



Credit

Student Success and Support Program Plan

2015-16

District: San Diego Community College District
College: Miramar College

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are consistent with the SSSP Funding Guidelines or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges'

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

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

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement

COUNSELING, ADVISING, AND OTHER EDUCATION PLANNING SERVICES

- D. Follow-up for At-Risk Students
 - E. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

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

RESOURCES

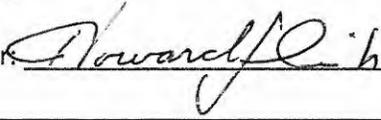
- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

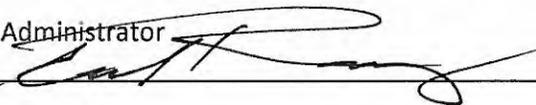
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

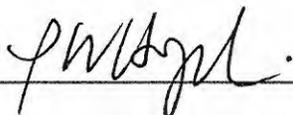
College Name: San Diego Miramar College

District Name: San Diego Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: 
Name: Howard J. Irvin Jr., Ph.D. Date: 11/09/15

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: 
Name: Gerald Ramsey Date: 11/9/15

Signature of the Chief Instructional Officer: 
Name: Paulette Hopkins, Ed.D. Date: 11/9/15

Signature of College Academic Senate President: 
Name: Marie McMahon, Ph.D. Date: 11/9/15

Signature of College President: 
Name: Patricia Hsieh, Ed.D. Date: 11/9/15

Contact information for person preparing the plan:
Name: Howard J. Irvin Jr., Ph.D. Title: Dean, Student Development & Matriculation
Email: hirvin@sdccd.edu Phone: (619) 388-7268

SECTION II. PLANNING & CORE SERVICES

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

A. Planning

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

The planning process began with the Student Success and Equity Advisory Council (SSEAC), consisting of Senate appointed shared governance representatives as well as key Student Services personnel, administrators and students (Advisory Council list attached in Appendix). In reviewing the template for 2015-16 in comparison to the 2014-15 report, the council discussed the many updates that had taken place over the past year.

These items were written into the report and disseminated widely among the shared governance groups and incorporated into a 3 hour college-wide discussion session combining SSSP and SEP where all stakeholders had the opportunity to provide input. During this discussion session, all attendees were provided with history and mandates of SSSP/SEP, data relating to the past year's performance, plans for the future, and detailed funding to demonstrate how the funding was utilized. Input from this session was incorporated into the final report before being sent to all shared governance committees for final approval. Miramar College also highlighted future initiatives to better address the mandates based on past year's data, and provided an opportunity for stakeholders to apply for SSSP funding through a successful Request for Proposal (RFP) process utilized last year for SEP. It will be the responsibility of the advisory council to score the proposals and make final recommendations to the SSSP/SEP Dean.

Plans for the 2015-16 academic year include the following:

- Review of monthly SSSP data during monthly Student Development and Matriculation Development meetings
- Review of SSSP data during bi-monthly Counseling Department meetings
- Review of SSSP data during Outreach and Assessment program meetings
- Review of SSSP data during monthly Student Government meetings
- Review of SSSP data during weekly Student Services Administrator meetings
- Review of SSSP data during weekly Dean's Council meetings

Review of SSSP data during monthly District Student Services Council meetings

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

The various departments entrenched in all SSSP components have been working with the Dean responsible for SSSP/SEP to review 2014-15 data and to redesign services to better address the needs of students. The review of data demonstrated a need for the hiring of additional counselors and classified staff which has led to an increase in effectiveness of services offered at the campus.

Additional changes were slowly introduced in Spring and Summer 2014 to pilot fully for the 2015-16 academic year. To this end, 2015-16 began the re-shifting of resources, better alignment between departments, increased communication between units, and change in operations.

Data reviewed includes the following:

- Monthly SSSP data which includes numbers served, numbers exempt, numbers fully-matriculated, and numbers of students missing areas
- Monthly SSSP budget
- Pilot programs survey data

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

In the San Diego Community College District, professional development for SSSP has been coordinated as district-wide events and meetings:

- The Student Services Council, chaired by the Vice Chancellor for Student Services which is comprised of the Vice Presidents from each college and the Continuing Education Division, routinely invites the managers and coordinators for DSPS, Student Development & Matriculation Student Affairs, EOPS and Financial Aid to review and/or discuss business practices and common topics or issues such as the coordination of services and various initiatives. The purpose is to ensure that campuses are receiving needed District support, to review business practices, to facilitate program effectiveness, and to ensure duplication of effort is minimized, while maximizing resource utilization.
- Annually, all counselors at all district locations gather for District Counselor Information Sessions to discuss updates, changes, and best practices for Student Success.
- August 8, 2014; Regional (X) SSSP/SEP Workshop - San Diego Mesa College
- July 31, 2015; Regional (X) Student Success Dialogue - San Diego Mesa College
- September 4, 2015; Regional (X) Institutional Effectiveness workshop

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

The San Diego Miramar College integrated planning process links short-term and long-term planning with a clear emphasis on the central role of the Strategic Plan as the driver of all College planning. The Strategic Plan includes strategic goals and strategies to guide the development and integration of the Educational Master Plan with Division and Operational Plans (SSSP is an operational plan). The Planning and Institutional Effectiveness Committee at Miramar College oversees the operational plans, ensures connection with Strategic Planning, Educational Master Plan, Division Plans as part of the Integrated Planning Cycle and assist with self-evaluation as well as accreditation reviews.

A visual of the relationship between these overall plans is attached in Appendix D.

Strategic Plan: The Strategic Plan is based primarily on the College mission, budget and resources review, an environmental scan, and a strategic plan assessment scorecard. The current plan includes four goals, strategy statements that specify directions to follow to achieve the goal, indicators and measures to show progress toward achieving the goal, and planned activities that provide concrete actions on implementing the goal. The Strategic Plan is reviewed on a three-year cycle and updated on a six-year cycle. Data and measures from SSSP were incorporated into the review and development of baseline data for the college's Strategic Plan.

The Strategic Plan then informs the Educational Master Plan

Educational Master Plans: The Educational Master Plan serving as the structure linking the Strategic Plan to the implementation plans among the three College divisions. The Educational Master Plan is comprised of planning trends, based on the Loss/Momentum Framework, which drive the update of each respective College division plans: Instructional Services, Student Services, and Administrative Services. The Educational Master Plan is reviewed on a three-year cycle and updated on a six-year cycle.

