising, assessment/course placement, course clearances, review of unit overload requests, probation/dismissal advising, career counseling, career assessment interpretation and course requisite evaluation/clearance. This service is offered and available (with the exception noted above) to the student throughout their academic pathway.
- Drop-in Counseling (individual/in person): In order to serve more students,

especially during high traffic periods pertaining to the registration period, 45 minute drop-in counseling sessions are made available to students on a first-come, first-served basis. The services provided during a drop-in counseling session are identical to that of a counseling appointment. This service is offered and available to the student throughout their academic pathway.

- General Information Counseling (individual / in person): General Information (GI) Counseling is a brief, 10 minute, drop-in meeting with a counselor to address “quick questions” such as general course information, course requisite clearances, etc. Students are seen on a first-come, first-served basis. This service is offered and available to the student throughout their academic pathway.
- Group Advising (workshop format / in person): Group Advising sessions were developed to address the specific first-term educational planning needs of new students. Sessions serve groups of 10 students per counselor and cover topics such as, assessment test interpretation, academic (certificate, degree, transfer) options and registration strategies. All students will also develop a first-semester abbreviated educational plan during the session and complete the assessment process through a multiple measure evaluation by the facilitating counselors.

This services is actively promoted to all incoming, new students for as long as workshop space is available, once space is no longer available, students are directed to an individual meeting with a counselor via Appointment or Drop-in Counseling (per availability). All students, when they apply to the college are emailed information directing them to the “Steps to Success” webpage – this provides the steps students would need to follow to complete the matriculation process. Additionally, when students complete assessment testing or when they contact the counseling department to schedule a Counseling Appointment, they are screened to determine whether they are new, first-time college students. The first-time college students are signed up to attend a Group Advising session; the non-first-time college students are directed to meet with a counselor through an appointment or drop-in counseling. Group Advising sessions are offered in the months preceding the start of a term to the first week of the term: for Fall semester, sessions typically begin in the preceding April; for Spring Term sessions typically begin in the preceding October.

- Online counseling (email format): Through the online counseling webpage, students are able to submit general questions to a counselor via email. All questions must be general in nature, such as those related to basic course information, program availability, college policies and procedures etc. Counselors typically respond within 3 business days via email. Students with detailed questions about their individual academic record or situation are asked to meet with a counselor through an appointment or drop-in session.
- Probation workshops: At the present time, workshops and other interventions for probationary students and those seeking re-enrollment after having being dismissed are being revised. Content for a web based presentation is being developed within the COMEVO web application, with the intent to be released for student use and tracking later in the 2014-15 academic year. Research is

being conducted with the assistance of the Office of Institutional Research to identify salient characteristics of the probationary/dismissed student populations that would better inform the type of content needed to be developed and method of service delivery.

- Counseling courses: The Counseling department has designed specific coursework to assist our students in their personal growth and development and to clarify the landscape of their academic and career related ambitions. Courses include the following:
  - i. COUN 050 – College Orientation
  - ii. COUN 060 – Academic Success
  - iii. COUN 101 – The College Experience
  - iv. COUN 110 – Teaching as a Career
  - v. COUN 135 – Intro to Leadership Development
  - vi. COUN 136 – Applied Leadership
  - vii. COUN 140 – Educational Planning
  - viii. COUN 141 – Career Exploration
  - ix. COUN 143 – Creative Job Search
  - x. COUN 144 – Career Motivation and Self Confidence
  - xi. COUN 148 – Human Potential
  - xii. COUN 151 – Career/Life Planning
  - xiii. COUN 163 – Personal Growth and Life Transitions

Fullerton College has also developed partnerships with local high school districts to teach sections of COUN 050, and COUN 140 at the local high schools. The following are the courses, the term in which the Counseling courses are offered and high school partner/local instructional site:

- i. COUN 050 (Spring Semester, non-FTES funded)
  - 1. Anaheim High School, Anaheim
  - 2. Katella High School, Anaheim
  - 3. Loara High School, Anaheim
  - 4. Gilbert High School, Anaheim
  - 5. Magnolia High School, Anaheim
  - 6. Savannah High School, Anaheim
  - 7. Western High School, Anaheim
  - 8. Buena Park High School, Buena Park
  - 9. Cypress High School, Cypress
  - 10. Fullerton Union High School, Fullerton
  - 11. Sunny Hills High School, Fullerton
  - 12. Troy High School, Fullerton
  - 13. La Vista High School, Fullerton
  - 14. La Habra High School, La Habra
  - 15. Sonora High School, La Habra
  - 16. Kennedy High School, La Palma
- ii. COUN 050 (Fall Semester, non-FTES funded)



## 1. La Vista High School, Fullerton

## iii. COUN 140 (Spring Semester, non-FTES funded)

1. The offering of COUN 140 at the local high school site was piloted in Spring 2014, but discontinued for subsequent terms. It was determined that more time was needed to develop an abbreviated SEP and to cover necessary material for students to be adequately oriented for their first semester of enrollment. Resources will be redirected to augment COUN 50 offerings.

- Transfer Basics Seminar series: The Cadena Transfer Center has developed a six-part series of seminars intended to guide students through the transfer process. This series is scheduled throughout the year and on request by college faculty, staff or organization. Each term, the seminar schedule is advertised via the Transfer Center homepage, Facebook account, classroom presentations and physical postings across campus. Topics are as follows:
  - i. Transfer 101: Basic Transfer Requirements (The CSU & UC)
  - ii. Transfer 201: Competitive Admissions
  - iii. Transfer 301: Special Transfer Topics
  - iv. Transfer 401: Exploring Transfer Options
  - v. Transfer 501: Money Matters for Transfer Students
  - vi. Transfer 601: Transitioning to a University

The number of students eligible to receive counseling services in 2012-13 is 29,792 (unduplicated headcount), with the distribution of services provided as follows:

- Appointment / Drop-in Counseling: 13,356 (duplicated), 13,240 (unduplicated)
- General Information Counseling: 8,036 (duplicated), 7,714 (unduplicated)
- Group Advising: 3,205 (unduplicated)
- Online counseling: 1806 (duplicated), 1577 (unduplicated)

The number of students eligible to receive counseling services in 2013-14 is 35,335 (unduplicated headcount), with the distribution of services provided as follows:

- Appointment / Drop-in Counseling: 12,419 (duplicated), 12,341 (unduplicated)
- General Information Counseling: 9,152 (duplicated), 8,809 (unduplicated)
- Group Advising: 3,267 (unduplicated)
- Online counseling: 1857 (duplicated), 1804 (unduplicated)

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.

