



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

2014-15

District: Santa Monica Community College District
College: Santa Monica 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 education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

When complete, also save the document as a PDF file and email it as an attachment to cccssp@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).

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

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.

must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

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

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

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Santa Monica College

District Name: Santa Monica College

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: [Signature]
Name: Esau Tovar Date: 10/14/14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: [Signature]
Name: Teresita Rodriguez Date: 10/14/2014

Signature of the Chief Instructional Officer: [Signature]
Name: Georgia Lorenz Date: 10.14.2014

Signature of College Academic Senate President: [Signature]
Name: Eve Adler Date: 10/14/14

Signature of College President: [Signature]
Name: Chui L. Tsang Date: 10/14/14

Signature of District Chancellor: [Signature]
Name: Chui L. Tsang Date: 10/14/14

Contact information for person preparing the plan:

Name: Delores Raveling
Title: Counselor/Faculty Leader, SSSP
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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.).

All incoming students who are coded as Matriculant-1 (first-time at Santa Monica College with goal of degree, certificate, transfer, or basic skills) must complete the online orientation prior to enrollment.

Upon completion of part one of the orientation, students are directed to part two, “Monica”, an avatar driven education-planning counseling/advising session with information on how to complete the enrollment process. The orientation hold is released and students are guided to the Ed Planning Module—MyEdPlan. Although exempt Matriculants have until the end of their 15th unit or end of their third semester to complete orientation, they are encouraged to complete the orientation process earlier. All others interested in viewing the orientation may do so as a guest.

The orientation process provides students with the necessary information to make a smooth transition to their college experience at SMC. Online Orientation (<http://www.smc.edu/orient/>) is available to students 24 hours daily and over 40,000 students participate annually.

NEW STUDENT ONLINE ORIENTATION PARTICIPATION				
SEMESTER	NO. of STUDENTS	SEMESTER	NO. of STUDENTS	TOTAL ORIENTED
Fall 2012	28514	Spring 2013	15740	44254
Fall 2013	26830	Spring 2014	15522	42352

Source: Information Management Weekly Report

While the primary mode of orientation is online via the internet; Santa Monica College provides exemplary on-ground orientation services and activities that include the following:

- The African-American Collegians Center is dedicated to promoting, encouraging, and increasing the retention, transfer, academic success, and graduation of African American students. The Black Collegians program helps guide the transfer process of Black Collegian students, and has successfully transferred Collegians to colleges and universities including Spelman College, Howard University, UC Berkeley, UCLA, and Stanford.
- The Latino Center is dedicated to promoting, encouraging, and increasing the retention, transfer, academic success, and graduation of Latino students. The Adelante Program is a support program that focuses on academic achievement, cultural awareness, and personal growth, and offers classes that accentuate the Latino experience.
- Extended Opportunity Program & Services (EOPS) at Santa Monica College is a program that supports the enrollment, retention, graduation and transfer of students who are challenged by language, social, economic, and educational disadvantages.

- The First Year Experience (FYE) program is a student success program for first year students. Participating students will receive guaranteed English and Math classes for the year. In addition to guaranteed courses, students will receive early course enrollment dates for the year.
- Summer Jams is a bridge program that helps first time college students with their transition from high school into college. Selected students will participate in 10 days of fun, dynamic activities designed to strengthen reading, writing, math and study skills for a head start toward a college degree or career certification. Students will connect with new and continuing students, faculty and staff; they will receive individual support in adjusting to the college environment and connecting to resources on campus.
- The Pico Partnership on the Move Program is a joint effort between Santa Monica College, Virginia Avenue Park and the City of Santa Monica, and is designed to provide educational counseling and financial assistance to underserved, under-represented at-risk youth living near the College.
- Veterans' Resource Center serves veterans entering college for the first time or returning to college to further their education. The office acts as a liaison with the Veterans Administration verifying enrollment for students claiming benefits under the G.I. Bill or the Veterans' Vocational Rehabilitation Program.
- The Welcome Center at Santa Monica College is a collaborative effort that is supported by both academic and student affairs. The Center maintains a "student first" philosophy to assist first-time SMC students as they transition to college. The Center offers a wide array of student services designed to accommodate their needs in a "One-Stop Center" that promotes student success and retention in a nurturing and welcoming environment. The Welcome Center staff will continue to support new students until they have successfully transitioned to other academic and student support services.

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

Administrator

Dean, Counseling and Retention:

Assumes administrative responsibility for the Counseling Department and Retention Services

which includes direct oversight of the following programs and services including related instructional offerings – Counseling, Transfer and Articulation, Career Services, Veterans Services, African American Collegians Center, Latino Center, TRIO Program, New Student Orientation/VIP Welcome Day and the Crisis Prevention Team.

Chairperson

Chairperson, Counseling Department -32 weekly hours- 60% reassigned time, 40% regular duty - Coordination and faculty leadership for departmental responsibilities including but not limited to: search committees for the hiring of new full and part-time faculty, evaluation of all adjunct and contract personnel, scheduling of courses in departmental curriculum, scheduling of counselors, facilitation of regular departmental meetings, acting as an institutional liaison, curriculum development, resolution of student issues and complaints.

Faculty Leader

Coordinate all aspects necessary to maintain accuracy and recency of online orientation content. Interface with faculty, IT staff, and research staff to maintain its efficiency and overall effectiveness. Counsel students who are having difficulty accessing and or completing the orientation.

Contract Counselors (Negotiated student contact hours vary- Per contract. Counselors are not expected to spend all 32 hours in student contact) Provide academic, career and personal counseling to students, including the development of abbreviated and comprehensive educational plans, teach Counseling courses, lead student success workshops and probationary/disqualified student initiatives, assist undecided students with major and career goal selection, provide outreach to basic skills students, participate in curriculum development, peer faculty evaluation, staff development programs and college, departmental and faculty organization activities. 34.5 full time counselors assigned to 22 special programs

<p><u>Adjunct Faculty</u>- Assigned up to a maximum of 18 hours per week (Negotiated student contact vary- per SMC contract counselors are not expected to spend total weekly assigned hours in student contact). 92 adjunct counselors are assigned to 22 special programs they provide academic, transfer, career and personal counseling to students; Teach Student Success courses; lead interventions for probationary and disqualified students, assist undecided students with major and career goal selection, provide outreach to basic skills students, lead student success workshops, participate in college, departmental, and faculty organization activities.</p> <p>The numbers of individuals providing orientation-related services are not systematically tracked at the College.</p>
<p>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.</p> <p>Both the online orientation and the online education counseling session “Monica” were developed by an outside vendor, Cynosure. The orientation requires periodic upgrades and repairs to maintain its accuracy and comprehensive content. In order to work properly, the orientation is programmed to interface with in-house information systems such as; our student information system to capture, record, and release necessary information allowing students to proceed through the matriculation process. To access the online orientation: Go to http://www2.smc.edu/orient/</p>
<p>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.</p> <p style="padding-left: 40px;">Orientation Checklist (Required Policy or Procedure)</p> <ul style="list-style-type: none"> (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 <p>All of the above eight policies are integrated into the online orientation via audio, written or URL links to more specific and detailed information. To access the online orientation: Go to http://www2.smc.edu/orient/</p>
<p>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.</p> <p>N/A</p>
<p>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.</p> <p>As noted above, orientation services are provided online and require periodic maintenance from the developer. This cost is relatively modest and it is paid out of SSSP funds. Personnel costs are not specifically allocated to orientation services, but are reflected in the positions in #2, above. The Dean of Counseling and Retention, the SSSP Coordinator, and a number of full-time and part-time counselors participate in the delivery of orientation-related services and planning. Moreover, Management Information Systems personnel help ensure that orientation works as intended and they troubleshoot/work with the external orientation vendor as necessary. The associated costs for individuals providing direct support for SSSP services in noted in the SSSP budget and the SSSP College Match budget.</p>

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.).

- a. Target audience: Assessment and placement services are available to all qualifying Santa Monica College students. Assessment is mandatory for all first-time college students attending the college—regardless of academic goal; of any student coming from another institution seeking to get into courses with enforced English/ESL or mathematics prerequisites who have not completed relevant subject coursework; and of continuing SMC students who were initially exempted from the assessment requirement given they intended to take only up to 6 units of credit on their first semester, but wish to continue to pursue additional studies at the college.
- b. Estimated volume: Approximately 13,000 students take the English placement tests annually. An additional 3,000 students take the ESL placement test; and 17,000 students the math placement test.
- c. Methods of delivery: Santa Monica College utilizes computer adaptive testing for English, ESL, and mathematics. The College utilizes ACCUPLACER for English/ESL and COMPASS for mathematics. Paper versions of the ACCUPLACER tests are used selectively for qualifying students needing an accessible version, if our DSPS personnel deem this an appropriate accommodation. The vast majority of students take the placement test in our Assessment Center, with a few other students taking it in our DSPS High Tech Center. Approximately, 1,200 out-of-state/out-of-area students take advantage of our remote testing services; that is, students take the SMC placement test at a facility of their choosing—under proctored conditions—after receiving a registration number from SMC, which enables them to take the SMC-specific testing package. This option is available for English, ESL, and mathematics.
- d. Partnerships: We do not have any formal partnerships with outside agencies to deliver testing services on behalf of the college. Periodically, SMC offers courses at select high schools in our district. If assessment is required, a trained staff member from our Dual Enrollment Program will go to the high school to conduct the testing there. With respect to students who seek our remote testing services, they make proctoring arrangements directly with the college/university offering the service and pay any proctoring fee directly to that institution.
- e. Provision of service: Students may assess at any point following admission to Santa Monica College. Assessment services are provided on a walk-in basis throughout the academic year. Approximately, 60% of first-time college students complete the assessment process by the time they start their first semester. This percentage reaches 100% by the time they start their second semester given our mandatory assessment policy. Students may retest one time following a two week waiting period. Test results are valid for one calendar year. Students may then retest once per year provided they have not started the relevant course sequence. Students may not use assessment for the purpose of skipping courses in a sequence. Assessment is used solely for initial placement.

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.

- a. Dean of Enrollment Development: provides general supervision and direction for all Assessment Center staff; oversees budget.
- b. Supervisor (to be hired): responsibilities include overseeing the day to day operations in the Assessment Center.
- c. Faculty Leader (.5 FTE): interfaces with faculty and administrators on all assessment/placement services matters, including policies, services, interventions; processes placement waivers; assists students; addresses complaints and exceptions.
- d. Senior Student Services Specialist (1 FTE): responsibilities include proctoring, supervision of student workers and additional testing center location.