Within the Educational Master Plan lies the Division Plans and Operational Plans

- Division Plans, which include a broad description of the division and its programs or services, goals, planning themes (based on the Loss/Momentum Framework), staffing and facility's needs. The division plans are 6-year plans that are reviewed and updated annually.
- Operational Plans, there are a total of 10 operation plans which are linked to the Strategic Plan. Operational plans may be assigned to a specific division or a participatory governance committee, for those that have college-wide implications (e.g. the Facilities Master Plan, Technology Plan, and Human Resources Plan). Other operational plans include the Cultural and Ethnic Diversity Plan, Student Equity plan, Marketing and Outreach Plan, Basic Skills Action Plan, Career and Technical Education (CTE) Plan, Outcomes and Assessment Plan, and the Student Success and Support Programs (SSSP) Plan. The timeline for operational plan review and update varies depending on the nature of the plan and on external reporting requirements.
- The development of the SSSP Plan was coordinated closely with the development of the Student Equity Plan. Efforts to include the entire college in the dialogue, development, and creation of the plans were widely advertised and continued efforts are underway to continue the dialogue.
- The Basic Skills Initiative: The Basic Skills Initiative Plan addresses areas identified by the SSSP. We have integrated the college's Basic Skills efforts with the college's SSSP plans by providing assessment, orientation, counseling and counseling follow-up to our diverse student population, including our basic skill students. Consequently, SSSP funds now financially supplement and support Basic Skills counseling. Additionally, the basic skills English and ESOL programs directly support the SSSP initiatives for first-year college students at Miramar College. SSSP works in tandem with the basic skill English and ESOL programs to create learning communities for first-year college students that are supported by in-class instructional assistants as well as an English/ESOL learning center that is available to all participating students. A general ESOL orientation has been established to assist students coming into the program, and counselors have completed numerous in-class presentations in Basic Skills courses. Not to mention, BSI data has

been used to inform the planning work surrounding SSSP including the developing of objectives and activities to support the work for such projects as the Summer Readiness Program. The Vice President of Student Services, Academic Dean, and BSI Coordinator have regularly met to set the stage for broader Basic Skills and SSSP planning.

The above operational plans and division plans as part of the Educational Master Plan influences the College Annual Planning Cycle:

- The College Annual Planning Cycle provides a timeline for annual planning and assessment. This cycle is driven by the annual program and service review process for instructional programs, student services programs, and administrative services. The program and service review process identifies program and service area goals and objectives; evaluates and analyzes progress towards meeting goals and objectives, and specifies future plans and necessary resources.
- Accreditation: The College’s Annual Planning Cycle is now inclusive of the review of SSSP and the Student Equity Plan, which is tied to the Educational Master Plan, Strategic Plan, Accreditation Standards IIC and Self-Study. Deans work with respective schools and departments to ensure inclusion of SSSP and Student Equity in departmental program reviews
- Adult Education: Continuing Education has taken the lead in addressing adult education for the San Diego Community College District. However, Miramar College has identified a lead faculty to serve on the AB86 Planning Process and serve as a point person for this initiative.

2. Describe the college’s student profile.

Student Enrollment Information at San Diego Miramar College

<i>2014-2015</i>		<u>College Total</u>
Total 2013-2014 FTES (<i>Resident, non-credit, and f-factor</i>)		8,043.31
Annual Unduplicated Headcount 2014-2015		20,556
Headcount by Term (<i>Unduplicated within Terms</i>)		
	Summer 2014	4,196
	Fall 2014	12,009
	Spring 2015	13,258

Race/Ethnicity Fall 2014		
African American	613	5%
American Indian	41	0%
Asian/Pacific Islander	1,777	15%
Filipino	1,029	9%
Latino	2,949	25%

Age Group Fall 2014		
Under 18	16	0%
18-24	6,007	50%
25-29	2,288	19%
30-39	2,059	17%
40-49	973	8%

White	4,486	37%
Other	790	7%
Unreported	324	3%
Total	12,009	100%

50 & over	666	6%
Unreported	0	0%
Total	12,009	100%

Fall 2014		
First-generation college students	2,869	24%
Students receiving financial aid	5,329	44%
Students receiving DSPS services	467	4%

2014-2015		
Active Military/Veteran	1,995	10%
Active Military/Veteran, Spouse/Dependent	462	2%
Non-Active Military/Veteran, Spouse/Dependent	576	3%
Total	3,033	15%

Student Enrollment Status Fall 2014		
Continuing Student	7,957	66%
Returning Student	1,646	14%
New Student	2,234	19%
Current High School Student	141	1%
Unreported	31	0%
Total	12,009	100%

Enrollments by Course Type Fall 2014		
Arts	5,023	19%
Sciences	5,501	21%
Social/Behavioral Sciences	3,800	15%
Vocational	9,223	36%
Honors Program	352	1%
Basic Skills	2,272	9%
UC/CSU Transferable	20,729	80%

Success and Retention Fall 2014		
	Success Rate	Retention Rate
African American	65%	86%
American Indian	59%	81%
Asian/Pac Islander	78%	89%
Filipino	74%	90%
Latino	69%	87%
White	79%	90%
Other	71%	86%
Unreported	81%	91%

2015 Student Completion Rate		
Percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who achieved any of the following outcomes anywhere in the California community college system within six years of entry: <ul style="list-style-type: none"> • Earned AA/AS or certificate of achievement • Transferred to a four-year institution • Achieved 'Transfer-prepared' (successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher) 		
Overall	51%	Student attempted any level of math or English course in the first three years
Prepared	69%	Student's lowest course attempted in

					math and/or English was college level
Average	75%	89%	Unprepared	43%	Student's lowest course attempted in math and/or English was remedial level

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

Partnerships:

San Diego Miramar College's community partnerships that will assist in providing core services include:

- CalWORKs – County of San Diego, community Service Centers
- CalSOAP (student outreach and access program) – statewide
- San Diego County Office of Education
- College Expo Committee
- College Connection (connect community agencies with HS and colleges for foster youth)
- Veterans Affairs
- University partners offering San Diego Miramar College as options for admission
- The San Diego Community College District's Continuing Education Division Office of The Vice President for Instruction and Student Services
- San Diego Unified partnerships- to provide college courses to service area high school students and student services support of those students enrolled; provide pre-enrollment services that lead to successful matriculation to the college
 - Mira Mesa High School, Scripps Ranch High School, University City High School, Serra High School
- San Diego Unified and SDCCD Continuing Education - provide Accuplacer test prep course for pre and post test analysis of student performance. Prepare students for math and English skills to improve success on the assessment test for college placement. Courses are taught by CE faculty and Miramar Outreach/Assessment provide testing procedures/information, as well as proctoring of exams, student results for analysis.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

Changes to orientation were made after a full discussion of the ideal student pathway. San Diego Miramar College has always been known for its high-touch services, so students were afforded a number of options for orientation, including an online system and one-on-one with a counseling faculty member. Because of Miramar College's student population growth, a system overhaul was needed in order to address the need.