Please see section 1.i. above for narrative on method of service delivery.

As discussed above, students have the opportunity to schedule an individual counseling appointment 2 weeks in advance. This is done by either calling the counseling department or in person. At the present time, the number of students who are not able to be scheduled during the 2 week period is not being measured. Drop-in counseling and General Information (GI) counseling is conducted daily, and students are served on a first come, first served basis. During high traffic periods, from the start of registration through the first week of instruction, the average wait time for a student to be seen by a counselor for drop-in counseling and GI is approximately 17 minutes.

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

Students receive assistance in the creation of their initial (abbreviated) student educational plan (SEP) from various points of first contact with a counselor, whether it be at the Counseling Center, DSPS, EOPS, the Financial Aid office, Veteran's Resource Center, International Student Center, and the Cadena Transfer Center. Initial SEP's are generated during the Group Advising session, initial meeting with a counselor during an appointment or drop-in counseling, as a part of a COUN 050 or 140 course, or during the course of participation in the Early Commitment Program. The scope of the plan generally spans the first 2 semesters of a student's enrollment, focusing on basic skills courses (English, math, reading) congruent with a student's multiple measure assessment, and other courses pertinent to the student's educational goal and program of study.

In subsequent terms, counselors will assist students with either updating their current plan or developing a comprehensive SEP. As of the start of the 2014-15 academic year, the college is still in the process of developing its installation of the Degreeworks degree audit/electronic SEP system. Counselors are presently completing SEP's on paper and later entering the information into the Degreeworks and Banner databases. For reporting and research purposes, plans that fall short of mapping the student's educational goal to completion, even if in excess of 2 semesters, are coded as abbreviated plans in the Degreeworks and Banner databases.

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

Students receive assistance in the identification of their educational goal, course of study and development of a comprehensive educational plan from various points of contact with a counselor, whether it be at the Counseling Center, DSPS, EOPS, the Financial Aid office, Veteran's Resource Center, International Student Center, and the Cadena Transfer Center.

The new student orientations (general campus online orientation and special program orientations) and Group Advising sessions introduce students to resources that would help them research and

develop a wider understanding of the academic alternatives available at the college and their relevance to longer term academic and professional goals after their work at the college is concluded. Meetings with counselors and participation in Counseling courses serve to provide more detailed guidance and exposure to the information and experience that would help students clarify their educational goals, program of study and means to achieve them. Likewise, participation in these services also will provide students with exposure to other campus support services and programs such as the Career/Life Planning Center, the TAP program, and the Cadena/Transfer Center that in turn assist in the clarification of their transfer, career, and other related life planning goals.

Throughout the year, counselors provide assistance to students in the development of a comprehensive student educational plan (SEP) during the course of an individual counseling appointment or through drop-in counseling. Students who have completed 15 units and do not have an educational plan on record will be notified that they must meet with a counselor to develop a comprehensive educational plan and update their educational goals/program of study.

- 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).

| # of positions | Job Title          | Role description  |
|----------------|--------------------|---|
| 1              | SSSP Coordinator   | Coordinate with other campus entities to facilitate the provision of core SSSP services, evaluate and submit MIS data, coordinate with campus and District entities on the development of technologies and processes to support core SSSP services. |
| 1              | SSSP Specialist    | Assist with the SSSP MIS data collection and processing, train staff and students on the use of new technologies related to the program. Process documentation related to SSSP services and requirements.   |
| 1              | SSSP Admin Assist. | Coordinate scheduling of program staff and lab resources, front counter assistance to students, provide general support to other program staff.   |
| 19             | FT Counselor       | Provide counseling and other educational planning services, teach courses directly related to the provision of core services.   |
| 27             | PT Counselor       | Provide counseling and other educational planning services, teach courses directly related to the provision of core services.   |

|    |  |  |
|----|--|--|
| 7  | FT Classified                                      | Provide clerical support to students and other program staff, manage appointment scheduling, answer phone, triage and direct students to appropriate resource or staff.  |
| 10 | PT Classified                                      | Provide clerical support to students and other program staff, conduct appointment scheduling, answer phone.  |
| 1  | Transfer Center Director                           | Coordinate activities and appropriate staffing for the Transfer Center to support the provision of counseling and other educational planning services.   |
| 1  | Cadena Ctr Coordinator                             | Coordinate activities for the Cadena Center to support the provision of counseling and other educational planning services.  |
| 1  | Transfer Center Specialist                         | Provide clerical support to students and other program staff, manage appointment scheduling, answer phone, triage and direct students to appropriate resource or staff.  |
| 3  | EOPS Counselor                                     | Provide counseling and other educational planning services to program participants, teach courses directly related to the provision of core services.  |
| 2  | DSPS Counselor                                     | Provide counseling and other educational planning services to program participants, teach courses directly related to the provision of core services.  |
| 1  | Veteran's Resource Center (VRC) Counselor, adjunct | Provide counseling and other educational planning services to program participants.  |
| 1  | International Std Counselor, adjunct               | Provide counseling and other educational planning services to program participants.  |
| 1  | Financial Aid Counselor                            | Provide counseling and other educational planning services to financial aid recipients.  |
| 1  | Career Life Planning Center Coordinator            | Coordinate the activities of the center to support the provision of career counseling and other educational planning services, coordinate the administration and interpretation of career related assessments. |
| 1  | Career Life Planning Specialist                    | Provide clerical support to students and other program staff, manage appointment scheduling, answer phone, triage and direct students to appropriate resource or staff.  |

|                             |       |
|-----------------------------|-------|
| <b># FT Counselors</b>      | 23    |
| <b>Student Contact Hrs.</b> | 23630 |
|                             |       |
| <b># PT Counselors</b>      | 27    |
|                             |       |
| <b>FT Equiv</b>             | 24    |

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.