- e. Student Services Specialist (1 FTE): responsibilities include proctoring and arranging for remote testing services for out of state and out of area students.
- f. Assistant Student Services Specialist (1 FTE): primarily responsible for proctoring.
- g. Student Services Clerk (1 FTE): answers general student questions at front counter.
- h. Student help: assist with line monitoring and with dispensing of instructions to students while in the testing room.

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.)

Santa Monica College uses a combination of assessment test scores and several multiple measures questions to determine course placement in English, ESL, and mathematics. The following computer adaptive tests are used:

- a. English: ACCUPLACER Reading Comprehension and Sentence Skills
- b. ESL: ACCUPLACER Reading Skills, Sentence Meaning, and Language Use
- c. Math: COMPASS Math
- d. Multiple measures: five questions embedded within the placement tests themselves are used to adjust raw scores obtained on the above tests. The general areas assessed by the multiple measures questions are: recency of school attendance, hours employed, academic load plans, perceived previous academic performance, perceived preparedness for college.
- e. Placement decisions: students are placed into a single course (or a group consisting of several course options) based on an algorithm applied at the time when scores are integrated into our Student Information System. The algorithm accounts for the raw scores obtained on each of the tests and for the multiple measures question. Raw scores may be adjusted by up to 6 percentage points, and there is no penalty for answers provided to the multiple measures questions.

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

Santa Monica College permits students to use assessment scores and relevant previous college coursework to generate a placement recommendation for the student. Details follow.

- a. Assessment Scores from other institutions: Santa Monica College accepts test results from other institutions provided the student has taken the same tests used at SMC to generate initial placement recommendations. SMC applies local cut scores to determine student eligibility for specific English, ESL, and mathematics courses. Test results must come directly from the originating institution. Multiple measures weights are applied locally if students complete our assessment waiver request form. Tests must have been completed within the preceding calendar year.
- b. Advanced Placement: Subject area AP test scores of 3, 4, or 5 will place students into college-level math and English courses and waive the area assessment test.
- c. Previous college coursework: relevant subject area coursework completed with a grade of C or better may be used to place students into the course sequence.
- d. CSU EAP/EPT/ELM test scores are also accepted.

5. Describe college or district policies and practices on:

- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

Santa Monica College has focused much effort in promoting the importance of placement test preparation via the creation of its multiply award winning Prep2Test program. Prep2Test promotes the importance of placement test preparation primarily via an online short video, an extended online assessment “orientation,” and select test prep materials. The program is promulgated by college personnel including our Assessment Center staff, our Dean of Enrollment Services via targeted electronic messaging, and by our Office of School Relations counselors as they recruit students. The Prep2Test videos stream directly from the Assessment Center’s website (www.smc.edu/assessment) and the Prep2Test website (www.smc.edu/prep2test), alongside several other support videos and a variety of sample tests for English, ESL, and mathematics. While we are able to track the number of video playbacks and we systematically ask students at the time they assess if they utilized Prep2Test resources, we currently do not have the ability to track how many students are downloading sample tests. We expect that by March 2015, we will finally release our Prep2Test app (technically a microsite), which interactively will show test review items and quizzes for English, ESL, and math, as well as their performance on the sample quizzes. All review/test items were developed by our faculty. The Prep2Test app will be fully ADA compliant, including all math items.

- b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

Students may retest one time following a two week waiting period after the initial test. Students may then retest once per year provided they have not started the relevant course sequence. While the test publishers do not impose restrictions on when students should retest, ACT, the developer of our COMPASS test, has noted that “Retesting is appropriate when there is reason to believe that a score obtained from previous testing does not accurately reflect the examinee's true level of knowledge or skill. Typically, retesting is appropriate in two situations: (1) when factors other than the examinee's ability are believed to have influenced the previous testing and (2) when the scores obtained from earlier testing are no longer believed to reflect the student's current ability.” Assessment Center leadership review requests for retesting falling in the two categories above, as well as unusual circumstances necessitating investigation.

There are many factors that could potentially impact students’ readiness to assess, which could lead to inaccurate placement. Given this, Santa Monica College has opted to give students the benefit of doubt and grant them one automatic retest opportunity after a two week wait. The two weeks are intended for students to devote the appropriate time and effort to prepare for the retesting. This allows them to maximize the probability of placing into a higher-level course. Since the inception of our Prep2Test program in 2011, retesting requests for English, ESL, and mathematics has decreased from 12-15% to approximately 5% within one calendar year of the initial test. Of those choosing to retest, approximately 40-50% place 1-4 levels higher.

While students are not required to complete any particular activity in order to retest, we strongly urge them to review the Prep2Test videos and make use of the test preparation materials available on our website and such resources as Khan Academy videos.

- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Test scores are valid for one calendar year.

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?

Santa Monica College accepts the following tests in lieu of the placement tests noted above:

- CSU EAP—Exempt—places student into college-level English and select college-level math courses

- CSU EAP—Conditionally ready for college-level English courses—places student into a writing course one level below college-level English
- CSU EPT—a score of 147 points or higher on the CSU English Placement Test places student into college-level English.
- CSU EPT—a score of 125-146 points or higher on the CSU English Placement Test places student into a writing course one level below college-level English
- CSU ELM—a score of 50 points or higher on the CSU Entry Level Math test places student into select college-level math courses.
- Advanced Placement tests—scores of 3, 4, and 5 in English Language and Composition or English Literature and Composition gives credit for college level English and places student into a critical thinking course and most literature courses.
- Advanced Placement tests—scores of 3, 4, and 5 in AP Calculus AB or Calculus BC gives credit for pre-calculus, Calculus 1 or Calculus 2, and places student into a higher-level math course.
- COMPASS Standard Writing (in conjunction with multiple measures questions)—a score of 76-100 points places student into college-level English; a score of 50-75 points places student into a course two levels below college English; and a score of 1-49 points places student into a course three levels below college English.

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.
8. Test units: Noted in budget plan
9. Supplies: Noted in budget plan
10. Equipment: Noted in budget plan
11. Salaries: Noted in 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.)

The Counseling Department currently records over 100,000 student contacts per year, in the twenty-two programs/areas where counseling services are provided. The SMC student population is well over 33,000 students; therefore many contacts are duplicated, meaning that many of our students need to see a counselor more than once in the academic year. We make counseling services available for every student via our Welcome Center (first-time freshmen), our Transfer Counseling Center (for first-time reverse transfer students and continuing students) and about twenty other special programs and services. We provide counseling and educational planning services via one-on-one counseling sessions; in student success workshops and in-group formats (New student educational planning sessions). We also enroll about 4,000 students per academic year in Counseling 20, our student success seminar course. This course includes a comprehensive educational planning assignment that requires two to three class sessions to complete.

The Office of School Relations maintains a counselor presence at over 100 high schools in Southern California. School districts served include the following: Santa Monica-Malibu Unified, Los Angeles Unified, Manhattan Beach Unified, Torrance Unified, Redondo Beach Unified, Culver City Unified, Palos Verdes Peninsula Unified, Banning Unified, Beverly Hills Unified, and Centinella Valley Union. Outreach counselors assist students with the college

enrollment process while still in high school by offering application, enrollment, and assessment workshops. Additionally, new incoming freshmen participating in our Admitted Student Days program are bused to campus a few months prior to starting at SMC to take their assessment tests, receive counseling, and create a short term educational plan. Every year we have about 1,000 first-time freshmen participate in the Admitted Student Days program.

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.

As previously stated, counseling and educational planning services are provided in all formats at SMC (ex. Online, group, one-on-one etc.) Both drop-in Counseling and advance appointments are made available at various points throughout the term in most counseling programs and areas. Access to counseling is adequate during the non-enrollment cycles for most, if not all, existing counseling programs. Students can schedule appointments in most counseling areas up to two weeks in advance. We also attempt to offer "same-day" appointments, so that students can call a counseling area first thing in the morning and receive an appointment for later in the day. During our enrollment cycle, the availability of counseling services is often inadequate. This is largely because students tend to wait until it's almost time for them to enroll before they seek counseling, despite our efforts to bring students into Counseling well in advance of their enrollment dates.

Average wait times for drop-in counseling really vary and are completely dependent on where we are in the enrollment cycle. It is not uncommon for the wait time to reach three hours at the height of the enrollment cycle, for example. Conversely, a student may see a counselor without waiting at all during the non-enrollment period of the year. At present, we do not use any paraprofessional or academic advising services and we have no plans to do this in the future. Our department philosophy is that Counseling must be a holistic process and does not just focus on giving information to students, but helping them to interpret information correctly and relate the information correctly to their own unique circumstances and life goals.

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

At present, any student can receive an abbreviated educational plan during a one-on-one meeting with a counselor and first-time freshmen may receive abbreviated educational plans during a "group counseling" session as provided by our Welcome Center counselors and International Student Center counselors. Abbreviated educational plans are also required for students who are participants of the Veteran's Resource Center, Financial Aid, CalWorks program and EOP&S program, in order for students to receive federal and/or state funding. Such plans usually focus on one intersession (Summer/Winter) and the subsequent semester (Fall/Spring). We typically seek to incorporate the appropriate English and Math level for each student, along with one or two pre-major classes and/or general education requirements, depending on the student's current English/ESL level. Starting academic year 2014-15, we began to offer students the opportunity to develop an educational plan using a newly developed educational planning tool called MyEdPlan, which provides guided assistance to develop an educational plan. These plans will be set up so that counselors can modify and/or authorize the plan. Starting winter/spring 2015, new college students must complete an abbreviated education plan by a specific deadline in order to get priority enrollment for these terms.

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.

The 4,000 + students who successfully complete Counseling 20, our student success seminar course, complete a "comprehensive" educational planning assignment as part of this course. As a result, students have a completed document which includes a plan for the subsequent session and semester, a listing of the appropriate, correct English/ESL and Math course sequence and all the classes/units required to meet their general education, pre-major

and elective requirements for their educational objective(s).