A student is now provided with clear steps of matriculation, which outlines the procedures a student follows to become fully matriculated.

2015-16 procedures:

1. Student applies to Miramar College
2. Student is directed to online orientation
3. Student is directed to schedule assessment
4. Student schedules a Student Educational Planning Session (abbreviated)
5. Student schedules a one-on-one counselor appointment for comprehensive plan

In addition to the mainstream orientation, individual programs continue to offer separate program formatted orientations.

CalWORKs: Miramar College provides support services to students who are in the CalWORKs (California Welfare Opportunity and Responsibility to Kids) Welfare-to-Work program, a state program which is designed to move families with children from economic dependency to self-sufficiency through employment. These services are provided to both, Miramar and Mesa College students. The Welfare-to-Work program provides temporary cash assistance to eligible families with minor children. Miramar College serves CalWORKs students and their families by providing educational and career opportunities combined with high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce.

All new and continuing CalWORKs students are required to attend an orientation in addition to the general orientation to sign their Mutual Responsibility Contract (MRC) and fill out College and County required paperwork in order to receive benefits and services.

In addition to required topics mandated by title 5 section 55521, CalWORKs covers the following:

- Advocacy Resources
- Resources Accessing Services
- Support Services
- Financial Aid
- Work-Study
- Miramar College Resources
- Community and Tools for a Successful Student
- Glossary of Common Terms

DSPS: Disability Support Programs and Services (DSPS) department at Miramar College offers a variety of services for students with verified disabilities. Examples include students with learning disabilities, impairments in vision, hearing, and mobility, psychiatric conditions, acquired brain injuries, and other medical disabilities.

In addition to required topics mandated by title 5 section 55521, DSPS covers the following:

- Accommodations

EOPS/CARE: Miramar College's EOPS (Educational Opportunity Programs and Services) is a state-funded program of support services which are designed to be in addition to other services offered by the college. These services are specifically designed for students who are economically and educationally disadvantaged. The purpose of EOPS is to provide students with an opportunity to participate in a community college program of study. It is also the intent of EOPS to provide eligible students with services that may assist them to achieve their educational goal, whether a certificate of completion, an

associate degree, or transferring. CARE is a program offered through EOPS (Educational Opportunity Programs and Services) to single parents who are receiving CalWORKs. The primary goal is to help these students to become economically self-sufficient and to reach their academic and vocational goals. CARE students receive the same services as other EOPS students plus additional assistance with supplies and possible CARE grants.

All new and continuing EOPS students attend a mandatory orientation each year to sign their Mutual Responsibility Contract (MRC) in order to participate in the EOPS program and receive benefits and services. In addition to required topics mandated by title 5 section 55521, EOPS/CARE covers the following:

- EOPS Program requirements
- EOPS Services
- CARE
- Miramar College Resources
- Resources and Tools for a Successful Student
- Glossary of Common College Terms

International Student Counseling

All new and incoming international students are required to attend a two-day mandatory orientation with the International Student Program Coordinators to include the program counselor and admissions officer. In addition to required topics mandated by title 5 section 55521, International Student Program covers the following:

- Guest presenters include, but not limited to, Current International student, Nurse from Health Services, and a SDCCD Police Officer.
- Campus Tour
- Department Homeland Security regulations for international students:
- Social Security Number and Driver's License
- SDCCD Mandatory Health Insurance
- Optional Practical Training (OPT)
- AccuPlacer exam for English/Mathematics
- Address Culture shock
- Identify and clarify individual educational goals
- Educational system in the United States.
- One hour appointment with the International Student Counselor

First Year Experience:

Miramar's FYE went through a redesign for the 2015-16 academic year. The program is now designed to address first-generation, basic skills students. This year, FYE is piloting the "Passport to Success", which outlines a student pathway from connection to completion and offers students the opportunities to connect with all college resources. This passport is designed to be scaled up after this year's pilot starting with all new, incoming students in Spring 2016 and will be built into the procedures for students to become fully matriculated. FYE orientation covers mandated topics under title 5 and the following:

- Provides framework for 'Summer Bridge' program and yearlong commitment
- Orients students regarding transition to college setting

- Covers study skills, expectations, on becoming a successful college student

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

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

Orientation Services in 14-15

	New	Orientation	Exempt	Percentage of target population	Missing Orientation
Summer/Fall 14	1135	666	48	59%	174
Spring/Summer 15	459	264	33	58%	162

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

All new students are following the parameters of the 2015-16 procedures as explained above as there is not an opportunity to avoid following the set procedures. With the remaining populations, the following efforts are taking place:

- Counselors are identified as liaisons to instructional departments – looking at classroom rosters to see which students need to be directed to meet with a counselor to fully matriculate
- Counselor liaisons to departments meet with certain classes to lay out the matriculation requirements and works with students to ensure full matriculation
- Conduct parent/student information night to inform parents and students of steps to full matriculation
- San Diego Community College District sends hard copy reminders to students who have not fully matriculated

3 a. Are orientation services offered online?

Orientation services are offered online by the commercial agency Cynosure New Media.

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

Online orientation is hosted with a commercial agency, Cynosure New Media.