#### Degree Works

Degree Works is an electronic educational planner and degree audit system that integrates with Banner, the student information system currently employed by the North Orange County Community College District (NOCCCD). At the present time, the district, in collaboration with its three campuses, is in the latter stages of testing the Degree Works system and preparing it for an initial soft launch, which may include a release of student self-service through the MyGateway portal. The intent for enabling the student self-service capability of Degree Works is to provide the students with the opportunity to run their own degree audits and view developed educational plans. Students are also directed to meet with a counselor to either begin their planning process, run degree audits or to develop a comprehensive educational plan in the course of an appointment or walk-in counseling session. Work is underway to expand the capability of the Degree Works audit engine to also include coursework from other colleges and universities into the analysis (or audit) of degree / program completion. Specially trained staff will evaluate coursework from other institutions and codify the appropriate courses for inclusion in the Degree Works database.

#### SARS

SARS is a suite of integrated applications that is being used for scheduling (staff and students), tracking lab use, MIS reporting, and communications (i.e. appointment reminders, post-appointment follow-up, and overdue book reminders). The college is currently implementing the following modules from the suite: SARS Grid (student and staff scheduling), SARS Trak (student self-check-in interface connected to SARS Grid), and SARS Call (automated phone and email service integrated with SARS Grid). The following departments are using one or more of the modules: Counseling Department, EOPS, DSS, Career Life Planning Center, Assessment Center, Veteran's Resource Center, Financial Aid Office, Cadena Transfer Center, International Student Center, CalWORKS, Library, Academic Skills Center, and the Writing Center.

#### Regroup

Regroup is a mass communications application and service that the NOCCCD is currently working with to establish a communication (phone, email, text) alternative to technologies currently in place. Because the SARS Call module is being phased out by the vendor, NOCCCD is working with Regroup to develop a means to integrate their product with SARS Grid, once this is successfully implemented use of the SARS Call module will discontinue.

#### TES / College Source

College Source is an online catalog service to which the college is subscribed. The service provides ready access to the General Catalogs (digital versions) of most colleges and universities in North

America, a resource extensively used by counselors and Admissions and Records (A & R) staff to conduct transfer course evaluations for credit and requisite clearance purposes. TES is a database service provided through the same vendor where courses reviewed for equivalency by A & R staff are recorded. The course to course equivalencies recorded in TES provide counseling and A & R staff with quick information for student educational planning and requisite review.

#### ASSIST

Assist.org is an online articulation database that provides counselors and students with information about how specific courses are articulated between California Community Colleges and UC / CSU campuses and how certain courses are used to meet general education requirements. Assist is a primary instrument used to help develop educational plans for students seeking or considering transfer to a California public university.

#### Singularity

Singularity is a web application and database service that the college has contracted to provide a storage and retrieval solution to record transcript and other documentation for use by counseling and A & R staff. Official documents pertinent to academic history, including campus legacy documents and those received from other colleges or universities are scanned into the Singularity database by appropriately trained staff. The Singularity service and associated equipment (scanners, computers) provides a means of coding and retrieving disparate scanned documents for a given student by their college ID or name.

#### Document Management System (DMS)

The DMS is a document storage and retrieval system developed by the college for the counseling department. The DMS however, is used solely for the storage (scanned) and retrieval of hardcopy student educational plans. Once Degree Works is more fully developed, the DMS may be repurposed or used only for the storage and retrieval of historic /legacy documents, this determination has not yet occurred.

#### Online Counseling

Online counseling takes place through a Counseling Department web page and database developed by the college. Students can submit general questions to a counselor through an online form, responses are directed to the student's email. A database behind the web form records the advising transactions for later departmental and MIS reporting purposes.

#### BookIT

BookIT is a web application developed by the district IT staff. It's initial development was as a scheduling alternative to SARS, but has evolved to include a query tool to help counseling and A & R staff identify which service (SEPP, Orientation, and Assessment) was completed by a student seeking priority registration eligibility. Presently, the tool is used when a student inquires about their eligibility status for priority registration.

#### Comevo

Comevo is the vendor and online software product used to provide the online orientation service. The district has recently renegotiated the contract with Comevo to allow the campuses the latitude

to create, at no additional cost, additional modules to support SSSP services. Presently, content for a probation follow-up module is being developed for implementation later in the 2014-15 academic year, and other alternatives for supplemental orientations and other follow-up related topics are under discussion.

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.

[See attachment.](#)

#### **iv. Follow-Up for At-Risk Students**

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

Each Fall term, approximately 3589 students are placed on academic probation, progress probation or a combination of both. For the Spring term, approximately 2569 students are placed on either or both probationary statuses, and approximately 1742 will receive dismissal notices. Students receive information on probation policies and potential consequences as a part of the online orientation presentation, and while attending a Group Advising session. At the end of each term, once grades have posted, the Counseling Department will run a report against the Banner database to identify all students who meet criteria for probationary status. These students are sent a message through their MyGateway portal warning them of the consequences of being on probation (loss of priority registration, financial aid, etc.), directing them to meet with a counselor for assistance and encouraging their enrollment in specific counseling courses to assist with their academic progress and planning.

The Counseling Department had formerly conducted workshops to assist students on probation, however, student participation was poor. Presently, with the assistance of the Office of Institutional Research, a study is being conducted in order to identify specific characteristics within the probation student population that would better inform the type of intervention (i.e. type of content, method of delivery, time of delivery, etc.) that would better serve the needs of our students. Additionally, students on probation are also sent a survey via their MyGateway portal to solicit their input into why they believe they are on probation, at the present time, data collection is

still being conducted for later analysis.

An online probation presentation is planned to be released through the Comevo web application later in the 2014-15 academic year – this is the same application/service that is presently being used to deliver the campus online orientation, students will also access the probation presentation through a single sign-on access point through their MyGateway portal (in the same manner that they access the online orientation).

