

CONTRA COSTA COLLEGE

Student Success and Support Program Plan 2014-15



Student Success and Support Program Plan (Credit Students)

2014-15

District: Contra Costa Community College District
College: Contra Costa College

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

Email report to:
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

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

INTRODUCTION

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

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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

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

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

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

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

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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

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

GENERAL INSTRUCTIONS

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

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Contra Costa College

District Name: Contra Costa 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: Vicki Ferguson Date: _____

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

Name: Tammeil Gilkerson Date: _____

Signature of the Chief Instructional Officer: _____

Name: Tammeil Gilkerson Date: _____

Signature of College Academic Senate President: _____

Name: Wayne Organ Date: _____

Signature of College President: _____

Name: Denise Noldon, Ph.D. Date: _____

Signature of District Chancellor: _____

Name: Helen Benjamin, Ph.D. Date: _____

Contact information for person preparing the plan:

Name: Vicki Ferguson Title: Dean of Student Services

Email: vferguson@contracosta.edu Phone: 510-215-3921

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.).

The target student audience for orientation is all new, first-time students who submit an application for admission to Contra Costa College (CCC). Annually, approximately 1,000 new, first-time students complete an application for admission. The college is also targeting returning students who have never completed orientation services.

Historically, the delivery method for providing orientation has been in-person workshops and online orientations. Over the last year a Districtwide committee collaborated on the development of a Districtwide online orientation with specific modules unique to each college. The new online orientation is due to launch October 1, 2014, and will be the primary delivery method for providing students with orientation.

CCC works collaboratively with the West Contra Costa Unified School District (WCCUSD) and with John Swett High School District to provide high school seniors with pre-orientation services. These services are provided by counselors and counseling assistants through workshops in the high schools and at the college's Super Saturday orientation event, which takes place during the month of May. As part of the pre-orientation services, each high school student completes the online orientation as a supplement to other specialized services provided at each school. High school outreach counselors assist students with the online orientation in their computer labs.

Students complete the online orientation after submitting an application for admission, as outlined in CCC's Steps to Success (see attachment), and prior to enrolling in classes.

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

Adjunct Counseling (3.5 FTE): provide pre-orientation services to high school seniors from local feeder high schools, including assistance with online orientation.

Counseling Assistants (1.5 FTE): assist with coordination and assistance with pre-orientation services through group workshops and follow-up services.

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.

Currently, students who submit a college application are directed to complete a locally developed online orientation. In order to provide consistent information across the District, a committee developed a Districtwide online orientation that is scheduled to launch October 1, 2014. The online orientation is being supported by COMEVO, a third party vendor. The cost will be covered by each of the three colleges within the Contra Costa Community College District. The orientation consists of five modules outlined below:

MODULE TOPICS**1. New Student Orientation**

- a. Welcome
- b. Campus overview
- c. Admissions and matriculation
- d. Assessment tests
- e. Campus procedures and rules
- f. Electronic education plan overview
- g. Financial aid basics
- h. Student success
- i. Student involvement
- j. Student assistance and resources

2. Special Populations Orientation Module

- a. Overview of special populations
- b. Veterans
- c. Athletes
- d. Probationary students
- e. International students
- f. Disabled Students Programs & Services (DSPS)
- g. Educational Opportunity Programs and Services (EOPS)
- h. Upward Bound/TRIO assistance
- i. Foster youth
- j. Concurrent enrollment (HS)/special admit (including SB 150)
- k. Returning students/new transfer student (first-time in District but not new to college)
- l. AB 540
- m. ESL

3. Financial Aid Literacy Module

- a. Tuition, fees and financial aid overview
- b. Requirements, rights and responsibilities
- c. Repayment obligations
- d. Deadlines and submission requirements
- e. Satisfactory Academic Progress (SAP) policy
- f. Financial aid resources
- g. Specific financial aid opportunities: AB540, BOG, Etc.
- h. Scholarships overview and timelines

4. College Success Module

- a. Student success overview
- b. Active listening and note-taking
- c. Balancing school and life, study habits
- d. Student assistance, resources and learning communities
- e. Student involvement, clubs, activities, organizations, extracurricular programs
- f. Time management, test-taking and reducing test anxiety