Annual subscription fee: None

Projected maintenance fee: \$1000

Staff support requirement: None

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

- Academic expectations and progress and probation standards
- Maintaining registration priority

- Prerequisite or corequisite challenge process
- Maintaining Board of Governors Fee Waiver eligibility
- Description of available programs, support services, financial aid assistance
- Campus facilities, and how they can be accessed
- Academic calendar and important timelines
- Registration and college fees
- Available education planning services
- Campus Life
- Student conduct and safety
- Title IX sexual discrimination policy and procedures

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
9.5 8.8 4.2	Counselors	Provides information to assist students in achieving educational objective, conducts workshops, Parent/Student Information Night, SEP Sessions Process inputting of information into MIS database	SSSP GF Cat
11.25 6.75 2.0	Classified Staff	Provides support to the counselors in providing services	SSSP GF Cat
1.0	Coordinator	Provides coordination of SSSP services	SSSP
	Peer Mentors/Student Hourly Employees	Support services provided by counselors	SSSP

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Passport to Success material	SSSP	\$10,000
4000	Orientation Folders	SSSP	\$10,000

4000	Student Planners	SSSP	\$10,000
4000	Jet Jump Start Supplies/Material	SSSP	\$20,000
4000	SSSP Publication/Outreach Material	SSSP	\$25,900
4000	Office Supplies & Postage	SSSP	\$10,000
4000	License	SSSP	\$1,700
5000	Parent/Student Orientation/Food & Beverage	SSSP	\$5,000
5000	SSSP Super Saturday Event/Food & Beverage	SSSP	\$5,000
5000	Professional Development	SSSP	\$10,000
5000	Orientation maintenance	SSSP	\$7,000
6000	Scanner(s)	SSSP	\$20,000

C. Assessment for Placement

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

Data from 2014-15 showed that limitations in offering assessment testing caused a domino effect in students not being able to continue with their math and English. Assessment was offered twice a week for three hour blocks and English for Speakers of Other Language (ESOL) assessment was offered on an appointment basis only.

Expanded services and increased access in 2015-16 by offering walk-in assessment four days a week with options for ESOL assessment offered two times a week and appointments on Friday. During peak testing times, Saturday testing is offered to accommodate high school students, and matriculating students.

The assessment procedures are streamlined by upgrading technology, and improving the overall student check-in process. The Assessment office collaborates with the Department Chairs of English/Math and Counseling regarding student re-testing / challenge exams. The Assessment Center works jointly with the Outreach Department in supporting testing efforts of the campus's four area high schools.

2. a. How many students were provided assessment services in 2014-15?
b. What percentage of the target population does this represent?

	New	Assessment	Exempt	Percentage of target population	Missing Assessment Count
Summer/Fall 14	1135	876	48	77%	211
Spring/Summer 15	459	246	33	54%	180

- c. What steps are you taking to reduce any unmet need or to ensure student participation?
- Establishing a matriculation process as outlined below will streamline efforts and create unavoidable interventions that will help to increase the numbers of students being tested.
 1. Student applies to Miramar College
 2. Student is directed to online orientation
 3. Student is directed to schedule assessment
 4. Student schedules a Student Educational Planning Session (abbreviated)
 5. Student schedules a one-on-one counselor appointment for comprehensive plan
 - District sends hard copy reminder to students who have not fully matriculated

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

Assessment testing is offered on a walk-in basis. Students are given information about the test and how to prepare, as well as the importance of the test. Once a student decides to proceed, instructions are given about the test itself and rules are relayed to students. A student is then escorted to the testing area at a designated location to begin the exam. The process is continuously reviewed for effectiveness and looking at ways to provide the most conducive testing venue for all students. The staff assists students in test exemptions, and District procedures for submitting alternative standardized tests. Upon completion of assessment testing, students are guided through setting-up Ed Planning workshops and assessment interpretation with the Counseling Department. The Assessment Center continually updates and oversees the Assessment website content. Study preparation material, study guides and resources are available on the Assessment website and available in the Assessment Center. Study guides include Accuplacer sample packets, Study App, Celsa study guides, additional English and Math samples, and Khan Academy study resource. The Outreach and Assessment offices will be working with area high schools in spring 2016 in assisting perspective students with assessment preparation, resources, and an informative overview of the Assessment process. Students complete the Online Orientation and Learning Outcomes form, prior to testing.

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

San Diego Miramar College administers the Accuplacer computerized assessment tests for Native English Speakers and the Accuplacer Elementary Algebra/Arithmetic Math Assessments, in addition to the English Language Skills Assessment (CELSA). CELSA measures basic English skills for the purpose of placing adult students of English as a second language into different ESL English courses based on placement results, combined with multiple measures.

Accuplacer is a computerized, adaptive test that is not timed. The Native English Assessment is comprised of two parts: Reading / Comprehension and Sentence Skills. The Accuplacer Math Assessments consists of two separate math assessments: Elementary Algebra and Arithmetic. Students select the math assessment that most accurately reflects their most recent math course and overall math experience.

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

When were tests approved by the CCCC and what type of approval was granted?
CCCC approved Accuplacer in early 2000's and CELSA in the 1980's.

Details are provided here:

<http://extranet.cccc.edu/Divisions/StudentServices/Matriculation/Assessment.aspx>

[http://extranet.cccc.edu/Portals/1/SSSP/Matriculation/Assessment/Approved%20List 7-27-15%20for%20Web%20A.pdf](http://extranet.cccc.edu/Portals/1/SSSP/Matriculation/Assessment/Approved%20List%207-27-15%20for%20Web%20A.pdf)

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

The Disproportionate Impact and Consequential Validity studies are completed by District Institutional Research and Planning. The most recent Disproportionate Impact Study was conducted in 2011. The Consequential Validity Study was completed in 2011.

Results can be found here:

<http://research.sdccd.edu/Research-Reports/assessment.cfm>

5. a. What multiple measures are used?

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

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

English Multiple Measures

- Sentence Skills Score
- Reading Comprehension Score
- High School GPA (extra points are given for the self-reported HS GPA). An additional 8 points can be given through multiple measures.

These three items are used to determine the student's placement.

Math Multiple Measures

- High School GPA (extra points are given for the self-reported HS GPA)
- Years since last math course
- Math Assessment score.

Points are added from these three items to the math assessment score to determine the student's placement. An additional 8 points can be given through multiple measures.

CELSA (Non Native English Speakers) assessment, utilizes multiple measures that are tied to background questions that students complete prior to testing. ASAP software does not provide interpretative data regarding the scaling / scoring of background multiple measures.

- Background questions
- Celsa Assessment score

These two items are used to determine the student's placement.

The measures are in compliance with the multiple measures requirement, per title 5, sections 55502 and 55522.