The new MyEdPlan program, fully launching in October 2014 has the capacity to create a comprehensive educational plan based upon a review of their SMC coursework through an integrated degree audit program and a highly innovative and interactive prerequisite review system. MyEdPlan provides the opportunity for students to engage in “what if” scenarios, which can be used to help them plan for a given educational goal, major, etc. Students may access MyEdPlan through our Corsair Connect student portal, or via a counselor in a one-on-one meeting. Moreover, any student who requests a comprehensive educational plan (commonly referred to as a “two year plan”) can do so with a counselor in any SMC Counseling program.

The Welcome Center routinely provides a “check-list” for all first-time freshmen which includes all general education courses, pre-major courses and elective courses needed for a student to complete his/her educational objective.

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).

Administrator

Dean, Counseling and Retention:

Assumes administrative responsibility for the Counseling Department and Retention Services which includes direct oversight of the following programs and services including related instructional offerings – Counseling, Transfer and Articulation, Career Services, Veterans Services, African American Collegians Center, Latino Center, TRIO Program, New Student Orientation/VIP Welcome Day and the Crisis Prevention Team.

Chairperson

Chairperson, Counseling Department -32 weekly hours- 60% reassigned time, 40% regular duty - Coordination and faculty leadership for departmental responsibilities including but not limited to: search committees for the hiring of new full and part--time faculty, evaluation of all adjunct and contract personnel, scheduling of courses in departmental curriculum, scheduling of counselors, facilitation of regular departmental meetings, acting as an institutional liaison, curriculum development, resolution of student issues and complaints.

Contract Counselors -32 hours per week (Negotiated student contact hours vary- Per contract. Counselors are not expected to spend all 32 hours in student contact) Provide academic, career and personal counseling to students, including the development of abbreviated and comprehensive educational plans, teach Counseling courses, lead student success workshops and probationary/disqualified student initiatives, assist undecided students with major and career goal selection, provide outreach to basic skills students, participate in curriculum development, peer faculty evaluation, staff development programs and college, departmental and faculty organization activities. 34.5 full time counselors assigned to 22 special programs

Adjunct Faculty- Assigned up to a maximum of 18 hours per week (Negotiated student contact vary- per SMC contract counselors are not expected to spend total weekly assigned hours in student contact). 92 adjunct counselors are assigned to 22 special programs they provide academic, transfer, career and personal counseling to students; Teach Student Success courses; lead interventions for probationary and disqualified students, assist undecided students with major and career goal selection, provide outreach to basic skills students, lead student success workshops, participate in college, departmental, and faculty organization activities.

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.

SMC counselors routinely use WWW.Assist.Org in order to identify correct courses for intended majors at four-year

institutions. SMC Counselors also use College Source and TES to obtain course descriptions and accreditation information about courses taken at other institutions. All matriculant 1 status students (new college students with a goal of degree, certificate, transfer, or basic skills) must participate in our online orientation program that introduces students to key concepts for enrollment and educational planning. A follow-up online educational planning session is provided with an SMC avatar "Monica," which further delineates and explains how to understand and choose among required courses for the SMC Associate Degree and/or Transfer.

Commencing in mid-October 2014, students will be able to utilize MyEdPlan to actually create their educational plans. MyEdPlan is an online, interactive, wizard-driven program that is currently being developed at SMC for student and counselor use. While the student and counselor version are very much alike and rely on the same technologies, databases, etc., the counselor version will be more robust and flexible and fully integrated into our student information system. MyEdPlan provides profile-driven guidance to students and seamlessly integrates a Degree Audit program and a newly developed and innovative prerequisite engine system to facilitate course planning, sequencing, and selection. MyEdPlan will be accessible to students through our student portal, Corsair Connect, once they have applied to SMC, completed the assessment process, and our college orientation.

Students will be able to create both abbreviated and comprehensive education plans, which may then be reviewed/validated by a counselor at a follow-up appointment. Once reviewed/validated, an updated education plan will be posted to the student's portal so they may access it anytime they wish. Students may also use MyEdPlan as an exploratory tool to identify program/degree/transfer requirements, as well as career-related information for pertinent majors.

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.

Associated costs incurred in the delivery of educational planning services, technologies, and personnel are noted in the SSSP budget.

iv. Follow-Up for At-Risk Students

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

Early Alert

The Early Alert system is a web-based notification tool through which instructors can notify students that they might be in danger of failing a course. The tool permits instructors (teaching faculty) to delineate specific concerns they have regarding the student's performance and to make recommendations for a student to; contact him or her, seek counseling or attend workshops related to study skills, time management, and other necessary skills. Students are notified by email.

The early alert usage data provided by the Office of Information Management from the college's Integrated School Information Systems (ISIS) database were connected with enrollment and student background data from the Management Information System (MIS) database. Data from contract courses are not reported to the Chancellor's Office and were therefore not included in the MIS database; any alerts from these class sections were excluded. The MIS database also includes only enrollments following census date and so any alerts from courses which the student dropped the course were also excluded.

Between spring 2008 and fall 2010, 5,341 Early Alerts have been issued in 1,224 class sections to a total of 5,195 unique students. For each alert, instructors were able to identify one or more areas of concern (e.g. poor attendance or missing assignments) and to recommend, if they chose to, that the student obtain counseling or attend a workshop. Counseling was recommended in 1,224 (22.9%) of the 5,341 alerts and at least one workshop was recommended in 1,991 (37.3%) of the alerts. The total of 4434 alerts were included in the final dataset and came from 882 course sections across 4 terms: Fall 2011, Spring 2012, Fall 2013, and Spring 2013.

Table 1. Early Alert Usage Data (From the Office of Institutional Research-May, 2013)

Counts of...	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Total
Early Alerts Sent	1132	999	1273	1030	4434
Participating Class Sections	241	200	251	190	882
Courses w/ Participating Section(s)	121	115	117	97	214*
Counseling Referrals	314	245	386	248	1193
Workshop Referrals	425	285	449	321	1480
Unduplicated Students	1103	971	1233	1007	4014*

*Reflects the unduplicated count across the 4 terms.

Undecided Students

Students are notified via phone, email or eblast from the college alerting them of career counseling services available to help them choose a major. The Career Counseling services include:

- Individual career counseling or enrollment in Counseling 12 – Career Planning,
- Group counseling or presentations to the Black Collegians Center and the Latino Center (two separate centers),
- Follow-up presentations for Basic Skills students and ESL students after Academic Counselors do their presentations--later in the semester.
- Presentations to Counseling 20 classes (approximately 70 during fall and 50 during spring semester).

Currently 4 part-time Career Counselors provide individual and group career counseling as well as teach career planning classes.

Lack of Progress Probation and Academic Probation

(This data was from the summer 2013/winter 2014 semesters, & includes BOTH Progress and Academic probation students.)

Approximately 2,900 students are notified, during the summer session, of their probationary status and are invited to a Back To Success (BTS) session; and 2,700 students during the winter session (approximate annual total=5,600). Some 520 students attend a BTS session during a summer session, and 480 students during a winter session (annual total=1,000 students). This represents a 17% attendance rate. The number of probationary students who are seen by a counselor during the semester, independent of BTS attendance, will be tracked in the upcoming semesters. Regardless of BTS attendance, emails to probationary students are sent in weeks 4 and 8 of spring/fall, suggesting they come to a counseling appointment to create an educational plan and discuss current semester progress.

Back to Success (BTS) program (47 sessions offered in the winter with an average 10 students per session, 77 sessions offered in the summer with an average of 6 students per session), counseling appointments, email notifications, resources on BTS website. Email notifications are sent one week after grades are due; alert student of status and invite student to attend a BTS session in the winter/summer sessions.

At the BTS session, courses planned for the fall/spring semester are discussed. Suggestions are made by the counselor regarding repeating courses and the appropriate amount of units enrolled. Math and English sequences are reviewed, and importance of early completion. Questions are answered about GE requirements and major prep for transfer and/or AA degree. Additional Counseling Services/Programs are suggested based on student needs. Students leave with a 1 semester educational plan; signed by the student and counselor. Since the sessions are offered in small groups, they are facilitated by a counselor; it encourages students to have an open discussion in a safe environment.

During the fall/spring counseling appointment, subsequent semester courses are planned. An Educational Plan is

created and stored electronically in the Counseling sub-system of our student information system. Additional Counseling and/or Academic Services/Programs are suggested based on student needs. At the end of the semester, a congratulatory email is sent to probationary students who get off of probation.

Academic Disqualification

(This data was from the summer 2013/winter 2014 semesters, & includes BOTH Progress and Academic Disqualified students.)

A student who begins the Fall or Spring semester on academic probation will be disqualified if the student fails to achieve a semester GPA of 2.0 or higher at the end of the semester). Notifications are sent to the students who are placed on Disqualified status as of previous fall/spring semester, and have not been reinstated or denied reinstatement ('0' in Max. Unit screen), by a counselor for the next semester, and Academic Disqualification (A student who begins the Fall or Spring semester on academic probation will be disqualified if the student fails to achieve a semester GPA of 2.0 or higher at the end of the semester). Notifications are sent to the students who are placed on Disqualified status as of previous fall/spring semester, and have not been reinstated or denied reinstatement ('0' in Max. Unit screen), by a counselor for the next semester, and are NOT coded as F-1 visa students.

Approximately 1,000 disqualified students are notified during the winter session of their disqualified status; and 1,200 disqualified students are notified during the summer session (approx. annual total=2,200 students)

Email notifications go out approx. 1 week after grades are due; alert student of status and give student opportunity to petition to be reinstated to probationary status the following semester. In winter 2014, 193 students were administratively dropped from their pre-enrolled spring 2014 courses because they did not petition for reinstatement with a counselor, or were denied reinstatement by a counselor.

Emails to reinstated students are sent in weeks 4 and 8 of spring/fall, suggesting they come to a counseling appointment to create an educational plan and discuss current semester progress. At the end of the following semester, a congratulatory email is sent to students who returned to good status.

If a student chooses to complete a Petition for Reinstatement, he/she brings completed petition to a counseling appointment. Using the petition, there is a discussion with the counselor about their past semester classes and grades, and specific strategies for improving their next semester. Classes for the following semester are discussed based on student's educational goal. If reinstatement is approved, unit limitations are enforced (maximum of 6 units for fall/spring, and 3 units for winter/summer). If no petition is completed and reviewed by a counselor, student is dropped from pre-enrolled subsequent semester courses.

Progress Disqualification

(This data was from the summer 2013/winter 2014 semesters, & includes BOTH Progress and Academic Disqualified students.)