5. First Semester Student Advising and Education Planning Module

- a. Academic planning
- b. Placement: transcripts and placement exams
- c. Course selection including certificate AA/AS and transfer courses
- d. Registration procedures, using D2L and InSite portal

- e. Academic expectations
- f. Student education plan
- g. Academic advising and counseling resources

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

CCC has always offered orientation services as a key component of the matriculation process for new students. Historically students have been directed to complete a locally developed online orientation once they have completed the application for admission. In addition, students are encouraged to enroll in the course Counseling 108: Orientation to College, which focuses on orientation and educational planning. Starting this fall, all new students will be required to complete the Districtwide online orientation and then will be referred to assessment and registration for a new course focused on major selection and educational planning.

As detailed above, all the information required by Title 5 section 55521 and the associated procedures, are reflected in CCC's orientation.

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

Since fall 2013, the Districtwide Student Success and Support Program Orientation Committee have collaborated to develop procedures aimed at eliminating the barriers that keep students from completing orientation. With the launch of the new process and the Districtwide online orientation, the committee will continue to meet and debrief on the orientation process at each college, making changes to the program and procedures as needed.

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.

PLEASE SEE THE ATTACHED BUDGET PLAN

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.).

CCC requires every student who completes the college application be directed to assessment services as stated in the college's Steps to Success document. Annually the college provides assessment testing to approximately 3700 students (both first-time and returning students). All first-time students are required to take the assessment test.

The college uses a computerized assessment tool, ACT/COMPASS for placement into math, English and ESL classes. In order to take the assessment, students are required to book an appointment online, by phone, or in-person at the Assessment Center.

A majority of first-time students take the assessment test on campus. However, CCC also offers assessment testing at all of our feeder high schools as part of the college's partnership with West Contra Costa and John Swett Unified School Districts. In addition, the college works with local charter and private high schools to offer assessment testing for interested juniors and seniors.

Assessment is step three in the college's Steps to Success. All incoming first-time students are directed to take the assessment after completing the application and online orientation. For high school seniors participating in our High School Senior Connection, the assessment is provided during their last semester before they graduate from high school.

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

Assessment Technician (1.0 FTE): coordinate and administer the ACT/COMPASS assessment for math, English and ESL placement; Gather data for the college internal research purposes and assessment validation; Serve as a member of the High School Outreach Team.

Hourly Assessment Technician (.7 FTE): monitor assessment operations in the testing room; Perform assessment related duties from the students' check-in process to providing follow-up instructions related to the enrollment process

Dean of Enrollment Services (1.0 FTE): plan to hire this position to take on some of the duties and responsibilities of the Student Success and Support Program.

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.)

CCC uses ACT/COMPASS Internet Version, a computer-adaptive assessment for placement into math, English and ESL. In addition, CCC uses a locally developed ESL writing sample, which is scored and reviewed by the ESL faculty. The ACT/COMPASS computer-adaptive assessment includes different test modules with multiple-choice options. It is an untimed test and can be used solely or in combination with multiple measure instruments for placement purposes.

While the assessment is taken online, it is not offered outside of a proctored environment. Therefore students must physically attend a group assessment either at the college or at their local high school (if available).

ACT/COMPASS Internet Version can be used in combination with multiple measure criteria. Students who wish to enroll into transfer-level English composition and math courses may use high school or other college transcripts, along with their assessment scores, to determine appropriate placement. Currently, the math department is working with the

counseling department to use students' high school transcripts as multiple measures for math placement purposes; this allows students to be placed into higher-level math courses than their assessment placements alone would indicate. The math department is also working with math faculty in the West Contra Costa Unified School District to identify and pilot multiple measures (instead of the assessment test) for placement of high school students into math courses. Some possibilities include using a combination of high school math classes, common core assessment questions, and overall GPA.

4. Describe the college 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.

All of the colleges in the Contra Costa Community College District (Contra Costa College, Diablo Valley College and Los Medanos College) accept assessment scores from each other. Contra Costa College also accepts assessment scores from other California community colleges.

High school and college transcripts may be used for placement purposes without time limitations; however, the college only accepts test scores that are not older than two years.