Multiple Measures Assessment Pilot: The MMAP (multiple measures assessment project) is a new program that uses high school transcript data to place students into English and Math courses. Fall 2015, SDCCD is piloting the project and a small group of students were invited to participate. Students could receive an English, Math or placement for both subjects. That would put students at the transfer level.

https://docs.google.com/document/d/1f-oZnwAG1auLnyYH18_2p63s5uHJE4K2-PDRXbAcps/edit

<http://rpgroup.org/projects/multiple-measures-assessment-project/pilot-college-resources>

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

San Diego Miramar College accepts assessment scores from any regionally accredited higher education institution throughout California.

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

Information on re-takes and recency requirements are made available to students through the college catalog, online orientation, and through the brief information session offered by the Assessment Office prior to students proceeding with the assessment.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
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.25 .75	Outreach & Assessment Coordinator	Provides supervision for Assessment Center and employees	SSSP GF
1.0	Sr. Student Services Asst.	Administers and proctors tests	GF
1.0	Student Services Asst.	Provides clerical support to the assessment function	SSSP
1.0 1.0	Evaluator	Collect and review of multiple measures data, transcripts, military service and work experience	GF SSSP
	Peer Mentors/Student Hourly Employee	Support services provided by counselors	SSSP

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Office Supplies & Postage	SSSP	\$10,000
4000	Publication & Outreach Material	SSSP	\$10,000
4000	Assessment Testing Units	SSSP	\$20,000
5000	Professional Development	SSSP	\$10,000
5000	Assessment Orientation Events	SSSP	\$10,000
6000	Scanner	SSSP	\$10,000

D. Counseling, Advising, and Other Education Planning Services

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

The numbers of student served in 14-15 improved with changes implemented in the spring 2015 semester. However, we expect to see more of an impact with the upcoming year's data. 14-15 services were mainly offered as a one-on-one counseling appointment or a walk-in. Due to data demonstrating unmet needs, practices were altered to work smarter and offer more opportunities for comprehensive counseling and other education planning to take place.

EOPS and DSPS continue to provide abbreviated and comprehensive educational planning through one-on-one counseling, and the Transfer Center continues to provide abbreviated and comprehensive educational planning through workshops.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?
b. What percentage of the target population does this represent?

	New Transfer Returning Continuing	Counseling	Exempt	Percentage of target population	Missing Counseling Count
Summer/Fall 14	10305	8229	1956	80%	1819
Spring/Summer 15	11297	6888	2461	61%	1945

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

- Counselors are identified as liaisons to instructional departments – looking at classroom rosters to see which students need to be directed to meet with a counselor to fully matriculate
- Counselor liaisons to departments meet with certain classes to lay out the matriculation requirements and works with students to ensure full matriculation
- Conduct parent/student information night to inform parents and students of steps to full matriculation
- District sends hard copy reminders to students who have not fully matriculated

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

- Large group workshops for high school seniors and parents before high school graduation
- Student Education Planning sessions for groups of 100 to 150 during special Saturday session and Tuesday Parent Night
- Student Education Planning sessions for up to 35 students each, scheduled as needed before priority enrollment deadlines. On an as needed basis we held a total of 24 of these sessions to serve 858 students
- Developed a summer bridge program to address student equity with enrichment activities and two 3-unit basic skills English classes. Multiple measures were used for assessment and all students who completed were allowed to enroll in college level English.
- One-on-one counseling appointments
- Small group workshops through Transfer Center

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

Drop in counseling is available every service day of the year from July 1 to June 30. During peak times, only drop-in counseling is available which allows 11 counselors to serve as many as 300 students in a day. Once enrollment has ended and between weeks 2 and 12 of a sixteen week semester, one-hour appointments are available in addition to drop in counseling.

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

Wait times have dropped from upwards of two hours to an average of 25-30 minutes during peak periods and there is virtually no wait for drop-in counseling during non-peak times in which appointments are available. For the 20 weeks per year that appointments are available, scheduling for the following week begins Monday morning and ends when all appointments have been filled. Each week, all appointments for the following week are filled by Wednesday. Since we have communicated this process well throughout the campus, students are accustomed to scheduling early in the week and we have had very few complaints of students not being able to get counseling appointments.

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

Students complete an online orientation before assessing for Reading, Writing and Math. Once tested, they are referred to a Student Education Planning session which consists of a one-hour presentation by a counselor. This presentation includes a comparison of various degrees and certificates available, transfer opportunities, time management, understanding assessment scores, course placement, general education, prerequisites, major courses and the role they play in education planning, how to read the college catalog and class schedule and how to schedule the classes agreed upon in the development of the abbreviated plan. In the second hour of the session, a team of counselors join the group and meet individually with each student to help develop his or her abbreviated education plan. The student-counselor ratio for the education planning portion of the session is between 8:1 and 10:1. This plan covers the math, English, major and general education classes the student should select in his or her first 2 semesters at the college.

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

General Counseling: Once all students have been enrolled in classes and the appointment period begins, students are encouraged to make a one-hour appointment to develop a comprehensive education plan. This meeting includes a discussion about career and transfer options, counseling about goals, dreams, barriers and opportunities and culminates in the development of a degree audit and four to six semester plan that includes all the courses needed for the day of the appointment through graduation. The degree audits are available on the student information system (ISIS) and the 4-6 semester plans are handwritten, scanned and kept in a database called WebXtender.

EOPS and DSPS: Provides one-on-one services to develop a comprehensive education plan

Transfer Center: Provides small group workshops to assist students in developing a comprehensive education plan

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

SDCCD developed a home-grown degree audit/education planning system available on the Integrated Student Information System (ISIS). We are currently in the process of changing to Peoplesoft. The current system allows evaluators to input information from all transcripts of record from previous institutions that students have attended. Those courses are either deemed equivalent of given codes that allow them to be used for general education credit fitting into one of 3 general education patterns including CSUGEC, IGETC and our own native GE package. Counselors are able to share with students information regarding which courses fit in which areas of general education, basic skills and major and that information is used to determine which courses students need to reach their goals. This information is then used to develop the long range plan.