Students who have been placed on progress probation at the end of a Fall or Spring semester will be disqualified from Santa Monica College at the end of the subsequent semester when the percentage of units in which a student receives a grade of W (Withdrawal), I (Incomplete), or NP (No Pass) reaches or exceeds: 50% of units enrolled, after enrolling in 12-30 units; 40% of units enrolled, after enrolling in 31 units or more.

Notifications are sent to the students who are placed on Disqualified status as of previous fall/spring semester, and have not been reinstated, or denied reinstatement ('0' in Max. Unit screen), by a counselor for the next semester, and are NOT coded as F-1 visa students

Approximately 1,000 disqualified students are notified during the winter session of their disqualified status; and 1,200 disqualified students are notified during the summer session (approx. annual total=2,200 students)

Email notifications go out approx. 1 week after grades are due; alert student of status and give student opportunity to petition to be reinstated to probationary status the following semester. In winter 2014, 193 students were

administratively dropped from their pre-enrolled spring 2014 courses because they did not petition for reinstatement with a counselor, or were denied reinstatement by a counselor.

Emails to reinstated students are sent in weeks 4 and 8 of spring/fall, suggesting they come to a counseling appointment to create an educational plan and discuss current semester progress. At the end of the following semester, a congratulatory email is sent to students who returned to good status.

If a student chooses to complete a Petition for Reinstatement, he/she brings completed petition to a counseling appointment. Using the petition, there is a discussion with the counselor about their past semester classes and grades, and specific strategies for improving their next semester. Classes for the following semester are discussed based on student's educational goal. If reinstatement is approved, unit limitations are enforced (maximum of 6 units for fall/spring, and 3 units for winter/summer). If no petition is completed and reviewed by a counselor, student is dropped from pre-enrolled subsequent semester courses.

African Descent Students (the majority are first-time freshmen who score in basic skills courses)

Students who identify themselves as Black/African American on the SMC application and who have completed an application to attend SMC in upcoming semesters are sent flyers and an email notification about joining the Black Collegians Program. The notification takes place for these new students during the beginning of June for those planning to attend SMC in the Summer/Fall semesters and for new students during December for those planning to attend SMC in the Winter/Spring semester. During the orientations, students are given information about the program, the process for joining the program (which includes meeting with a counselor as the final step for joining the program), the goals and mission of the program, basic information about how to be successful at SMC.

Students are notified during their Black Collegians Orientation Session that they must meet with a Black Collegians counselor to complete the process of joining the program. During this first counseling session with a Black Collegians counselor, the counselor not only discusses the education plan but also discusses the student's responses to the prompts on application (i.e. if there are factors that may impact their ability to do well in college; what they hope to get out of the program; how they think they can contribute to the program).

All program students are required to meet a two-contact counseling requirement to maintain their enrollment in the program. Students must do their first counseling contact with a Black Collegians Program counselor. The second contact may be with a BC Program counselor or students who participate in other on-campus counseling programs may provide proof of that counseling session to meet our requirement of two counseling sessions. Education planning occurs during these sessions.

Program students are notified throughout the semester via email, the Student Services Calendar that is disseminated (activities listed in the calendar are also highlighted on the front page of the SMC homepage) and through posted information in the African American Collegian Center. The workshops are in a variety of formats and topics that relate to the African American experience (breaking it down further – there are gender-specific workshops offered once each month that deal with the African American male experience and the African American female experience), information sharing regarding the college experience, transfer and career information, and information that can assist the students in planning their education.

Latino Center /Adelante Program

All first generation college students of Latino descent are referred to the Adelante Program by word of mouth from other students, faculty, other on campus programs and SMC Counselors. However, effective summer 2014, the Adelante Program began using US mail and email blasts to alert incoming students to a program orientation. Orientations are offered throughout winter, summer and the first few weeks of the spring and fall semesters on the main campus.

At the Adelante Orientation, program mission, goals and requirements are introduced to potential students. Benefits of the program are discussed. Students are also given information to assist them (the first-time freshman particularly) to navigate through the college process. All orientation participant attendance is tracked in ISIS.

Students who join the Adelante Program are identified in through our student information system. 40% of the students

in the Adelante Program are Basic Skills students. This number is higher than the campus wide percentage as of fall 2011. Students are notified by email on a weekly basis throughout each fall and spring semester about upcoming Adelante workshops/events. Most of the workshops are offered during the activity hour on a Tuesdays or Thursdays but we do have some afternoon and evening workshops for varying schedules.

At this workshop, students are able to define what it means to be on academic probation, will understand SMC's Repeat Course Policy, Identify their learning style strategies and walk out with a one semester educational plan, one short-term academic goal and one long-term goal. Resources are also shared with the student, such as to places they can get tutoring and Supplemental Instruction, this way, if they struggle in the future, they will know where to seek assistance. Consequences of remaining on Academic Probation are also discussed, such as Financial Aid and a low enrollment priority date. Other techniques covered during the workshop are Identifying obstacles to academic success, strategies for student success, time management, study skills, and goal setting using the S.M.A.R.T. goal strategy. All Adelante Student Success Workshop attendance is tracked in ISIS.

An email was sent to all Adelante students who were placed on Academic Probation and who had not attended a BTS session at the end of fall 2013 or winter 2014 to invite them to attend an Adelante Student Success Workshop. Students were informed of the process to sign up for an Adelante Student Success Workshop. These group counseling sessions are designed to be small and very personal.

Individual counseling is available to students who seek counseling in the Latino Center, which is not restricted to students in the Adelante Program. In addition, the Latino Center outreaches to program students to provide personal/academic counseling and educational planning to assist them towards obtaining their educational and personal goals. Once an educational plan is created, it is created and stored in our student information system. A copy is always given to the student and if they are a member of the Adelante Program, a copy is also placed in their student file.

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

Administrator

Dean, Counseling and Retention: Assumes administrative responsibility for the Counseling Department and Retention Services which includes direct oversight of the following programs and services including related instructional offerings – Counseling, Transfer and Articulation, Career Services, Veterans Services, African American Collegians Center, Latino Center, TRIO Program, New Student Orientation/VIP Welcome Day and the Crisis Prevention Team.

Chairperson

Chairperson, Counseling Department -32 weekly hours- 60% reassigned time, 40% regular duty - Coordination and faculty leadership for departmental responsibilities including but not limited to: search committees for the hiring of new full and part-time faculty, evaluation of all adjunct and contract personnel, scheduling of courses in departmental curriculum, scheduling of counselors, facilitation of regular departmental meetings, acting as an institutional liaison, curriculum development, resolution of student issues and complaints.

Early Alert Faculty Leader

Coordinate all aspects of the Early Alert System, interface with faculty/counseling faculty, IT staff, and research staff to maintain efficiency and overall effectiveness of its functionality.

BTS Faculty Leader

Coordinate all aspects of the BTS program, including resources for students and counselors. Supervise student workers. Train BTS counselors. Facilitate BTS sessions

Black Collegians Program Faculty Leader

Coordinate all aspects of the program. Counselors assigned in the Latino Center see all students on drop-in/appointments for counseling to discuss progress, create educational plans, lead Adelante workshops and orientations.

Latino/Adelante Program Faculty Leader

Coordinate all aspects of the program, including. Counselors assigned in the Latino Center see all students on drop-

in/appointments for counseling to discuss progress, create educational plans, lead Adelante workshops and orientations.

Contract Counselors

34.5 full time counselors assigned to 22 special programs: See probationary and disqualified students for appointments and drop-in counseling to discuss semester progress and create educational plans. During the winter/summer sessions, counselors review the Petition for Reinstatement to Probationary Status, and make a decision, with the student, about reinstatement.

Adjunct Faculty

92 adjunct counselors assigned to 22 special programs: See probationary and disqualified students for appointments and drop-in counseling to discuss semester progress and create educational plans. During the winter/summer sessions, counselors review the Petition for Reinstatement to Probationary Status, and make a decision, with the student, about reinstatement.

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

Technology tools used for follow-up include:

Early Alert

student email system; student information system for accessing teaching rosters and initiate an alert letter (students receive their alerts through their SMC email via the Corsair Connect student portal). Alert reports are generated for counseling purposes, can be accessed by counselors and sorted according to student counseling program membership; a system for tracking follow-up counseling appointments and related content.

Back To Success

student email system; website for BTS program www.smc.edu/bts; ISIS system for scheduling BTS sessions (students access scheduling system through their Corsair Connect portal) and BTS attendance records; GO system for tracking counseling appointments and services; and Petition for Reinstatement to Probationary Status which is accessed through the SMC website; access to internet and BTS handouts via wall screen and computer monitor in the Counseling Conference Room (location of BTS sessions).

Latino Center/Adalente Program and Black Collegians Program

student email system; ISIS system for scheduling BTS sessions (students access scheduling system through their Corsair Connect portal) and workshop attendance records; system for tracking counseling appointments and services.

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

See budget report

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

i. Instructional Research

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

The college collects and analyzes/plans to collect and analyze data for the purpose of:

- a. Establishing a baseline
- b. Evaluating the impact of core services on student success
- c. Measuring the outcomes of activities and projects funded by SSSP funding
- d. Collecting student opinion and feedback information

Part A: Baseline Data

The college collects trend data relevant to the core SSSP services and publishes it on the annual Institutional Effectiveness (IE) Dashboard. The IE metrics relevant to SSSP Services include:

- The number and percentage of first-time freshmen who take the assessment test
- The number and percentage of first-time freshmen who complete the college orientation within the first year
- The number and percentage of students with academic and/or progress probation/disqualification status

In addition to the IE data metrics, the college will provide the following baseline data related to core SSSP services:

- The number and percentage of first-time freshmen who complete an abbreviated educational plan
- The number and percentage of first-time freshmen who complete a comprehensive educational plan
- The number and percentage of first-time freshmen and reverse transfers (first time to SMC, has not previously earned a degree, reports a transfer, certificate, or transfer goal) who participated in the Prep2Test program
- The number and percentage of first-time freshmen and reverse transfers who receive counseling services
- The number and percentage of reverse transfers who take the assessment, orient, and/or complete an abbreviated and/or comprehensive educational plan
- The number and percentage of at-risk students by risk type (basic skills students, students who have not identified an educational goal and course of study, or students on academic or progress probation)
- The number and percentage of at-risk students who receive follow-up counseling services by risk type

The baseline data will be disaggregated by student demographic groups, matriculant status (first-time student vs. reverse transfers), and mode of counseling services delivery, when applicable.