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:** Sample test questions are available on the Contra Costa College (CCC) website for students to review prior to taking the assessment. Students are informed of this resource during pre-orientation services, in the online orientation, and when they schedule an assessment appointment.
- Re-take:** CCC requires a two-year waiting period before students can retake the assessment; however, students may retake the assessment prior to the end of the two-year period with a counselor's recommendation.
- Recency:** Test scores are only accepted if taken within a two-year period. High school and college transcripts do not have a time limit in which they will be accepted.

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?

Currently the college does not accept an Early Assessment Program (EAP) result of "college ready" to exempt student from the college placement test in English and math. However, as part of the focused work on K-14 career pathway development, faculty are working collaboratively to develop other multiple measures for placement purposes, which may include EAP.

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.

PLEASE SEE THE ATTACHED BUDGET PLAN

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.)

All students at CCC are targeted to receive counseling, advising and other education planning services. On average, 1,000 first time students come to CCC seeking counseling assistance. However, last year alone a total of 5,000 unduplicated students received counseling services, which shows that not only do new students, but also continuing students, see the value in these types of services.

Services include traditional one-on-one and group counseling, advising and tabling during campus events. Education planning is generally provided in a one-on-one counseling session; however, the counseling department developed an FTES funded course, Counseling 108: Orientation to College, where students complete an abbreviated or comprehensive educational plan. We currently do not offer any online options for these services, but the counseling department plans to review and update the curriculum with a focus on in-person and distance education modalities. Educational planning workshops are also offered by high school outreach counselors at the high schools in our partner districts, West Contra Costa and John Swett.

The HUB is an advising model composed of counseling and discipline-specific faculty who are available to meet with students and advise them on particular program/major requirements. This collaborative effort between instructional and counseling faculty has been a vital service to students.

CCC's goal is for students to complete an abbreviated education plan prior to registering for classes. A comprehensive education plan with an identified program goal will be completed during their first semester or before they reach 15 degree applicable units either in a workshop format or during the Counseling 108 course.

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.

Services are currently provided by appointment in one-on-one 30 minute and one-hour counseling sessions. Additionally, one-on-one drop-in counseling appointments are available throughout the semester in 15-minute increments. Counselors also provide advising services through email for students who cannot come to campus by responding to questions that range from deadline dates to specific educational plan questions. Counseling faculty realize e-counseling could provide better access for working students and those students who cannot make in-person appointments. The goal of the department is to develop a plan to provide consistent e-counseling services.

Drop-in counseling is provided at the beginning of each semester, normally during the first two weeks. It is also the major type of counseling offered during the summer. Drop-in counseling has been a challenge for students, especially during the time leading up to the first day of classes and during late registration. On average, wait time could be from 30 minutes to two hours. Due to the volume of students seeking counseling services, the wait time for one-on-one appointments can be two to three weeks. The wait time is a barrier for students and a goal of the counseling department is to redesign counseling appointments (one-on-one and drop-in).

Counselors also utilize workshops to provide important services to students, including information on topics such as academic probation, transfer and general education requirements for community college, California State University (CSU) and University of California (UC). Counseling faculty work closely with instructional faculty to provide some of these important workshops as in-classroom options. Counseling assistants also perform paraprofessional advising to students.

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 are directed to enroll in Counseling 108: Orientation to College, taught by counseling faculty, where they create a one- to two-semester abbreviated educational plan. The scope and content of the plan is based on the students' assessment scores and their declared major. Working with a counselor, students map out the appropriate courses for the first two semesters of their educational journey. Counseling assistants are also available in the Welcome/Transfer Center to help students navigate and complete the self-service education planning tool tied to degree audit.

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.

Depending on their educational goal, some students are able to complete a comprehensive educational plan during the Counseling 108 course. However, if they do not complete the comprehensive educational plan during the course, they are encouraged to schedule a follow-up appointment with a counselor. The department is planning to offer workshops focused on comprehensive education plans by discipline.

The department is also updating the Counseling 108 curriculum to focus on identifying course of study, setting educational goals and completing a comprehensive educational plan. In addition, counselors will be providing program major workshops throughout the academic year in order to ensure students declare a major and education goal before they reach 15-degree applicable units, as required by Title 5.

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

Counselor (8.0 FTE): provide general counseling to all students including support for major selection, educational planning, and transfer preparation (used as match).

Adjunct Counseling (3.5 FTE): provide counseling to special and categorical student populations including educational planning.