In addition to the home-grown system, counselors utilize the UC Transfer Admission Planner, ASSIST, SARS, Colleague, ImageNow, Web Advisor and WebXtender

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
9.5 8.8 4.2	Counselors	Provides information to assist students in achieving educational objective, conducts workshops, Parent/Student Information Night, SEP Sessions Process inputting of information into MIS database	SSSP GF Cat
11.25 6.75 2.0	Classified Staff	Provides support to the counselors in providing services	SSSP GF Cat
1.0	Coordinator	Provides coordination of SSSP services	SSSP
	Peer Mentors/Student Hourly Employees	Support services provided by counselors	SSSP

- Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
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4000	Ink cartridges	SSSP	\$10,000
4000	Licenses	SSSP	\$2,000
4000	Publications and supplies	SSSP	\$9,564
5000	Professional Development	SSSP	\$15,000
5000	Services and events	SSSP	\$10,000
6000	SARS remote scheduling system	SSSP	\$20,000
6000	Scanners	SSSP	\$20,000

E. Follow-Up for At-Risk Students

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

Probationary students: The same procedure was maintained for the upcoming year. Discussions are taking place to determine a need for an electronic early alert system.

Basic Skills students:

- The Basic Skills Initiative Plan seeks to partner Personal Growth counselors with Basic Skills faculty to create an on-going assessment of progress toward readiness for the first levels of college English and Mathematics
- Incorporate enrollment management strategies to increase student completion rates
- Incorporate student equity and services needs into the instructional and student service annual program review process

No education plan or clearly stated goal:

Miramar College began a Parent/Student Information Night in spring 2014 to inform students and parents of all the requirements to become fully matriculated. Feedback from this pilot showed a greater understanding of the steps required from all participants and participation in the following steps increased as a result. In addition, the Counseling Department has identified liaisons for instructional departments to work with faculty members in identifying students who do not have an education plan on file. The Career Technical Education (CTE) departments have also collaborated with counseling faculty to conduct information sessions and work directly with students in those classes to identify educational goals and objectives. The expectation is that the referrals to counseling, career center, transfer center, and other services will see an increase. The increase in collaboration among the various units should help to target those students at-risk and provide them with needed services.

2. a. How many students were provided follow-up services in 2014-15?
b. What percentage of the target population does this represent?

	New Transfer Returning Continuing	Follow up	Exempt	Percentage of target population	Missing Follow up Count
Summer/Fall 14		429	NA	100%	0
Spring/Summer 15		160	NA	100%	0

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

Probationary Students:

- District sends hard copy letter to student referring them to counseling based on past semester's performance
- Counselor meets with student and creates Academic Success Plan
- Follow up to ensure Academic Success Plan being met (insert other interventions if necessary)

Basic Skills Students:

- Counselors provide outreach to BSI-classes, to inform students about the counseling services available at Miramar College

No education plan or clearly stated goal:

- Continue with Parent/Student Information Night
- Review survey information to make improvements
- Continue with Student Education Planning Workshops required of all new students as part of the matriculation process
- Continue work with instructional departments including CTE
- Continue reviewing monthly SSSP data
- Track referrals
- Informational activities for students to gain opportunities to learn about various career fields associated with academic disciplines
- District sends hard copy reminders to students who have not fully matriculated

3. a. What types of follow-up services are available to at-risk students?

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

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

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

- Instructional faculty have the option of identifying students on Web Advisor for automatic referral to counseling. However, the majority of faculty chose to provide a high touch referral method of walking students to counseling or mental health services.

Academic Probation

Students are notified via letter from the district office. Students can also check their status on Reg-e. Students receive the letter mid-semester recommending they see a counselor based on their past semester’s performance. Through counselor intervention, students can sign up for the following semester’s coursework without being dropped.

Lack of Progress Probation

Students are notified via letter from the district office. Students can also check their status on Reg-e. Students receive the letter mid-semester recommending they see a counselor based on their past semester’s performance. Through counselor intervention, students can sign up for the following semester’s coursework without being dropped.

Disqualified

- First Disqualification: Students are notified via letter and must meet with a counselor to complete a Student Academic Contract. Readmission will be based upon meeting contract conditions.
- Second Disqualification: Student will be required to sit out for one full academic year. Student must meet with a counselor and complete a Student Academic Contract. Readmission is based upon meeting contract conditions.
- Third Disqualification: Student will be required to sit out for one full academic year. Student initiates a petition for readmission. If the petition is accepted for further consideration, the student will meet with a Hearing panel to present his/her case for readmission. If the petition is approved, the student will enter into a “last chance” agreement.

Basic Skills

- Notified through assessment process. (No notification of anything other than assessment scores - same as non-basic skills students).

No Educational Goal/course of study

- District sends hard copy reminder to students who have not fully matriculated
- Informational activities for students to gain opportunities to learn about various career fields associated with academic disciplines

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
9.5	Counselors	Provides information to assist students in achieving educational objective, conducts workshops,	SSSP
8.8			GF
4.2			Cat

		Parent/Student Information Night, SEP Sessions Process inputting of information into MIS database	
11.25 6.75 2.0	Classified Staff	Provides support to the counselors in providing services	SSSP GF Cat
1.0	Coordinator	Provides coordination of SSSP services	SSSP
	Peer Mentors/Student Hourly Employees	Support follow-up services provided by counselors	SSSP

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Office Supplies & Postage	SSSP	\$10,000
5000	Professional Development	SSSP	\$15,000
6000	Computerized Early Alert System	SSSP	\$10,000

F. Other SSSP/Match Expenditures

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

The research and planning analyst at Miramar College is heavily involved in the research and data collection aspect of SSSP components. The district office provides monthly data in relation to SSSP components. Data reviewed include:

- Monthly SSSP data
- Monthly exempt data
- Online Satisfaction Survey
- Tracking student wait time in counseling
- Cynosure New Media tracks impact of orientation and the ability to promote knowledge of the institution and its support services
- Tracking of assessment information including placement through participation in Multiple Measures Pilot Project
- BSI plan tracking of gatekeeper courses

Budget	Expenditure Title/Description	Funding Source	Amount
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Code		(SSSP/Match/GF)	
2000	Research and Planning Analyst	SSSP	\$136,739
2000	Research and Planning Analyst	SSSP	\$136,739
4000	Supplies	SSSP	\$17,177
5000	Professional Development	SSSP	\$10,000
6000	Equipment	SSSP	\$15,000

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

Budget Code	Expenditure Title/Description	Funding Source	Amount
2000	Career Center Counselor		\$65,000
5000	Transfer Center activities/services	SSSP	\$7,000
5000	Career Center activities/services	SSSP	\$7,000

SECTION III. POLICIES

A. Exemption Policy

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

Board Policy and Administrative Procedure 5050 (Student Success and Support Program) outlines the criteria by which students are exempt from participation in SSSP services as follows:

Admission: No exceptions

Assessment: Students with the following educational goals:

- Maintenance of a certificate or license, educational development, or completion of credits for high school diploma
- Students who have an associate degree or higher
- Students concurrently enrolled at a four-year college
- Students concurrently enrolled in high school
- Students who have taken the placement tests within the last three years

Orientation: Students with the following educational goals:

- Maintenance of a certificate or license, educational development, or completion for credits for high school diploma
- Students who have an associate degree or higher

- Students concurrently enrolled at a four-year college or university
- Students concurrently enrolled in high school

Educational Planning with a Counselor: Students with the following educational goals:

- Maintenance of a certificate or license, educational development, or completion of credits for high school diploma
- Students who have an associate degree or higher
- Students concurrently enrolled at a four-year college
- Students concurrently enrolled in high school

Follow-up on Student Progress

- No exemptions

Any student exempted from orientation, assessment, counseling, advising, or student education plan development shall be notified and may be given the opportunity to participate in those services

Refer to grid in each core service – exempt numbers are provided

B. Appeal Policies

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

San Diego Miramar College students may appeal to the Vice President for Student Services if he/she feels that the policies and procedures should not apply to them. Students also have the right to:

- a. Appeal their SSSP classification (exemption status) based on alleged unlawful discrimination or unlawful application of the law. Students may file a petition with the Dean of Student Affairs. In the case of appeals based on the exemptions criteria, the burden of proof is on the student and all relevant materials must be submitted with the appeal.
- b. Appeal registration priority loss. Registration priority loss appeals are collected by the Office of Admissions and Records and reviewed by a counselor and forwarded to Dean of Matriculation and Student Development.

C. Prerequisite and Corequisites Procedures

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

Board Policy 5250 Prerequisites and Corequisite, outlines the criteria by which students are exempt from participation in SSSP services as follows:

The Chancellor or designee is authorized to establish procedures that identify prerequisites, corequisite and advisories or recommended preparation for courses in the curriculum. These procedures shall assure all such prerequisites, corequisite, and advisories be established by faculty in accordance with the standards set out in Title 5. Any prerequisites, corequisite, and advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a prerequisite or corequisite may be challenged by a student on grounds permitted by law. Prerequisites, corequisite, and advisories shall be identified in the San Diego Community College District Colleges' and Continuing Education publications available to students.

Procedure Pre/Corequisite and Limitation on Enrollment Review/Approval Process

1.0 INTRODUCTION AND DEFINITIONS

When a college Academic Affairs Committee decides, based on a content review of the course outline of record that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge and skills not taught in the course, then the course shall have prerequisites established, reviewed, and applied following this procedure. If success is dependent upon communication and/or computational skills, then the course shall require a pre/corequisite of eligibility for enrollment in associate degree credit courses in English and/or mathematics, as appropriate.

The college may establish an Advisory on Recommended Preparation or a Limitation on Enrollment as specified in this procedure.

1.1 "Prerequisite" means a condition of enrollment that a student is required to meet to show current readiness for enrollment in a course or program.

1.2 "Corequisite" means a condition of enrollment consisting of a course that a student is required to take simultaneously with another course.

1.3 "Advisory on Recommended Preparation" means a condition of enrollment that the student is advised, but not required, to meet prior to, or concurrent with, enrollment in a course or program.

1.4 "Limitation on Enrollment" means a policy or process, other than a course pre/corequisite(s), that places conditions on students enrolling in a course or program and thereby limits enrollment in the course or program.

1.5 "Academic Affairs Committee" means the campus committee established through the shared governance process and representing faculty, administration, and other interested parties that have overall responsibility for academic and curricular matters.

The faculty, as well as the Academic Affairs Committee, must approve each course pre/corequisite as a separate action from the approval of the course. The Academic Affairs Committee on each campus shall be responsible for the review/approval process. This process shall, at a minimum:

2.1 Establish prerequisites, corequisite, advisories on recommended preparation, and limitations on enrollment only upon recommendation of the academic senate unless the academic senate has delegated this task to a curriculum committee or the Academic Affairs Committee.

Challenges to procedures are stipulated in the college catalog.

Challenge Procedures:

Students who believe they have sufficient grounds may challenge a prerequisite, corequisite, or limitation on enrollment in a specific course (the student does not receive units for a challenged class). A student may obtain a Petition to Challenge in the Admissions Office. The completed petition with supporting documentation must be filed in the Admissions Office at least 10 working days prior to the start of the primary term semester.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

- CCCCO Conferences related to SSSP or SEP
- Counselor Conferences
- Districtwide counselor trainings
- Weekly meetings and discussions to discuss the implementation of SSSP
- Student Equity Plan Institute
- DSPS – California Association for Post-secondary Education and Disability
- Counseling - CSU Community College Counselor Conference, UC Counselor Conference, Student Success and Support Implementation Summit, American Counseling Association Conference
- National Association of College Admission Counselors
- Western Association of College Admission Counselors
- Other state sponsored and required training for categorically funded programs
- Campus/District/Region sponsored training and development activities as determined by the college-wide planning processes
- Integration of SSSP activities and information into college-wide Professional Development plan
- AccuPlacer conferences
- National Association of Foreign Student Advisors (NAFSA)