Once the term has started, counselors will also begin to meet with students who have lost or are on the verge of losing their BOGG or other form of Financial Aid due to low grades or excessive units attempted – Financial Aid counselors are the primary point of service for this specific need, the Counseling Center will assist with overflow as needed. During the appointment or drop-in counseling session counselors will help students address the issue(s) leading to their current academic and financial situation, including assistance with the development or adjustment of their educational planning and the clarification of the necessary next steps toward to completion of their educational goal and program of study.

Counselors conduct brief presentations to selected Basic Skills classes to promote the resources available through the Counseling Division and to encourage students to meet with counselors for assistance with academic, career and life planning goals.

Future Planning

Future development and evaluation of services for at-risk student populations will be prominently present in Counseling Division planning for the next several years. Included will be the ongoing development of content and identification of optimal delivery methods for interventions to address the varied needs of our at-risk students, including Basic Skills students, probationary students, students seeking reinstatement after dismissal, and those identified through collaboration with the Equity Committee and other campus entities.

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

| # of positions | Job Title                       | Role description   |
|----------------|---------------------------------|--|
| 3              | Follow-up Services Coordinators | (new positions-to be filled) Lead developer of content for probation/dismissal interventions, Basic Skills interventions, and other follow-up/milestone orientation activities. Coordinate with other campus faculty and staff in the development of presentation materials and delivery method. |
| 19             | FT Counselor                    | Provide follow-up counseling and other educational planning services to students on probation or dismissal status. Provide counseling presentations to selected basic skills courses, provide counseling support to other follow-  |



|    |                  |  |
|----|------------------|--|
|    |                  | up activities as they are developed and implemented.   |
| 27 | PT Counselor     | Provide follow-up counseling and other educational planning services to students on probation or dismissal status. Provide counseling support to other follow-up activities as they are developed and implemented.   |
| 1  | SSSP Coordinator | Coordinate with other campus and district entities in the development, implementation and evaluation of follow-up activities for at-risk students or for those in academic distress. At the end of each term, identify and notify all students on probation. |
| 1  | A & R supervisor | Identify and notify all students subject to academic dismissal.  |
| 1  | A & R classified | Process records of students who have been dismissed, and those who are seeking subsequent reinstatement to the college   |
| 1  | A & R Dean       | Process records of students seeking reinstatement to the college.  |
| 1  | A & R Registrar  | Process records of students seeking reinstatement to the college.  |

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

#### ARGOS

Argos is a third party tool used to query Banner, the college's student information system. At the end of each term, after grades have posted, the SSSP Coordinator will run a report in Argos to identify the students who have fallen into probation status (academic, progress, or both). This report is then used to populate a recipient list who will receive notification through the MyGateway messaging tool.

#### MyGateway

Presently, the MyGateway student portal is used as the channel through which students are notified of their probation status. In the notification, they are also provided with recommended "next steps" and warnings of the consequences for being placed on probation for multiple terms. Through the MyGateway portal, students also receive a later follow-up survey to solicit their feedback on the variables they believe lead to their probationary status in the past term.

#### Comevo

As discussed in prior sections, the Comevo product is being developed to provide an online probation workshop for a segment of the probation population. The online module is intended to be a part of a multi-modal set of interventions intended to serve the broader needs of students experiencing academic difficulty, other interventions under discussion will be presented in-person, individually, in group, etc.

TES / College Source

College Source is an online catalog service to which the college is subscribed. The service provides ready access to the General Catalogs (digital versions) of most colleges and universities in North America, a resource extensively used by counselors and Admissions and Records (A & R) staff to conduct transfer course evaluations for credit and requisite clearance purposes. TES is a database service provided through the same vendor where courses reviewed for equivalency by A & R staff are recorded. The course to course equivalencies recorded in TES provide counseling and A & R staff with quick information for student educational planning and requisite review.

Singularity

Singularity is a web application and database service that the college has contracted to provide a storage and retrieval solution to record transcript and other documentation for use by counseling and A & R staff. All official transcripts received from other colleges or universities are scanned into the Singularity database, as are documents such as degree progress checks. Singularity provides a means of coding and retrieving disparate scanned documents for a given student by their college ID or name.

Document Management System (DMS)

The DMS is a document storage and retrieval system developed by the college for the counseling department. The DMS however, is used solely for the storage (scanned) and retrieval of hardcopy student educational plans. Once Degree Works is more fully developed, the DMS may be repurposed or used only for the storage and retrieval of historic /legacy documents, this determination has not yet occurred.

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

[See attachment.](#)

**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 Office of Institutional Research and Planning (OIRP) is assisting the Counseling Division with research regarding the population of students who are on some form of probation and or who have been dismissed due to excessive terms on probation. The intent is to identify salient characteristics of this population (e.g. GPA, length of time on probation, math and English course placement level, etc.) to inform the development of future interventions, and improve overall student success at the college. The OIRP is also conducting research related to:

- The types of courses with which probation students are struggling

- The relationship between the completion of mandated services and reaching specific goal milestones
- Cut score validation

## 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.

### SARS

The SARS Grid application is used to schedule counseling / advisor appointments, to schedule appointments for assessment testing, and communicate with students regarding appointment reminders and follow-up customer satisfaction surveys.

### Degree Works

Degree Works is the electronic educational planning tool and degree audit system that is being developed. Once launched, counselors will use it to assist students in the development of abbreviated and comprehensive educational plans. Once the self-service function of the system is made available to students, they will be able to run their own degree audits and review developed educational plans.

### Online Counseling

Students are able to submit general questions to a counselor through the online counseling web page, counselor responses are in turn sent to the student's email.

### Online orientation

The online orientation, accessed through the student portal, provides all incoming students with the basic information to understand academic expectations, priority registration requirements, support programs, the academic calendar, fees, etc.

### Math assessment pre-test

The assessment pre-test provides students with the opportunity to complete level specific practice tests for math. Questions are all provided by the vendor and feedback on performance is provided at the end of the practice session.