The contractual obligation for full-time counselors is 27.5 hours of direct student contact per week.

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.

Ellucian Colleague Student Education Planning Tool: an online tool for students to create abbreviated and comprehensive educational plans. This tool is located within the InSite Portal, which is tied to our student information system.

Ellucian Colleague Degree Audit: an online tool used to inform the student and counselor of how many degree applicable units are required for a degree and to track student progress to completion.

SARS Trak Scheduling System: a software program used to track the number of students who are seeking services from departments on campus. This program also allows students to schedule appointments for multiple services. In addition, SARS communicates with Ellucian Colleague to upload and export data.

Ellucian Colleague: District database utilized for multiple functions such as providing MIS data, assessment scores, student records, etc.

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.

PLEASE SEE THE ATTACHED BUDGET PLAN

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:
- Types of services are available to these students; how they are notified and when.
 - Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Students with Undecided Majors- there are approximately 1,500 students identified through institutional research who have not declared a major. **A.** Services available to these students include individual counseling and career assessment analysis. A Districtwide marketing collaboration is in development on how and when to notify this population and next steps. **B.** CCC will be hosting its first annual CareerFest: Make a Major Move, on November 14, 2014. This event is a mini-conference with speakers and breakout sessions focusing on major programs and careers. Student learning outcomes will be developed with a primary goal being that students declare a major and education goal before leaving the conference.

Basic Skills: Approximately, 80% of CCC's first-time students assess and/or self-assess into basic skills courses. It is our goal to research and develop an early alert system to support this particular at-risk student population. In addition, the counseling department is working collaboratively with the Basic Skills Committee to enhance counseling support in the basic skills courses.

Students on Academic/Progress Probation- there were approximately 750 students on academic and/or progress probation for the spring 2014 semester. Academic standing is calculated after grades are posted at the end of each semester. Students are notified of their academic status via their student portal and an email directly from the Dean of Student Services. **A.** Services for students on Academic/Progress Probation Level I include a referral to meet with a counselor to discuss academic standing and interventions to get back on track. Students on Academic/Progress Probation Level II are blocked from registration and are required to complete the Online Academic/Progress Probation Workshop and pass an associated quiz. Once students pass the quiz the block is removed and they are allowed to register.

There is a Districtwide academic/progress probation committee currently working to establish a consistent process to help students who take courses at multiple campuses, as well as provide better support and earlier intervention (probation level I). The college is planning to hire a Minority Retention Specialist to oversee the coordination of follow-up services and outreach to at-risk student populations.

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

Full-Time and Adjunct Counseling (3.5 FTE)- provide counseling services and presentations in the basic skills classes and workshops.

Counseling Assistant (1.5 FTE) - assist counselors in workshops and classroom presentations in basic skills courses throughout the semester.

Office Assistant (1.7 FTE) - assist with special projects such as contacting at-risk students via phone/email; scheduling workshops and events.

Student Ambassadors (1.8 FTE) - work in the Welcome/Transfer Center assisting incoming students with application and registration assistance; participate in core services follow-up and transfer events.

Minority Retention Specialist (1.0 FTE) - target at-risk population with follow-up services such as early alert, declaring a major/educational goal and coordinate efforts with students who place in basic skill courses.

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

Career Assessment Tools (Career Coach, Strong Skills Interest Inventory, etc.)- will be used with students who have undeclared majors and education goals during counseling and/or workshop settings.

Academic Probation Online Workshop and Quiz- students who are on academic/progress probation level II are required to complete a locally developed online workshop and pass the quiz before being allowed to register for the following semester.

COMEVO- Districtwide online orientation includes modules specific to at-risk students on test-taking skills, academic standing and major/programs offered at Contra Costa College.

Early Alert-the college is exploring options for an online early alert system.

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.

PLEASE SEE THE ATTACHED BUDGET PLAN

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

i. Institutional Research

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

The research office, located at the District Office, will provide information that will help determine the effectiveness of college orientation programs and assessment processes, examining their relationship to student success and persistence. Likewise, research on student counseling and education planning will help to improve their on-going effectiveness and build an understanding of their relationship to a variety of student outcomes including academic success and college completion. Given the importance CCC places on student equity, all research studies will examine the variation in performance by student subpopulation (ethnicity, gender, age, preparedness, etc.) to help identify necessary interventions to help close any existing gaps in student outcomes.