Part B: Impact of Core Services on Student Success

A study will be conducted to evaluate whether students who complete the matriculation steps or any combination of the steps (Prep2Test [optional], assessment, orientation, counseling, educational plan) positively impacts student outcomes measures, including:

- Fall to spring persistence
- Fall to fall persistence
- Course completion ratio

The Office of Institutional Research recently completed a study evaluating the impact of an intervention workshop, “Back to Success”, offered to students on academic and progress probation. The study found that students on progress and/or academic probation who attended the Back to Success Workshop were more likely to get off probation than students who signed up for the workshop but did not attend and students who did not sign up for the workshop and did not attend. This study will be replicated annually.

In addition, data will be collected to evaluate the impact of intervention services for other at-risk students, including basic skills students and students who have not identified an educational goal and course of study.

Part C: Outcomes of Activities/Projects Funded by SSSP

The success of activities and projects funded by SSSP funding will be measured by monitoring outcomes data. For example, an expressed outcome of the First Year Experience (FYE) program is that 100% of FYE program participants will complete an extended college orientation.

Part D: Student Feedback Information

In spring of 2014, the college piloted the “New Student Entry Experience Survey” which asked new students to share their experiences with the application and enrollment processes, including: ease of completing the matriculation steps, quality of interaction with staff, accessibility of services, effectiveness of communication materials, and general satisfaction with the application and enrollment processes. The survey will be administered on an annual basis each fall semester for all new SMC students, including the SSSP target population (first-time freshmen and reverse transfers new to SMC). The findings of the survey will be used to inform the planning and implementation of some SSSP core services.

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.

The following services are delivered using technology:

- SMC application
- Prep2Test
- Placement assessment
- Orientation
- Career assessment
- Online counseling
- Education planning
- Early Alert system
- Student Communication Tools
 - Connect ED (mass texting, emailing, phone calling)
 - TargetX
- Course enrollment processes (add, drop, withdrawal, Pass/No pass)
- Partitioning for Degree and Certification
- Transcript ordering
- ISIS (Integrated Student Information System)

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.

N/A

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.

1. **Exempt Matriculants**

An "Exemption" is a waiver or deferral of a student's participation in assessment and placement, orientation, or counseling services which are required of students.

Any student who is exempt from assessment and placement, orientation, and counseling will still be given the opportunity to participate in these services. Exempt students may be subject to the loss of priority enrollment. Information on exemptions and waivers is available on the Assessment Center website, the Schedule of Classes, and the College Catalog.

Once the period for exemption expires, students become matriculants, and must then meet any requirements from which they were initially exempted.

- a. Orientation and Counseling (excluding education plan development)

Matriculants may be exempt from the orientation and the counseling component if they meet any of the following requirements:

 - i. Have completed an Associate Degree or higher;

- ii. Have enrolled for a reason other than career development or advancement, transfer, attainment of a degree or certificate, or completion of basic skills or English as a Second Language course sequence;
- iii. Have enrolled solely to take courses that are legally mandated for employment as defined in Title 5, Section 55000 or necessary in response to a significant change in industry or licensure standards;
- iv. Are high school students enrolled only in advanced placement classes;
- v. Have previously attended SMC and are returning after a break in enrollment for no more than four semesters.

b. Assessment and Placement

Matriculants may be exempt from the assessment and placement component provided they meet the exemption criteria noted in Administrative Regulation 4411.4 (Section 3).

c. Education Plan Development

Matriculants may be exempt from the student education plan development requirement (part of the Counseling component) only if they are not a first-time college student.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Formal written complaints about the matriculation process may be filed with the administrator in charge of the Student Success and Support Program or designee. Records of all such written complaints shall be retained in the Student Success and Support Program administrator's office for at least 3 years after the complaint has been resolved or longer if necessary to meet other requirements.

When a complaint contains an allegation that the District has violated the provisions of the Assessment policy (55522(c)), the College shall advise the student, upon completion of the challenge procedure, that he or she may file a formal complaint of unlawful discrimination, pursuant to Section 59300.

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.

All prerequisites and corequisites for SMC classes are established by Santa Monica College District administration under the standards set out in California Code of Regulations Title 5 section 55003. Prerequisite(s) or corequisite(s) for class are established whenever:

1. The prerequisite or corequisite is expressly required or authorized by statute or regulation; and/or
2. Students are highly unlikely to succeed in the class if they have not met the prerequisite or enrolled in the corequisite course; and/or
3. The prerequisite or corequisite is necessary to protect the health and safety of students or others involved in the class.

Prerequisites and corequisites for all classes at SMC must be satisfied with a grade of C (2.0) or better, regardless of whether they are completed at SMC or at another college or university.

Students who believe they already possess the knowledge or skills to succeed in a class may challenge its prerequisite(s) or corequisite(s) by following the Prerequisites and Corequisites Challenge Procedure established by District administration. Prerequisites may be challenged under one or more of the following grounds, and the student bears the initial burden of proof to show that grounds exist for the challenge.

1. The prerequisite has not been established in accordance with the District's process for establishing prerequisites.
2. The prerequisite is in violation of California Code of Regulations Title 5 section 55003.
3. The prerequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
4. The student will be subject to undue delay in attaining the goal of his/her educational plan because the

prerequisite course has not been made reasonably available.

5. The student has the ability or knowledge to succeed in the course despite not meeting the prerequisite.
6. The course has specific limitations on enrollment due to being a course that involves intercollegiate competition or public performance, or a course limited to a cohort of students who meet specific qualifications (for example, the qualifications required for participation in the Nursing Program) if no equivalent section is offered, the student would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Education Plan, and the course in question is required to complete the degree or certificate.
7. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.

If space is available, a student will be permitted to enroll in the course in question. Each prerequisite challenge will be investigated and resolved by a designated committee no later than (5) working days from the day that the challenge is filed. If the designated committee fails to resolve the challenge in (5) days, the student will be permitted to enroll in the course. If no space is available, and the challenge is upheld, the student will be permitted to enroll for the course in the subsequent term.

4. Professional Development

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

In general this is what is currently being done related to Student Success and Support Programs (SSSP), specifically regarding assessment, orientation, counseling, and follow up for at risk students.

- A SSSP Advisory group was created which contained key campus stakeholders from faculty, classified staff, students and administration. This committee spent a great deal of time discussing the recent changes in SSSP as well as discussed the variety of programs and initiatives currently on campus that tied in with SSSP's goals and objectives. These dialogs were an important part of our training and campus wide awareness raising efforts as we took steps toward creating a cohesive "Plan" for the College.
- Several workshops have been presented at the college Opening Day in the fall and the Flex day in the spring about SSSP related topics such as: The importance of Prep2Test, explaining the MyEdPlan tool, Tutoring and Supplemental Instruction resources, Civility and the Equity Gap, etc.
- Several key campus personnel attended the SSSP conference in Sacramento in ((September 2014) These individuals were able to share the updated and accurate information they received with the rest of the SSSP Advisory group.
- Six faculty and staff members went to the Equity Institute at the University of Southern California (Spring 2014) to learn how to best integrate the goals of SSSP with our college Equity Plan.

Additionally, a two day retreat was planned where 50+ individuals from all parts of campus were invited to come learn about the changes in SSSP (the goals and funding) as well as participate in creating a common vision for the college to support its students. Retreat participants received binders that included retreat agendas, notes from the breakout sessions and program summaries describing student services that are directly linked to the core components of the Student Success and Support Program.

- With the creation of MyEdPlan (a home grown degree planning program that helps a student create their own educational plan online while integrating their course work from other colleges) and our involvement in the pilot program for the Common Assessment tool, regular biweekly meetings with the entire Counseling department will continue to happen to share updates and relevant information in a timely fashion.

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.

Integration with SSSP

The Student Equity Plan has been an integral part of the SSSP at Santa Monica College since the beginning. The Student Equity Plan Task Force shares membership with the SSSP Advisory group, the Academic Senate leadership including the Chair of the Equity and Diversity committee, the Chair of the Institutional Effectiveness committee, and members of the District Planning and Advisory Council, the planning body for the college. The Student Equity Plan data was featured during a two day SSSP retreat. Five members of the Student Equity Plan Taskforce were funded by SSSP to attend the Student Equity Institute sponsored by the Center for Urban Education at USC and the Community College League of California. The primary focus of the Student Equity Plan in the first year will be on “at risk students” enrolled in basic skills math, English, and ESL classes. This work will be integrated with the Basic Skills initiative, and the findings will inform the college’s work on providing follow –up services to this critical student population.

Other Planning Efforts

Santa Monica College has made addressing the achievement gap for African American and Latino/students, a campus wide priority. Addressing the achievement gap will be an objective for the 2014-15 Master Plan for Education. Equity was also be the theme for the campus-wide fall 2014 professional development day for all faculty and staff. The Student Equity Plan will be utilized as a tool for engaging the broader college community in meaningful dialogue to improve the success rates of our African American and Latino/Adelante students.

The Board of Trustees have adopted two goals for 2014-15 which related to the student equity plan:

- Support a culture of evidence with methodological rigor to monitor and improve institutional effectiveness and student progress.
- Institutionalize initiatives that are effective in reducing the student equity gap and improving basic skills mastery in mathematics and English.

In the college’s Annual Report on Institutional Effectiveness and the annual and comprehensive department program review processes it became clear that our African American and Latino/ Adelante students experience disparate educational outcomes when compared to their peers. The following is from the annual report of the Joint Committee on Program Review as presented to the District Planning and Advisory Council:

“Through long term support for the Adelante and Black Collegians programs, *Master Plan for Education* annual objectives, Board priorities, current work on the *Student Equity Plan*, and other activities, the College has institutionalized a commitment to improving student equity. An array of support services provided... have been shown to have a positive impact. However, beyond support services, current research indicates that the type of interaction and engagement with instructors has the greatest impact on student success—both positive and negative. Many programs express not knowing how or what they could do to improve the success and positive college experience of students of color. Given the number of programs identifying this issue, it seems timely to identify a formalized means for engaging the broader college community in ongoing dialogue and the sharing of strategies and practices shown to be effective. Further institutional research drilling down to determine the most impactful and scalable strategies would support such dialogue.”