### ACT-Compass Test

The college assessment instrument, provided by ACT-Compass is delivered from a web application, feedback on performance is provided immediately after completing the assessment. The web format of the assessment allows for the provision of services to students at approved test sites in addition to the Fullerton College Assessment Center.

### MyGateway

MyGateway is the portal through which students receive notifications from the campus (e.g. probation notices), and access the online orientation and Degree Works (at a later date).

### **IIc. Transitional Services Allowed for District Match**

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.
  - Admissions and Records: Evaluation staff assist heavily in the processing of transcripts from other colleges and universities for incorporation in the manual and electronic degree audit process. Presently, there are 6 full time equivalent evaluator positions.
  - Transfer and Articulation Services: Articulation services consists of 1 Articulation Officer and 1 Articulation Assistant, both play primary roles in the determination of transfer course relationships between Fullerton College and other colleges and universities. The full-time Transfer Center Staff consist of 1 director and 2 classified positions. The Transfer Center plays a central role, with the Counseling Center, in the coordination of advising, and other activities designed to facilitate the successful transfer of Fullerton College students to other higher ed institutions.
  - Career Services: The full-time Career and Life Planning Center staff consists of 1 coordinator and 1 classified specialist. This center coordinates the evaluation of career assessments, and promotes and supports activities related to career counseling.
  - Institutional Research: The Office of Institutional Research consists of 1 director and 1 research analyst who assist the Counseling Division with research and planning related to the evaluation and development of activities to support the SSSP core services.

### **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 MAY BE EXEMPT FROM ONE OR MORE MATRICULATION REQUIREMENTS WHEN THEY PROVIDE PROOF OF ONE OF THE FOLLOWING:

- A. Completion of an AA degree or higher at an accredited college or university.
- B. Completion of college coursework in English and math with a grade of "C" or better.
- C. Scores from approved assessment tests taken within the last two years.

- D. Enrollment in one job related or performance based class (e.g., music).
- E. A matriculated student at another college enrolling in one non-English or math class.
- F. A high school Special Admit student not intending to take math, reading or English classes.

A student may petition to be EXEMPT from one or more matriculation requirements by completing and filing a "SSSP Services Exemption Form." These forms are available from the Admissions and Records and Counseling offices. The completed form must be filed with the Dean of Counseling or Matriculation Coordinator. Students will be notified of action on their petition no later than three days after the petition is filed.

## 2. Appeal Policies

Describe the college's student appeal policies and procedures.

**Petition for exemption** — Students may petition to be exempted from assessment, orientation and/or counseling. The student shall complete and file a "Matriculation Services Eligibility Form" with the Dean of Counseling or Matriculation Coordinator. The Dean of Counseling or Matriculation Coordinator will notify the student within three days of the decision regarding his/her appeal.

**Review of placement decisions** — For English as a Second Language (ESL), English or reading placement appeals, the student shall make an appointment with the Dean of Counseling. The Dean of Counseling shall see the student within three (3) working days. If the Dean of Counseling is unavailable within that time, the student shall take the appeal directly to the Dean of Humanities. For mathematics placement appeals, the student shall make an appointment with the Dean of Counseling. The Dean of Counseling shall see the student within three (3) working days. If the Dean of Counseling is unavailable within that time, the student shall take the appeal directly to the Dean of Mathematics and Computer Science. In all cases, the student shall present documents and information to support his/her appeal. The decision of the Dean shall be given in writing and shall serve as final decision in the appeal. Students approved for a higher course placement should see a counselor for course clearance for registration purposes.

### **How to Challenge Prerequisite/Corequisite:**

- A petition to challenge a prerequisite/corequisite for a course that is not offered may be filed with the Dean of the division responsible for the course. All petitions must be filed prior to the first day of the semester.
- A petition to challenge a prerequisite/corequisite because the prerequisite/corequisite was not established in accordance with the district's process for establishing prerequisite/corequisites or because the student has prior knowledge or ability to succeed in the course may be filed with the Dean of the division responsible for the course.
- A petition to challenge a prerequisite/corequisite because it is discriminatory or is being applied in a discriminatory manner may be filed with the SSSP Coordinator who will convene a committee consisting of the Director of Equity and Diversity, the SSSP Coordinator and a member of the Matriculation Committee to review the petition.
- Students wishing to appeal the decision of the Dean(s) may do so by meeting with the Vice President of Instruction. Students wishing to appeal the decision of the committee regarding a

discriminatory application of a prerequisite or corequisite may do so by meeting with the Dean of Counseling.

**Complaint of unlawful discrimination** — If a student feels assessment, orientation, counseling, prerequisites (or any other Matriculation procedure) is being applied in a discriminatory manner, a petition may be filed with the SSSP Coordinator. The SSSP Coordinator shall convene a three (3) member panel consisting of the Director of Equity and Diversity, the SSSP Coordinator and an additional member to review the student's petition. The panel shall meet and provide a written notification to the student within seven (7) working days. (Students wishing to appeal the committee's decision may do so by meeting with the Dean of Counseling.) Petitions for the above appeals are available in the Counseling Center.

### 3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

The North Orange Community College District has adopted the following policies regarding the establishment and periodic review of prerequisites, corequisites and course advisories:

#### 1.0 Course Prerequisites and Corequisites

1.1 Each college shall provide the following explanations both in the college catalog and in the schedule of courses:

1.1.1 Definitions: Definitions of prerequisites, corequisites, noncredit basic skills course, non-degree-applicable basic skills courses, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment that have been established.

1.1.2 Procedures: Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student may 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 each college.

1.1.3 Advisories: Definition 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.

1.1.4 Challenge Process: Each college shall establish a formal challenge process by which 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. Grounds for challenge shall include those specified in Title 5, Sections 55201(f) and 58106(c) and those determined by each college.