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.

- **COMEVO**- Districtwide online orientation due to launch October 1, 2014.
- **Ellucian Colleague Education Planning Tool**- utilized by student and counselor to develop abbreviated and

comprehensive educational plans.

- **SARS Trak**- tool used for scheduling and mapping reason codes which will upload core services to Ellucian Colleague for MIS reporting
- **ACT/COMPASS Internet Version**- student assessment for math, English and ESL placement.
- **Email Counseling**- occurs between counselors and students for quick questions and advising.
- **Regroup**: student text messaging notification tool due to launch this academic year that can be used for emergencies and notification of updates/announcements regarding orientation, assessment and education planning services
- **Constant Contact**- email notification system which inform students of campus announcements, events, and academic standing each semester.

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.

- **Admission & Records**- staff performing functions related to core services
- **Research**- District research staff providing data focusing on the core services
- **Transfer**- faculty reassignment (40%) for coordinating transfer-related activities
- **Counselors**- counseling faculty providing counseling core service
- **Articulation**-faculty reassignment (40%) for providing course articulation between CSU, UC, and private colleges
- **Tutoring Coordinator**- staff overseeing coordination of campus-wide tutoring services
- **Dean of Student Services**- manager overseeing the implementation of the Student Success and Support Program

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.

CCC does not have an exemption policy. Currently, all students must complete the required core services in order to receive priority enrollment. However, students who have completed an associate degree or higher can submit transcripts and will be documented in the system as completing math and English course requirements for assessment purposes.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Registration Appointment Appeal- Students may appeal their registration appointment only if they have lost their priority based on probation/dismissal or are over 100 units. Students must provide documentation verifying extenuating circumstances, and demonstrate significant academic or progress improvement. Those students with excess units must show they are enrolled in a program of study that requires completion of 100 or more units.

Dismissal- Students who are placed on academic or progress dismissal are blocked from registration. In order to be

reinstated to the college, they must type a statement highlighting what caused their unsatisfactory progress; what has changed so that they can now be successful in college; and how they will balance their work/course responsibilities if they plan to work. They must also meet with a counselor. In the counseling session, the counselor reviews the student's transcript, develops an education plan, and states whether s/he recommends the student be reinstated. A reinstatement form will then be submitted to the Dean of Student Services for approval.

Financial Aid Appeal- Students are required to submit an appeal if they do not meet satisfactory academic progress and/or have reached the maximum timeframe for their declared program of study. Students who have reached their maximum timeframe are required to meet with a counselor before submitting the appeal to the Appeals Committee. Students who did not meet satisfactory academic progress must attend a workshop before submitting the form to the Appeals Committee. The Financial Aid Steering Committee plans to develop the appeals process to fulfill the new mandate to address students on academic/progress probation for two consecutive semesters. These students (not including foster youth) will lose their Board of Governors Fee Waiver (BOGFW) beginning in fall 2016 if their appeal is denied.

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.

Students who are denied enrollment in a class because they do not meet the prerequisite requirement may challenge the prerequisite. Challenge petition forms are available in the admissions and records office. A student may challenge a prerequisite because:

- The prerequisite has not been established in accordance with the District's process for establishing prerequisites;
- The prerequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite; or
- The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite course has not been made reasonably available
- Prerequisite challenges are sent to the departments for review and decision-making.

The admissions and records directors and chief instructional officers within the Contra Costa Community College District periodically review the prerequisite procedures.

4. Professional Development

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

Counselors, instructional faculty, and staff will be provided the opportunity to attend professional development opportunities such as:

- Ensuring Transfer Success;
- UC Counselor Conference;
- Chancellor Office Trainings, including webinars focused on core services and spring training updates;
- Ellucian Student Educational Planning tool
- SARS trainings
- ACT/COMPASS and the Common Assessment Initiative
- Program Majors/Education Goals (Career Interest) Events
- Veteran's training workshops
- Strengthening Student Success Conference
- California Community College Association for Occupational Education Conferences

5. Coordination with Student Equity Plan and Other Planning Efforts

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

The coordination of efforts between the Student Equity Plan and the Student Success and Support program includes, but is not limited to, collaborative discussions on the enhancement of services and the framework of regulations for each program. Consequently, both programs will collaborate on efforts to enhance transitional services directed towards at-risk populations as defined by Title 5, and included in each plan.