[Program Review Recommendation #12] Identify a process for engaging the broader college community in dialogue focused on means to improve the success rates of Black and Hispanic students and identify research questions to inform this dialogue.

(*Spring and Fall 2013 Program Review Planning Summary*, pp. 6-7, http://www.smc.edu/ACG/DistrictPlanningPolicies/Documents/District_Planning_and_Advisory_Council/DPAC%202013-2014/Program%20Review%202013%20Planning%20Summary.pdf).

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

NA

SECTION IV. ATTACHMENTS

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

The following attachments are required:

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

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

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

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

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses.

You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

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

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

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](#)

Index

- **Attachment A – Student Success and Support Program Plan Participants (pages 27-29)**
- **Attachment B – Organizational Charts – SSSP positions (pages 30-33)**
- **Attachment C – SSSP Advisory Committee (pages 34-36)**
- **Attachment D – SSSP Funding application form (pages 37-42)**
- **Attachment E – SSSP Funding applications (pages 43-170)**

Attachment A
Student Success and Support Program Plan Participants

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: Delores Raveling Title: Faculty

Stakeholder Group: SSSP

Name: Beatriz Magallon Title: Faculty

Stakeholder Group: First Year Students

Name: Eve Adler Title: Faculty - Academic Senate

Stakeholder Group: Academic Senate

Name: Diana Echeverria Title: Student representative

Stakeholder Group: Student body/Associated Students

Name: Hannah Lawler Title: Dean, Institutional Research

Stakeholder Group: Administration

Name: Guido Delpiccolo Title: Faculty

Stakeholder Group: Curriculum Committee

Name: Georgia Lorenz Title: Vice President, Academic Affairs

Stakeholder Group: Administration

Name: Ronnie Felder Title: Staff member, Enrollment Services

Stakeholder Group: Enrollment Services

Name: Laurie Guglielmo Title: Chair person/Faculty

Stakeholder Group: Counseling

Name: Vicki Rothman Title: Career Counselor/Faculty

Stakeholder Group: Undecided students

Name: Roberto Gonzalez Title: Dean, Student Success Initiatives

Stakeholder Group: Administration

Name: Maria Martinez Title: Faculty

Stakeholder Group: Latino Students

Name: Melissa Edson Title: Faculty

Stakeholder Group: At-Risk students

Name: Sherri Bradford Title: Faculty

Stakeholder Group: Black Collegians

Name: Esau Tovar Title: Interim Dean, Enrollment Services/Assessment

Stakeholder Group: Administration

Name: Alan Emerson Title: Faculty

Stakeholder Group: Faculty

Name: Kiersten Elliott Title: Dean, Community and Academic Relations

Stakeholder Group: Administration

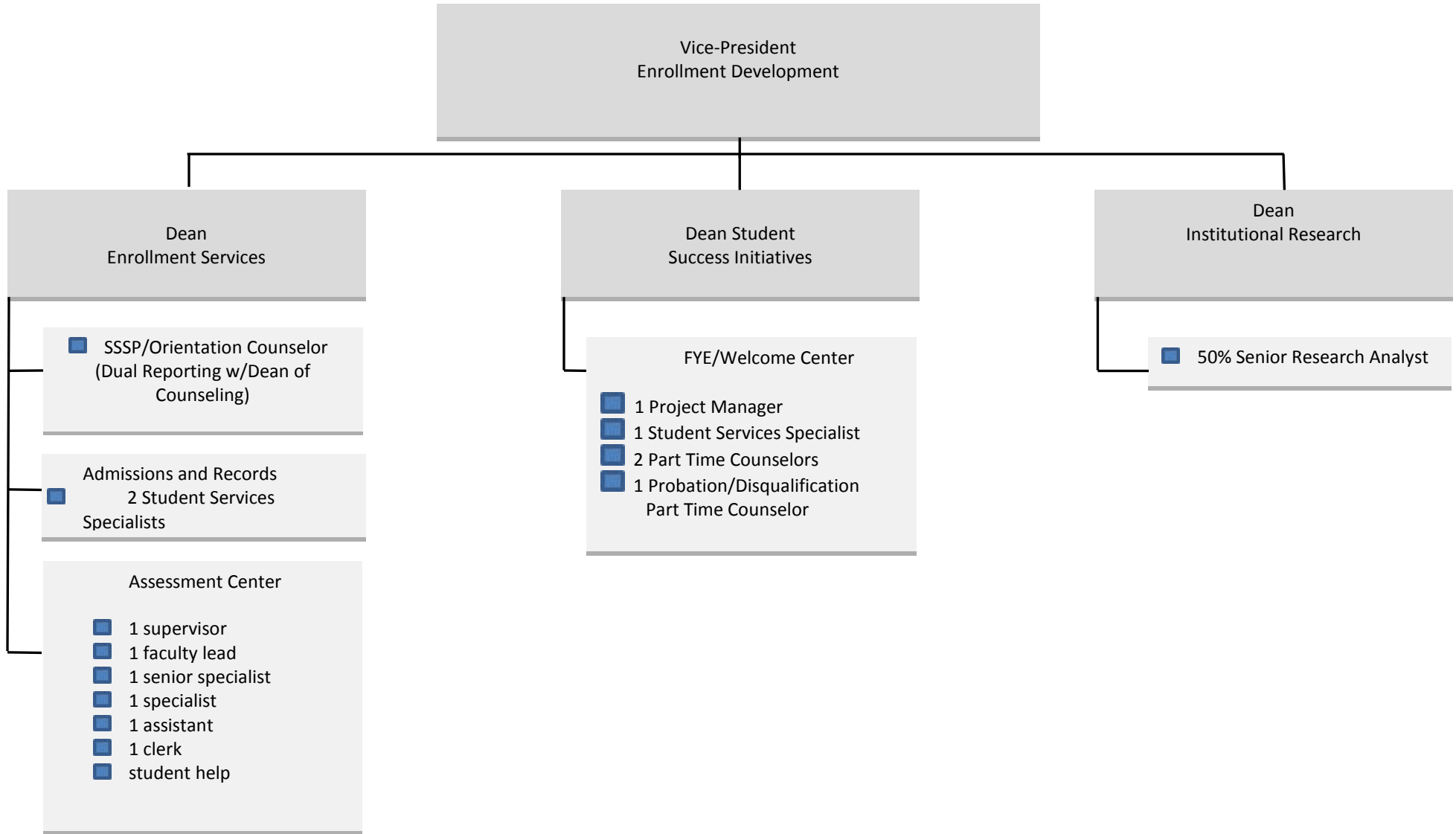
Name: Brenda Benson Title: Dean, Counseling & Retention


Stakeholder Group: Administration

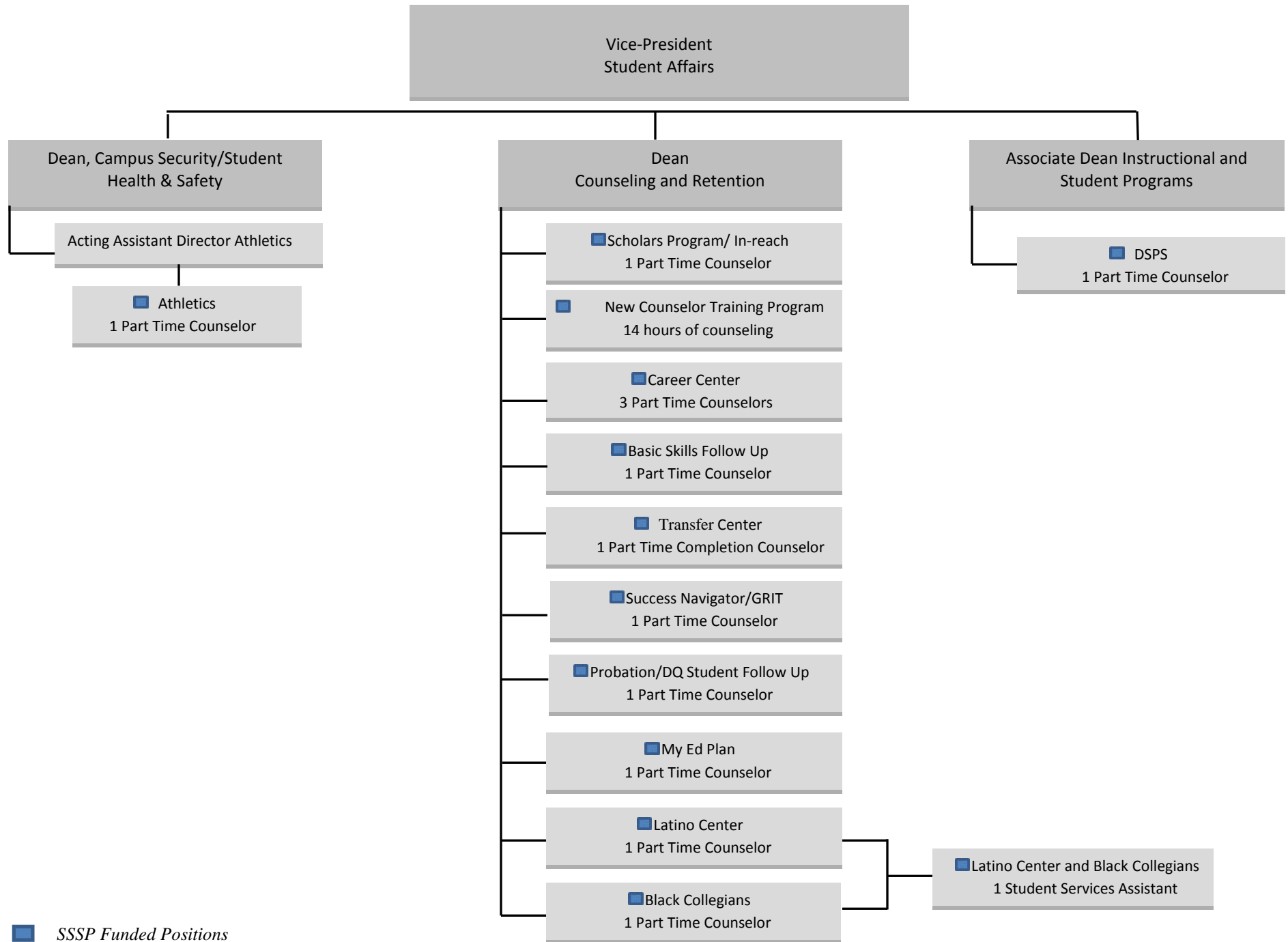
Attachment B

Organizational charts

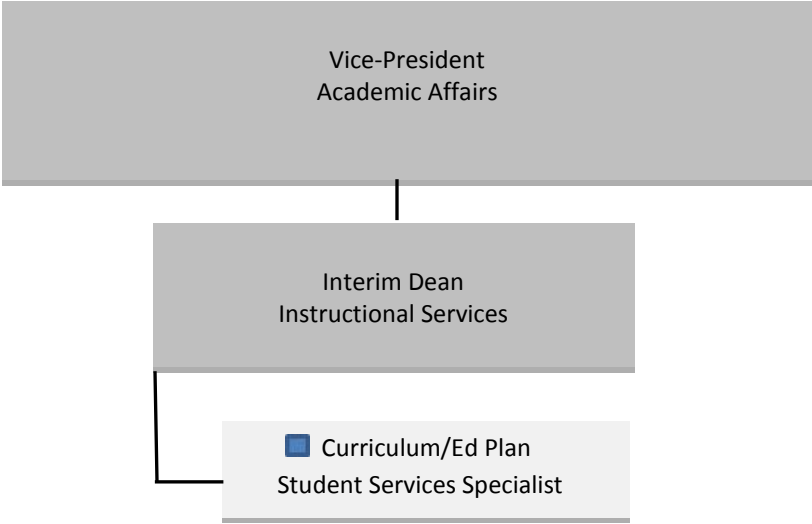
Attachment B Organizational Charts – SSSP positions