SECTION V. ATTACHMENTS

Attachment A
Student Success and Support Program Plan Participants

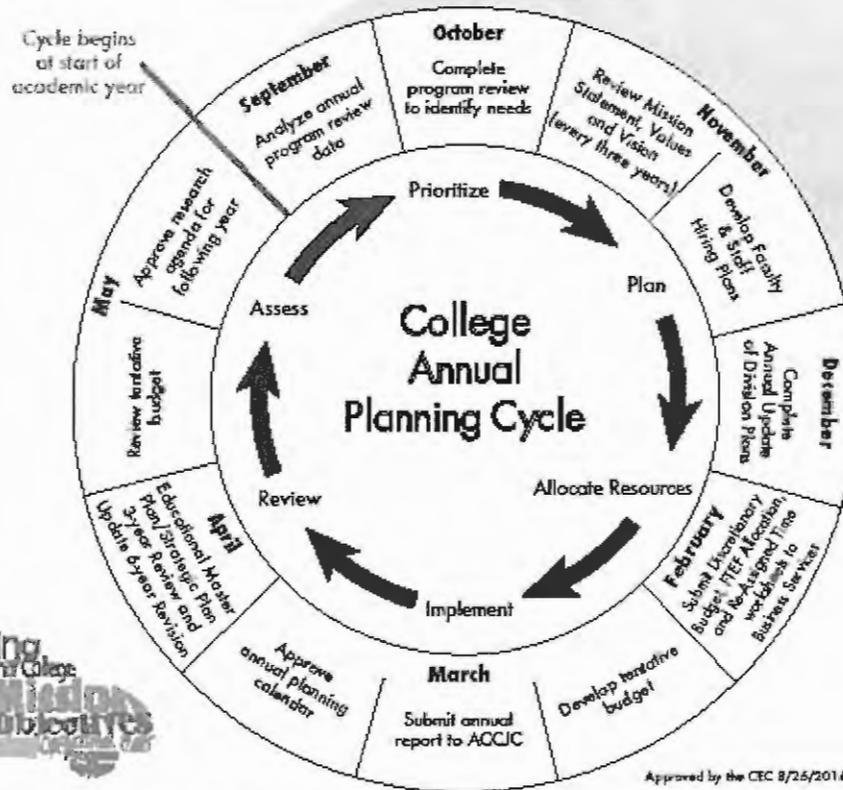
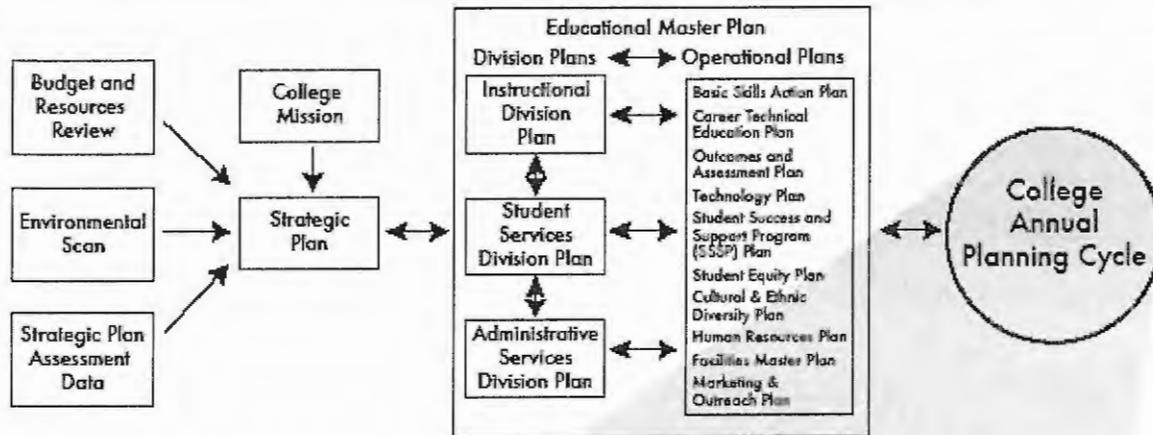
Name	Title	Stakeholder Group
Howard J. Irvin, Jr.	Dean, Student Development and Matriculation	Student Services Division
Gerald Ramsey	Vice President of Student Services	Administrator/Student Services Division
Adela Jacobson	Dean of Student Affairs	Administrator/Student Affairs
Naomi Grisham	Transfer Center Director/Counselor	Research and Strategic Planning Committee
Rick Cassar	Counselor/Counseling Chair	Faculty Senate Representative
Kirk Webley	Counselor	First Year Experience and Summer Bridge
Carmen Jay	English Instructional Faculty/English Chair	Faculty Senate Representative
Marie McMahan	Faculty Senate President	Faculty Senate Representative
Ryan Moore	CTE Instructional Faculty	Faculty Senate Representative
Molly Fassler	Psychology Instructional Faculty	Faculty Senate Representative
Sam Shooshtary	EOPS Technician	Classified Senate Representative
Lisa Clarke	Counselor	Curriculum Committee Representative
My Linh Nguyen	Counselor	Counseling
Kevin Gallagher	Counselor	Counseling
David Navarro	Counselor	Counseling
Marc Hollman	Counselor	Counseling
Patty Martinez-Parker	Counselor	Counseling
Erica Murrieta	Counselor	Counseling
Isabella Feldman	Counselor	Counseling
Martin Moss	Counselor	Counseling
Kandice Brandt	Counselor	DSPS
Joan Thompson	Counselor	EOPS
Jeff Higginbotham	Counselor	DSPS
MaryAnn Guevarra	Counselor	EOPS
Janee Robinson	Senior Student Services Assistant	DSPS
Alice Nelson	Counseling Supervisor	Counseling
Michelle Campuzano	Student Services Assistant	Career Center
Rechelle Mojica	Counselor	DSPS
Joseph Hankinson	Job Placement Officer	Career Center
Brett Bell	VP of Admin Services	Administration
Jessica Tean	Student Hourly Employee	Student

**Attachment C:
Student Support and Equity Advisory Committee Members**

Name	Title	Stakeholder Group
Howard J. Irvin, Jr.	Dean, Student Development and Matriculation	Student Services Division
Gerald Ramsey	Vice President of Student Services	Administrator/Student Services Division
Adela Jacobson	Dean of Student Affairs	Administrator/Student Affairs
Naomi Grisham	Transfer Center Director/Counselor	Research and Strategic Planning Committee
Rick Cassar	Counselor/Counseling Chair	Faculty Senate Representative
Kirk Webley	Counselor	First Year Experience and Summer Bridge
Carmen Jay	English Instructional Faculty/English Chair	Faculty Senate Representative
Marie McMahan	Faculty Senate President	Faculty Senate Representative
Ryan Moore	CTE Instructional Faculty	Faculty Senate Representative
Molly Fassler	Psychology Instructional Faculty	Faculty Senate Representative
Sam Shoostary	EOPS Technician	Classified Senate Representative
Lisa Clarke	Counselor	Curriculum Committee Representative
Joan Thompson	EOPS Director	BSI Representative
Jessica Tean	Student Hourly Employee	Student
Jeff Higginbotham	DSPS	Categorically funded program
Donnie Tran	Math Lab Tech	Math
Lonnie Pham	Financial Aid Officer	Supervisory and Professional
Terrie Hubbard	Classified Senate President	Classified

SAN DIEGO MIRAMAR COLLEGE

Integrated Planning Process Fall 2013 - Spring 2019



Approved by the CEC 8/26/2014