The college is in the process of undergoing the strategic planning process and will be developing new strategic initiatives and measureable outcomes, which will include components of the Student Success and Support Program core services. The college recently completed the accreditation self-study and an external evaluation team visit will take place October 6-9, 2014.

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.

Below is a list of Districtwide committees that have developed policies and services in support of the Student Success and Support Program:

- **DW Student Services and Support Program Committee-** collaborates on the Districtwide online orientation, assessment and educational planning tool; created a crosswalk of Districtwide placement course equivalencies guide.
- **DW Student Education Planning Committee-** provides analysis and coordination of the Ellucian Student Education Plan tool.
- **DW Counselor's Meeting-** provides training on the Ellucian Student Education Plan tool and discusses best practices.
- **DW A/R Director's Meeting-** plans and coordinates front-end access to students.
- **DW FA Steering Committee-** collaborates on the development of the BOGFW appeal process for Fall 2016 implementation.
- **DW Student Services Management Meeting-** collaborate and share best practices on all activities related to the Student Success and Support Program.
- **Process Expert Teams (PET)** - Admissions and records and financial aid work collaboratively to create processes that eliminate barriers and create pathways for students to take classes at any college in the District.

7.

SECTION IV. ATTACHMENTS

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

The following attachments are required:

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

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

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

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

Other Attachments (optional)

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

ADDITIONAL INFORMATION

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

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

Attachment A**Student Success and Support Program Plan Participants**

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

Name: Norma Valdez-Jimenez Title: Counseling Co-Chair

Stakeholder Group: Faculty, Curriculum Committee

Name: Tammeil Gilkerson Title: VP Academic & Student Affairs

Stakeholder Group: CIO and CSSO

Name: Carla Matute Title: Assessment Technician

Stakeholder Group: Classified

Name: Erika Greene Title: Student Union Coordinator

Stakeholder Group: Classified Senate

Name: Mayra Padilla Title: Academic Manager

Stakeholder Group: Student Success Committee Chair

Name: Andrea Phillips Title: Counselor (General & Transfer)

Stakeholder Group: Academic Senate

Name: Catherine Fites Title: Admissions & Records Director

Stakeholder Group: Management

Name: _____ Title: _____

Stakeholder Group: _____

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](#)

2014-15
Contra Costa Community College District
Contra Costa College
CREDIT

Part I: Funding

Enter whole numbers only

Total 2014-15 Student Success and Support Program Allocation

\$ 838,618

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?

\$ -

Total SSSP Funds Available for Planned Expenditures

\$ 838,618

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	\$ 838,618
District Match (Part III: Planned District Match)	\$ 1,765,709
2:1 Calculated required match for credit:	\$ 1,677,236

Total Planned Expenditures in the SSSP

\$ 2,604,327

Balance 2014-15 Student Success and Support Program Allocation:

\$ -

2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

cell:

- F10 Enter your college's 2014-15 Student Success and Support Program Allocation
- F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.
- F13 This cell will populate with the funds available for expenditure in the Credit SSSP.
- F18 This cell will populate once the Part II Planned Expenditures section has been completed.
- F19 This cell will populate once the Part III Planned District Match section has been completed.
- E20 This cell will display your calculated required district match for your *credit* program.
- F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."
- F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".
- 0 If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.
 - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.