1.1.5 Implementing Prerequisites, Corequisites, and Limitations of Enrollment: Implementation of a prerequisite, corequisite, or limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions as a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

1.1.6 Prerequisites and Corequisites - Levels of Scrutiny: Prerequisites and corequisites must meet the requirements of at least one of the following procedures:

1.1.6.1 The Standard Prerequisites or Corequisites: Each college may establish satisfactory completion of a course as prerequisite or corequisite or another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee and provided above, the college specified as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

1.1.6.2 Sequential Courses Within and Across Disciplines: A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum Committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

1.1.6.3 Courses in Communication or Computation Skills: Prerequisites establishing communication or computation skill requirements may not be established across the entire curriculum unless established on a course-by-course basis as stipulated in Title 5, Section 55201(b).

1.1.6.4 Cut Scores and Prerequisites: Data collected to validate assessment instruments and cut scores are always relevant to reviewing the prerequisites for the associated courses. When sufficient data are not available to validate a cut score for the course, the prerequisite may be changed to an advisory on recommended preparation until sufficient data are collected.

1.1.6.5 Programs: In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

1.1.6.6 Health and Safety: Based on the review by faculty in the department or division and by the curriculum committee, a prerequisite or corequisite may be established to protect the health and safety of a student or the health and safety of others.

1.1.6.7 Recency and Other Measures of Readiness: Recency and other measures of readiness may be established as a prerequisite or corequisite to assure that the student has the skills, concepts and/or information that is necessary for the student to receive a satisfactory grade in the course or program. This type of prerequisite or corequisite requires the review of the faculty in the discipline, as well as data collection and analysis according to sound research practices.

1.1.6.8 Advisories on Recommended Preparation: Per Title 5, Section 55202, each college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in policy.

Date of Adoption: June 22, 2004

Date of Last Revision: December 8, 2008 Chancellor's Cabinet

#### 4. Professional Development

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

Professional development opportunities pertinent to the Student Success and Support Program are routinely attended by program staff, the information from which is shared through various meetings and trainings conducted at the campus and district level.

- Statewide training and conferences
  - o SSSP Coordinator Training (annual)
  - o 3CBG (Ellucian) Conferences (annual)
- Counseling Division meetings (monthly)
- Counseling Department meetings (monthly, and 1 focused all campus counselor training meeting each semester)
- New adjunct counselor training meetings scheduled throughout the year
- A week-long MBTI and Strong training and certification for full time counselors fall 2014
- Regional SSSP meetings (monthly)
- Staff Development Office training seminars
- Various webinars conducted by
  - o CCC Chancellor's Office
  - o COMEVO
  - o SARS

#### 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.

Representatives from the Counseling Division are a part of the various planning committees and



participate in the development of their respective planning documents to facilitate the collaboration of efforts across the campus for greater student success. Presently, counselors participate in the following planning committees: Basic Skills Initiative Committee, Equity Committee, and SSSP Advisory Committee.

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.

Coordination amongst the three campuses and with district staff takes place through a number of District wide committees and workgroups. These groups are:

- Chancellor's Staff
- District Technology Coordinating Committee
- District Planning and Coordinating Council
- Degree Works Management Committee
- Banner Steering Committee
- Banner Student Team
- SSSP Implementation Group

#### SECTION IV. ATTACHMENTS

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

The following attachments are required:

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

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

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

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the

committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

**Other Attachments (optional)**

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

**ADDITIONAL INFORMATION**

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

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

**Attachment A**

**Student Success and Support Program Plan Participants**

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

Name: Lisa Campbell Title: Dean of Counseling

Stakeholder Group: Counseling Dept

Name: Stewart Kimura Title: SSSP Coordinator

Stakeholder Group: Counseling Dept

Name: Flor Aguilera-Huerta Title: Dept Chair, Counseling

Stakeholder Group: Counseling Dept

Name: Greg Menchaca Title: Testing and Assessment Specialist

Stakeholder Group: Counseling Dept / Assessment Center

Name: Rolando Sanabria Title: HS Outreach Coordinator

Stakeholder Group: Counseling Dept

Name: Tony Quach Title: SSSP Specialist

Stakeholder Group: Counseling Dept

Name: Albert Abutin Title: Dean, Admissions and Records

Stakeholder Group: Admissions and Records

Name: Catherine Parks Title: Administrative Assistant

Stakeholder Group: Counseling Dept

## RESOURCES

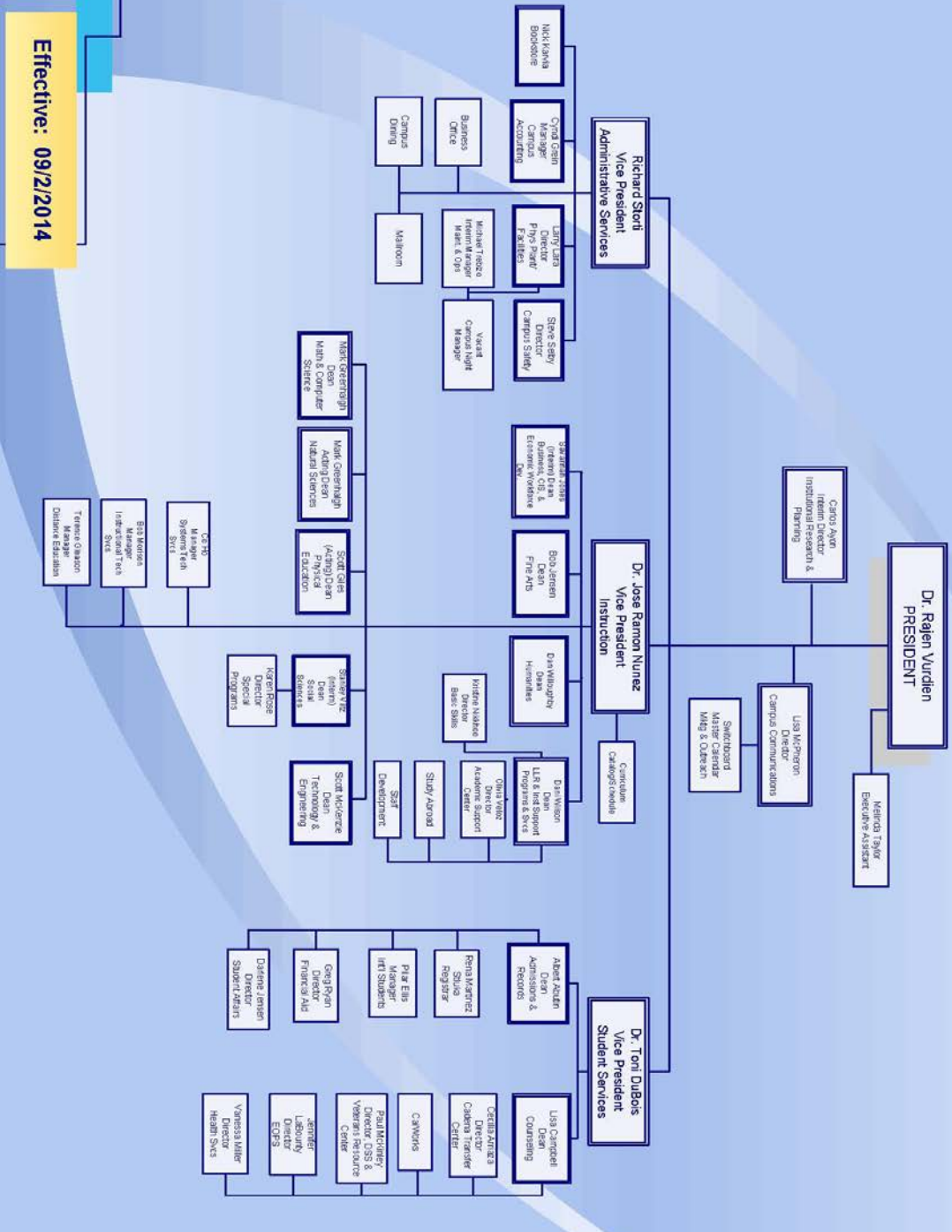
- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- Student Success and Support Program Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)

ATTACHMENT B



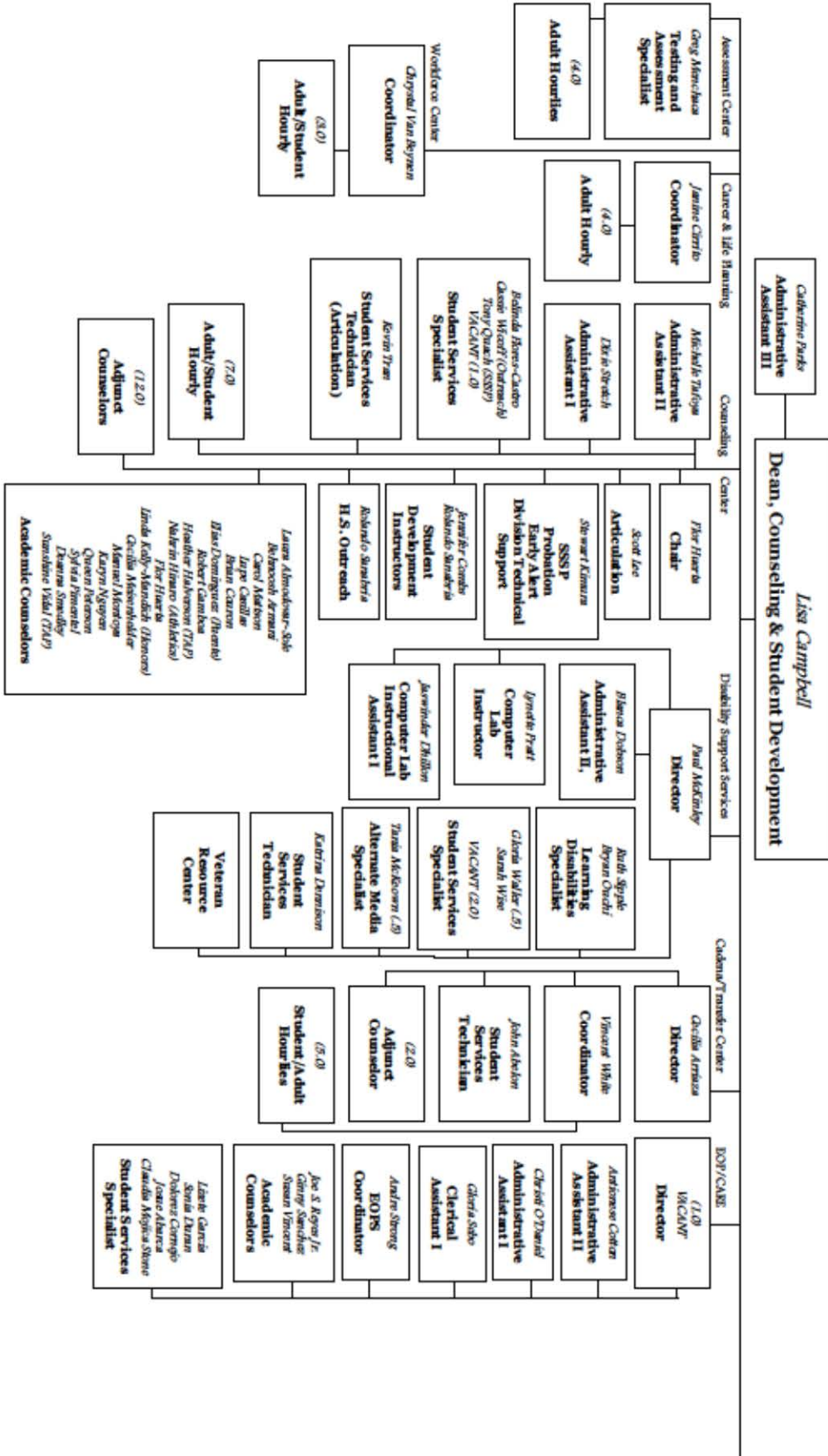
Fullerton College

Organization Chart



Effective: 09/2/2014

## Fullerton College Counseling & Student Development Division Organizational Chart 2014 - 2015



Last Updated: 6/18/14 CRP

ATTACHMENT C

**SSSP Advisory Committee**

**COMPOSITION:**

**Chair**

Designated as the SSSP Coordinator.