 SSSP Funded Positions



 SSSP Funded Positions



Attachment C

Student Success and Support Program Advisory Committee

Attachment C
Student Success and Support Program Advisory Committee

SSSP Advisory Committee		
Name	Title	SSSP Advisory Committee and SSSP Subcommittee
Delores Raveling	Faculty Leader - SSSP	SSSP Advisory Committee Chair SSSP Orientation & SSSP Follow-up Subcommittees Chair
Beatriz Megallon	Faculty – First Year Students	Advisory Committee
Eve Adler	Faculty/Academic Senate President	Advisory Committee
Hannah Lawler	Dean, Institutional Research	Advisory Committee
Guido Delpiccolo	Faculty/Curriculum Committee Chair	SSSP Prerequisite Procedures Chair
Georgia Lorenz	Vice President, Academic Affairs	SSSP Coordination with Student Equity and other planning efforts Subcommittee Chair
Laurie Guglielmo	Counseling Dept. Chair	SSSP Counseling, Advising & Other Educational Planning Services Subcommittee
Vicki Rothman	Faculty/Career Counselor	Advisory Committee
Roberto Gonzalez	Dean, Student Success Initiatives	Advisory Committee
Maria Martinez	Faculty – Latino Students	Advisory Committee
Melissa Edson	Faculty – At-Risk Students	Advisory Committee
Sherri Bradford	Faculty – Black Collegians	Advisory Committee
Esau Tovar	Interim Dean, Enrollment Services & Assessment	SSSP Assessment Subcommittee Chair
Brenda Benson	Dean, Counseling & Retention	Advisory Committee
Nicholas Mata	Director, Extended Opportunity Program and Services	Advisory Committee
Nathalie Laille	Disabled Students Programs and Services Coordinator	Advisory Committee
Steven Myrow	Associate Dean, Financial Aid and Scholarships	Advisory Committee
Linda Sinclair	Veterans Resource Center Faculty Leader	Advisory Committee
Michael Tuitasi	Vice President, Student Affairs	Advisory Committee
Teresita Rodriguez	Vice President, Enrollment Development	Advisory Committee
Tony Prestby	Director, Supplemental Instruction	Advisory Committee
Jennifer Merlic	Interim Dean, Instructional Services	Advisory Committee
Tina Feiger	Ombuds Person	Advisory Committee
Eric Oiffer	Faculty	Advisory Committee
Brian Rodas	Faculty	Advisory Committee
John Quevedo	Faculty	Advisory Committee
Lee Johnston	Director – Management Information Systems	Advisory Committee
Patricia Ramos	Dean, Workforce Development	Advisory Committee

SSSP Subcommittees:	Committee Members:
Orientation	Delores Raveling (Chair) , Beatriz Magallon, Brenda Benson
Assessment	Esau Tovar (Chair) , Kiersten Elliott, Alan Emerson, Susan Sterr
Counseling, Advising and other Educational Planning Services	Laurie Guglielmo (Chair) , Brenda Benson, Vicki Rothman, Roberto Gonzalez
Follow-up for At-Risk Students	Delores Raveling (Chair) , Esau Tovar, Maria Martinez, Melissa Edson, Sherri Bradford
Policies and Professional Development:	Delores Raveling (Chair) , Laurie Guglielmo, Beatriz Magallon, Student Affairs Committee
Exemption Policy	Kiersten Elliott (Chair) , Georgia Lorenz, Delores Raveling
Appeals Policies	Kiersten Elliott (Chair) , Georgia Lorenz, Ronnie Felder
Prerequisite Procedures	Guido Delpiccolo (Chair) , Esau Tovar, Hannah Lawler,
Professional Development	Eve Adler (Chair) , Kiersten Elliott
Coordination with Student Equity and Other Planning Efforts	Georgia Lorenz (Chair) , Eve Adler, Diana Echeverria, (student rep), Roberto Gonzalez, Hannah Lawler

Attachment D

SSSP Funding application form

Attachment D



Santa Monica College Student Success And Support Program APPLICATION for 2014-2015 Funds

Funding for the Student Success and Support Program (SSSP) is targeted to fully implement core services: orientation; assessment; counseling, advising, and other education planning services needed to assist a student in making an informed decision about his or her education goal and course of study and to develop an education plan; and follow up for at-risk students.

SSSP funds may only be used for core services. Insofar as a community college district is able to fully implement in-person or technology mediated strategies for delivery of orientation, assessment, and education planning services, the Board of Governors may identify other support services that can be funded.

Services can be provided, reported and funded on the basis described below:

- Initial orientation: for first time students.
- Initial assessment: for math, English and ESL for first time students.
- Abbreviated SEP: a one- to two-term SEP that may precede a Comprehensive SEP or serve as the only SEP needed for a student whose program can be accomplished in one or two semesters.
- Counseling and advising: counseling or advising to a student or group of students.
- Comprehensive SEP: an education plan that is at least two terms in length and reflects the number of terms required to achieve the student's declared course of study (title 5, section 55524); a student who has a clearly defined educational goal and course of study at the time he or she applies and enrolls in courses at a college may not need an Abbreviated SEP and may immediately develop a Comprehensive SEP.
- Follow-up services for students on academic or progress probation: one-on-one or group counseling sessions, student success workshops, etc.
- Other follow-up services: subsequent orientations (for example, based on a just-in-time orientation model), other assessments (career and interest assessments, placement assessments for subjects other than entry-level math, English or ESL, or re-testing); revision or development of an additional SEP beyond the initial abbreviated and/or comprehensive SEP (if the student changes course of study, or there are other changes

that necessitate a revised or new SEP); student success workshops, etc. In general SSSP service interactions that include a two-way interaction of an unspecified duration meet the intent of follow-up and can be reported for funding. Actions that do not qualify for funding as follow-up services are those that are a one-sided action on the part of the college and those that are primarily administrative or clerical.

Total SSSP Funding Requested:	Date:
Program/Discipline Name:	
Department:	
Department Chair:	Email:
Submitted by:	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

Describe the project/program you are proposing if additional funds are provided:

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:

Student Ed Planning 3:
Follow-up Services 4:
Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--------------------------------------|--------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |

6. Political or Professional Dues,
Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses

14. Courses
15. Admissions and Records Offices
16. Research Offices

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- a. Target population
- b. Recruitment strategy
- c. How the activities will be carried out.

Explain how each of the following will be addressed in your project:

1. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?
2. How will your project promote Faculty involvement, if any?
3. What are technology needs for the proposed project?
4. What is the timeline for the proposed project?

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015:

Submitted by:

Date:

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu .

Attachment E

SSSP Funding applications

Attachment E

**Proposals primarily concerned with:
Assessment Component**

Total SSSP Funding Requested: 2,800	Date: July 8, 2014
Program/Discipline Name: Assessment Center	
Department: Assessment	
Department Chair:	Email: tovar_esau@smc.edu
Submitted by: Esau Tovar	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

The Assessment Center provides services to new and continuing students attending SMC. Our services are offered primarily “on-demand.” The Center serves approximately 34,000 students annually, including those who request testing services and pose in-person inquiries. An additional 2,000+ students are served through online services and placement waiver request processing. We administered 15,521 math tests, 11,787 English tests, 3,381 ESL tests, and 273 Chemistry tests in 2013.

With respect to success data, the Assessment Center has placed emphasis in promoting student preparation for assessment via our Prep2Test videos and other related materials. A review of administrative unit outcomes revealed that while 90% of students recognize the importance of placement testing, 25% reported preparing in 2006, our baseline year. Since launching Prep2Test in April 2011, 64% now report preparing by reviewing Prep2Test components. Our research shows that students watching (versus not) the 6-minute Prep2Test short video prior to assessing, are 18% and 36% more likely to place into college-level English and mathematics, respectively. Watching the 45-minute, Prep2Test “orientation” video are more likely to place into college-level English--41% (vs. 30%); and mathematics --49% (vs. 32%). Most importantly, placement into college-level mathematics has increased from 25% to 33% in just 2.5 years, while remedial mathematics placement has decreased from 66% to 56%. Prep2Test videos have been viewed over 45,000 times, with 13-24 year-olds constituting 40% of viewers.

Our research also shows there has been a significant decrease in the percentage of students seeking retesting. Retesting requests have decreased from approximately 13-15% in 2010 to 4% for English and 6% for Math in 2013. The percentage of students reporting they prepared for retesting increased from 64% for their first test to 77% for their retest. The percentage accessing the Prep2Test module also increased from 51% to 58%. Nearly 44% of those retesting in English placed at minimum one level higher, whereas 50% of those retesting in math placed 1-4 levels higher.

Given the above, the Assessment Center was the recipient of two statewide awards recognizing the impact Prep2Test has had at the College. These awards were: the 2013 Promising Outcomes Work and Exemplary Research (POWER) Award for Excellence in Assessment: Leading Change, and the 2014 Exemplary Program Award. California Community Colleges Board of Governors and Academic Senate for California Community Colleges.