2014-15
Contra Costa Community College District
Contra Costa College
CREDIT

Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordinator	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions						
	Dean of Enrollment Services	1.00	\$ -	\$ -	\$ -	\$ -	\$ 104,160	104,160
	Adjunct Counseling	3.50	\$ 20,000	\$ -	\$ 97,200	\$ 25,000	\$ -	142,200
			\$ -	\$ -		\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 20,000	\$ -	\$ 97,200	\$ 25,000	\$ 104,160	\$ 246,360
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions						
	Assessment Technician (Permanent)	1.00	\$ -	\$ 42,673	\$ -	\$ -	\$ -	42,673
	Assessment Technician (Hourly)	0.70	\$ -	\$ 27,251	\$ -	\$ -	\$ -	27,251
	Office Assistant II	1.00	\$ -		\$ -	\$ 35,196	\$ -	35,196
	Office Assistant I (Hourly)	0.70	\$ -	\$ -	\$ -	\$ 23,413	\$ -	23,413
	Counseling Assistants	1.50	\$ -		\$ -	\$ 61,236	\$ -	61,236
	Student Ambassadors	1.80	\$ 60,000	\$ -	\$ -	\$ 4,800	\$ -	64,800
	Minority Retention Specialist	1.00		\$ -	\$ -	\$ 52,248	\$ -	52,248
	Subtotal		\$ 60,000	\$ 69,924	\$ -	\$ 176,893	\$ -	\$ 306,817
3000	Employee Benefits							
	Dean of Enrollment Services		\$ -	\$ -		\$ -	\$ 26,060	26,060
	Adjunct Counselors		\$ 12,500	\$ -	\$ 27,500	\$ 15,000	\$ -	55,000
			\$ -	\$ -		\$ -	\$ -	-
	Assessment Technician		\$ -	\$ 40,000	\$ -	\$ -	\$ -	40,000
	Assessment Technician (Hourly)		\$ -	\$ 3,668	\$ -	\$ -	\$ -	3,668
	Office Assistant II		\$ -	\$ -	\$ -	\$ 8,799	\$ -	8,799
	Office Assistant I (Part-Time)		\$ -	\$ -	\$ -	\$ 2,282	\$ -	2,282
	Counseling Assistants		\$ -	\$ -	\$ -	\$ 15,309	\$ -	15,309
	Student Ambassadors		\$ -	\$ -	\$ -		\$ -	-
	Minority Retention Specialist		\$ -	\$ -	\$ -	\$ 10,449	\$ -	10,449

	Subtotal	\$ 12,500	\$ 43,668	\$ 27,500	\$ 51,839	\$ 26,060	\$ 161,567

Classification	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordinator	Total
4000 Supplies & Materials						
SSSP Supplies and Materials	\$ 5,000	\$ 2,500	\$ 5,000	\$ 5,000	\$ -	17,500
	\$ -	\$ -	\$ -	\$ -	\$ -	-
	\$ -	\$ -	\$ -	\$ -	\$ -	-
	\$ -	\$ -	\$ -	\$ -	\$ -	-
	\$ -	\$ -	\$ -	\$ -	\$ -	-
Subtotal	\$ 5,000	\$ 2,500	\$ 5,000	\$ 5,000	\$ -	17,500
5000 Other Operating Expenses and Services						
Comevo Online Orientation	\$ 23,600	\$ -	\$ -	\$ -	\$ -	23,600
ACT COMPASS		\$ 10,000	\$ -	\$ -	\$ -	10,000
Conferences	\$ -	\$ 3,000	\$ 4,774	\$ 2,500	\$ -	10,274
Printing	\$ -	\$ -	\$ -	\$ 2,500	\$ -	2,500
College Source/Matrix/SARS	\$ -	\$ -	\$ 10,000	\$ -	\$ -	10,000
Travel	\$ -	\$ -	\$ -	\$ 5,000	\$ -	5,000
Early Alert Software	\$ -	\$ -	\$ -	\$ 10,000	\$ -	10,000
Subtotal	\$ 23,600	\$ 13,000	\$ 14,774	\$ 20,000	\$ -	71,374
6000 Capital Outlay						
Computers	\$ -	\$ 35,000	\$ -	\$ -	\$ -	35,000
	\$ -	\$ -	\$ -	\$ -	\$ -	-
Subtotal	\$ -	\$ 35,000	\$ -	\$ -	\$ -	35,000
7000 Other Outgo						
	\$ -	\$ -	\$ -	\$ -	\$ -	-
	\$ -	\$ -	\$ -	\$ -	\$ -	-
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	-

Grand Total	\$ 121,100	\$ 164,092	\$ 144,474	\$ 278,732	\$ 130,220	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation						\$ 838,618

Student Success and Support Program 2014-15 Budget Plan

"Part II: Planned Expenditures"

Other Instructions

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation

- (a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved Student Success and Support Program Plan per Title 5, section 55510.
- (b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.
- (c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college's approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed (See handbook for more detail)