**Composition**

5 Faculty Senate Representatives

1 each from

ESL,

Reading,

Basic Skills,

English

1 At-Large

4 Counselors

4 Management Representatives

1 Classified Staff Representative

1 Associated Students Representative

## ATTACHMENT D

**STEPS TO SUCCEED AT FULLERTON COLLEGE**

Congratulations for selecting Fullerton College, one of the finest, oldest and largest community colleges in California. Please follow the steps in the checklist below to be successful in achieving your educational goals at Fullerton College.

**1 \_\_\_\_\_ ADMISSION APPLICATION**

If you have recently applied to FC for the upcoming term, congratulations! If not, apply/re-apply on-line at [www.fullcoll.edu](http://www.fullcoll.edu) starting March 1<sup>st</sup> for Summer/Fall term and Oct 1<sup>st</sup> for Spring term.

**2 \_\_\_\_\_ ORIENTATION**

New students are required to complete the on-line orientation prior to taking their assessment test. The orientation may be found on your my Gateway student page, "student links" section.

**3 \_\_\_\_\_ ASSESSMENT**

Complete skills assessment at FC for ESL/English, Reading, Mathematics, and Chemistry at the Assessment Center, 500 Bldg.-Room 513, M-F 9-12p, 1p-4p and selected Saturdays. All students will be required to schedule an appointment to take an assessment test. For additional information, please refer to the Assessment Center home page at: <http://assessment.fullcoll.edu>. After completing the assessment test, all students must see a counselor to complete the assessment process. If you've taken an assessment at another Calif. Comm. Coll. within the last 2 years, provide course placement with test scores & placement /transcripts from the other college(s) attended. Assessment scores are valid for 2 years from the date taken. Within 90 days of test date, student may retest with counselor approval. After 90 days, students may retest, with exceptions. Please see a counselor for additional information. The Chemistry assessment can only be taken once.

**4 \_\_\_\_\_ OFFICIAL DOCUMENTS**

If applicable, provide AP scores, high school and other college official transcripts (sealed envelope) to Admissions and Records, 2000 Bldg., 1<sup>st</sup> floor, Math 8-5pm; Tues 8-6:30p, (714) 992-7075.

**5 \_\_\_\_\_ GROUP ADVISING**

New students are required to attend a 2 hour group advising session with a counselor before registering for courses. Appointments for group advising sessions are made after the completion of assessment (step #3).

**6 \_\_\_\_\_ COUNSELING – (714) 992-7084**

Returning and transfer students from other colleges need to contact the counseling office for an appointment. 2000 Bldg., 2<sup>nd</sup> floor, Math 8-5pm, Tues 8-7pm. (714)992-7084. General information and selective on-line counseling services are available at the counseling website <http://counseling.fullcoll.edu>



**7 \_\_\_\_\_ FINANCIAL AID**

For information on federal/state assistance and eligibility requirements, contact Financial Aid Office, 100 Bldg., 1<sup>st</sup> floor, (714) 888-7588. <http://financialaid.fullcoll.edu>

**8 \_\_\_\_\_ SCHEDULE OF CLASSES**

Refer to the Class Schedule for course offerings. Purchase at the bookstore, 2000 Bldg., 1<sup>st</sup> floor, M-THz 7:30-6p, F 7:30-5p, (714) 992-7008 or visit their website <http://bookstore.fullcoll.edu>

**9 \_\_\_\_\_ REGISTRATION APPOINTMENT**

Prior to registration, new/returning students will receive via e-mail and through their my Gateway account, an appointment (day/time) to register online via **my Gateway**.

**10 \_\_\_\_\_ REGISTRATION**

You may register using **my Gateway** at [www.fullcoll.edu](http://www.fullcoll.edu) at your assigned time or any time after. Please refer to **Online Registration Instructions** on the Admissions and Records website: <http://admissions.fullcoll.edu/Registration/registration.html>.

**11 \_\_\_\_\_ FEES**

Registration fees **must** be paid immediately after registering or you **may be dropped** from all classes. Refer to **"Fees"** page in the Class Schedule.

**12 \_\_\_\_\_ FIRST DAY ATTENDANCE**

It is **extremely** important that you attend the first class meeting. Failure to attend may result in being dropped from the class.

**13 \_\_\_\_\_ EDUCATIONAL PLANNING**

All students should see a counselor to declare an educational goal and complete or modify a Student Educational Program Plan (SEPP). Call (714) 992-7084 for appointments.

**14 \_\_\_\_\_ STUDENT SERVICES**

Many services are provided to support students' success at FC. Refer to the **"Support Services for Students"** section in the Class Schedule.

**Note:** Students have the right to challenge, appeal or to be exempt from any step in Matriculation. Please refer to **"Matriculation"** pages in the College Catalog.

ATTACHMENT E  
**FULLERTON COLLEGE**  
**Exemption from orientation, assessment, and an educational plan**

According to Title V Education Code section 55530(b), nonexempt first time students shall, within a reasonable period of time, be required to: (2) be assessed to determine appropriate course placement, (3) complete an orientation activity provided by the college, and (4) participate in counseling, advising, or another education planning service pursuant to section 55523 to develop, at a minimum, an abbreviated student education plan. Not completing these core services may result in the loss of priority registration. If your exemption is approved based on your response to the items below, you will be allowed to register for classes without completing the core services. You can still access the core services even if your exemption is approved.

Name (Last, First, Middle): \_\_\_\_\_

Student ID #: @\_\_\_\_\_

I am applying for an exemption for (check all that apply):

- Orientation (SS03)
- English and Math Placement Assessment (SS04)
- Educational Plan/Counseling (SS05)

Please explain the reason for requesting an exemption:

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I am requesting an exemption from the SSSP requirement(s). These services are to support my academic progress and by requesting this exemption, I under that I am taking personal responsibility for successfully completing my academic goal.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_