Student Success and Support Program allocation funds shall not be expended for:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Contra Costa Community College District
Contra Costa College
CREDIT

Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Research	Technology	Transitional Services (See #8 below)	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions								
	Counselors (include transfer & articulation)	8.00	\$ -	\$ -	\$ 700,416	\$ -	\$ -	\$ -	\$ -	700,416
	Academic Manager:Institutional Research	0.17	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,225	20,225
	A/R Director	1.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114,972	114,972
	Dean of Student Services	1.00	\$ 34,167	\$ 34,167		\$ 34,167	\$ -	\$ -	\$ -	102,501
	Subtotal		\$ 34,167	\$ 34,167	\$ 700,416	\$ 34,167	\$ -	\$ -	\$ 135,197	\$ 938,114
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions								
	Institutional Research	0.67	\$ -	\$ -	\$ 20,868	\$ -	\$ -	\$ -	\$ -	20,868
	Technology Services	0.21	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,314	\$ -	23,314
	A/R Staff	5.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 352,050	352,050
	Tutoring Coordinator	1.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,900	36,900
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ 20,868	\$ -	\$ -	\$ 23,314	\$ 388,950	\$ 433,132
3000	Employee Benefits									
	Counselors		\$ -	\$ -	\$ 226,242	\$ -	\$ -	\$ -	\$ -	226,242
	Institutional Research		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,001	31,001
	Technology Services		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,606	\$ -	8,606
	A/R Director		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,301	40,301
	A/R Staff		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 170,665	
	Adjunct Counselors		\$ -	\$ -	\$ 11,085	\$ -	\$ -	\$ -	\$ -	11,085
	Tutoring Coordinator		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,915	12,915
	Dean of Student Services		\$ 12,771	\$ 12,771	\$ -	\$ 12,771	\$ -	\$ -	\$ -	38,313
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Subtotal			\$ 12,771	\$ 12,771	\$ 237,327	\$ 12,771	\$ -	\$ 8,606	\$ 254,882	\$ 368,463

Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Research	Technology	Transitional Services (See #8 below)	Total
4000	Supplies & Materials								
	Counseling	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
5000	Other Operating Expenses and Services								
	A/R; Career; Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,000	21,000
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,000	21,000
6000	Capital Outlay								
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
7000	Other Outgo								
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Grand Total		\$ 51,938	\$ 46,938	\$ 958,611	\$ 46,938	\$ -	\$ 31,920	\$ 800,029	
Total Planned Expenditures must be at least equal to or exceed the Required District Match									\$ 1,765,709

Student Success and Support Program 2014-15 Budget Plan

"Part III: Planned District Match"

Other Instructions

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed for Credit and Noncredit District Match

District Match must directly benefit the SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:

- (a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
- (b) Indirect costs (i.e., heat, lights, power or janitorial services).
- (c) Political or Professional Dues, Memberships or Contributions
- (d) Construction, or Vehicles
- (e) Travel unrelated to SSSP activities or functions

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Contra Costa Community College District
Contra Costa College
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation	\$ 838,618
--	------------

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	\$ -
Total SSSP funds Available for Planned Expenditures	\$ 838,618

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures)	\$ 838,618
District Match (Part III: Planned District Match)	\$ 1,765,709
2:1 Calculated required district match for credit	\$ 1,677,236

Total Planned Expenditures in the SSSP	\$ 2,604,327
--	--------------

Balance 2014-15 Student Success and Support Program Allocation:	\$ -
---	------

The required District Match was met:

Yes

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Program Plan per title 5, section 55510.

Vicki Ferguson	vferguson@contracosta.edu	(510) 215-3921	
	Email address	Phone Number	Date

College SSSP Coordinator (Typed name and signature)

Tammeil Gilkerson SSSP Supervising Administrator or CSSO (Typed name and signature)	tgilkerson@contracosta.edu	(510) 215-3806	
	Email address	Phone Number	Date

Arzu Smith District Business Manager (Typed name and signature)	asmith@4cd.edu		
	Email address	Phone Number	Date

Denise Noldon College President (Typed name and signature)	dnoldon@contracosta.edu		
	Email address	Phone Number	Date

Helen Benjamin District Chancellor (Typed name and signature)	hbenjamin@4cd.edu		
	Email address	Phone Number	Date