Describe the project/program you are proposing if additional funds are provided:

This proposal seeks funding for the purchase of 4 iPads to be used by Assessment Center personnel to facilitate student processing/check in and for setting up and monitor student testing while in the testing lab.

The Assessment Center faculty leader is working with the MIS Director to create a new student check-in/tracking system for use in the Assessment Center that will help expedite student processing. The new program has been scoped out and key aspects of it will go into development in fall 2014. This Check-in and Tracking System will be dynamic and accessible on mobile devices such as iPads, replacing time-consuming and duplicative paper-based tracking systems the Assessment Center currently maintains. The Check-in system will allow assessment personnel to: 1) retrieve demographic and testing history information and display on a single screen to determine student eligibility for testing; 2) create a Test Authorization Pass that will serve as an “admission ticket” to our testing lab; 3) allow staff members to print, email, or text the Test Authorization Pass directly to the student; 4) track and report foot-traffic statistics and the type of services provided to students; 5) electronically record independent proctoring

information for non-SMC students, and generate a Proctoring Pass; 6) create a Testing Room tracking program, which will allow staff members to retrieve students' Test Authorization Pass, check them in, and check them out once they have completed their testing session; 7) the new system will place students waiting to test on an electronic queue, text them a notice which would include a URL where they would monitor (on demand) their place in the queue and the estimated waiting time. Once a seat opens up in the testing lab, students will be texted to alert them and ask them to return to the Testing lab. These features will significantly decrease students' frustration with having to wait in line for several hours. Instead, students will be processed, be given a testing pass, and told they can go do other things while they wait for a space to open up. [This electronic queuing and texting feature will be integrated as soon as MIS identifies, selects a vendor, and funding for the associated expense is approved. Dean Elliott has requested funding for that project].

Staff members will be able to use the iPads as they "walk the lines" in the Assessment Center to retrieve student records in order to answer inquiries specific to the student—rather than just answering in a general manner. Staff members will also be able to determine student eligibility for testing and be able to check-in students for testing directly from the iPad. While this can already be accomplished from the front counter, "walking the lines" will allow for greater and faster interaction with students resulting in shorter lines. It is well known that during peak periods, the Assessment Center experiences long lines requiring somewhere between 2-4 hours to process students or answer simple inquiries.

Additionally, the iPads will be used in the testing lab itself. Within the last few months, ACCUPLACER and COMPASS have released new components or a new testing platform altogether, respectively, to allow testing personnel to deploy and monitor testing directly from a tablet. The advantage of this is that staff member may monitor student testing as they walk the testing room, instead of having to be physically in front of a specific computer being used by a student. Since a proctor password is required every time a test is launched, staff members will also be able to enter these passwords remotely from the iPad, which will help preserve the integrity of the password. At the moment, students sometimes see staff members typing the password while at the students' computer station. Moreover, proctors will be able to print test results directly from the iPad instead of having to dedicate one of the PCs in the lab, thus freeing up such station for actual testing.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:
As noted above, the primary advantage over using an iPad while processing students will be a significant decrease in the time it takes staff members to clear lines as well as facilitating staff workload. Thus, we may be able to serve more students by increasing efficiency.

Student Ed Planning 3:

Follow-up Services 4:

Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input checked="" type="checkbox"/> Assessment for Placement Services
<input checked="" type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- d. Target population
Any student who seeks assistance from the Assessment Center who is waiting in line to ask a question or seek testing services.

- e. Recruitment strategy
N/A
- f. How the activities will be carried out.
Through point-of-service contacts.

Explain how each of the following will be addressed in your project:

- 5. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

N/A

- 6. How will your project promote Faculty involvement, if any?

N/A

- 7. What are technology needs for the proposed project?

Only the addition of 4 iPads to our existing infrastructure. WiFi is already available in the LA building.

- 8. What is the timeline for the proposed project?

Fall 2014

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

1. Train Assessment Center staff members in the proper use of the iPad while retrieving secured information from ISIS and signing up students for specific tests.
2. Train staff members in the proper use of the iPad to monitor student testing within each testing platform.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$3,000**

Submitted by: **Esau Tovar**

Date: **July 8, 2014**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu .

Total SSSP Funding Requested: **2,800**Date: **July 8, 2014**Program/Discipline Name: **Assessment Center**Department: **Assessment**Department Chair: **Kiersten Elliott**Email: **tovar_esau@smc.edu**Submitted by: **Esau Tovar****PART 1: PROGRAM INFORMATION**

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

The Assessment Center provides services to new and continuing students attending SMC. Our services are offered primarily “on-demand.” The Center serves approximately 34,000 students annually, including those who request testing services and pose in-person inquiries. An additional 2,000+ students are served through online services and placement waiver request processing. We administered 15,521 math tests, 11,787 English tests, 3,381 ESL tests, and 273 Chemistry tests in 2013.

With respect to success data, the Assessment Center has placed emphasis in promoting student preparation for assessment via our Prep2Test videos and other related materials. A review of administrative unit outcomes revealed that while 90% of students recognize the importance of placement testing, 25% reported preparing in 2006, our baseline year. Since launching Prep2Test in April 2011, 64% now report preparing by reviewing Prep2Test components. Our research shows that students watching (versus not) the 6-minute Prep2Test short video prior to assessing, are 18% and 36% more likely to place into college-level English and mathematics, respectively. Watching the 45-minute, Prep2Test “orientation” video are more likely to place into college-level English--41% (vs. 30%); and mathematics --49% (vs. 32%). Most importantly, placement into college-level mathematics has increased from 25% to 33% in just 2.5 years, while remedial mathematics placement has decreased from 66% to 56%. Prep2Test videos have been viewed over 45,000 times, with 13-24 year-olds constituting 40% of viewers.

Our research also shows there has been a significant decrease in the percentage of students seeking retesting. Retesting requests have decreased from approximately 13-15% in 2010 to 4% for English and 6% for Math in 2013. The percentage of students reporting they prepared for retesting increased from 64% for their first test to 77% for their retest. The percentage accessing the Prep2Test module also increased from 51% to 58%. Nearly 44% of those retesting in English placed at minimum one level higher, whereas 50% of those retesting in math placed 1-4 levels higher.

Given the above, the Assessment Center was the recipient of two statewide awards recognizing the impact Prep2Test has had at the College. These awards were: the 2013 Promising Outcomes Work and Exemplary Research (POWER) Award for Excellence in Assessment: Leading Change, and the 2014 Exemplary Program Award. California Community Colleges Board of Governors and Academic Senate for California Community Colleges.

Describe the project/program you are proposing if additional funds are provided:

This proposal seeks funding to continue to develop key aspects of the Prep2Test Assessment App currently in development. Specifically, we would like to provide fully worked-out solutions or explanations to the test items previously developed by our Math, English, and ESL faculty, which are being integrated in the app. At the time of beta testing, students will see a random selection of items while reviewing/preparing for the placement test or while taking short quizzes composed of similar items. Given we lack any worked out solutions/explanations for the items, students will simply get feedback in the app informing them they were either correct or incorrect in their answer choice. However, the student will never learn why he/she arrived at the incorrect solution. Thus, the student will not know how to best prepare for the placement test.

Our expectation is that in providing students with a full explanation of the solution they will be able to see where they erred and be able to reproduce the correct solution on that same problem or on a similar item. In the case of

more difficult items, we would also like to integrate a video explanation of the solution to the item—similar to those prepared by the Khan Academy. Ideally, these 1-4 minute videos would be prepared by an instructor who will explain the purpose of the item, how to decode the item, explain the steps required to arrive at the correct solution, and then model the solution.

Moreover, in order to comply with ADA Section 508 requirements, we would also like for the math solutions to be prepared/coded in MathML. However, our faculty and Center for Students with Disabilities personnel lack this expertise and it will be necessary to contract out this project to an individual outside the college to prepare the MathML code. At the time of this writing, such individual (Dr. Bruce Shapiro, a Cal Tech scientist and Mathematics professor at CSU Northridge) is writing the MathML code for the test items themselves.

Once available, the written and video recordings of solutions will be integrated in the app.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:

As noted previously, the Assessment Center (along with other departments) has mounted a campaign aimed at promoting student preparation for placement testing. This initiative came about over concerns that a large number of students were placing into remedial courses resulting in a "cooling out" effect in the course sequence, which ultimately prolongs progression toward degree/goal completion. Concomitantly, we have observed that too many students come to the Assessment Center completely unprepared for the placement test and only realize it once they complete the test. They do not realize the "high stakes" nature of the placement test. Given this, we have created our Prep2Test videos, which are focused on the central message: Prepare. However, we come short where sample tests and test preparation materials are concerned. While adding the sample test items previously developed by our discipline faculty to the app will assist students, providing full explanations of solutions to the problems will in turn prepare students better for the actual placement test. We believe this will result in fewer students misplacing owing to a lack of preparation and in fewer retesting requests, thus resulting in lower testing costs.

Student Ed Planning 3:

Follow-up Services 4:

Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

SSSP Program Director/Coordinator and Staff

Colleges may use funds to pay for counseling, advising, and other education planning services provided to students

Office Supplies and Postage

Publications and Outreach Materials

In-State Travel and Training

Counseling, Advising, and Other Student Education Planning Services

Follow-Up Services

Orientation Services

Assessment for Placement Services

Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.

Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- g. Target population
The assessment app is currently being developed with freshmen SMC students in mind. However, it will be freely accessible to all SMC students who wish to assess.
- h. Recruitment strategy
Once available, the availability of the assessment app will be promoted via the College's admission/welcome letter, the Admissions/Assessment/Welcome Center websites, and the student portal. Our Assessment Center staff and Office of School Relations counselors will also promote its availability directly to students with whom they interact.
- i. How the activities will be carried out.
Again, through point-of-service contacts and other planned publicity campaigns/communication plans.

Explain how each of the following will be addressed in your project:

- 9. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

We anticipate that as students use the assessment app to prepare for the placement test, more students will be accurately placed into a course, and we will see more students placing into college-level courses.

10. How will your project promote Faculty involvement, if any?

English, ESL, and Mathematics faculty will be recruited to prepare solutions to test items.

11. What are technology needs for the proposed project?

The underlying infrastructure for the assessment app has been developed by our MIS team. However, given the app is driven by HTML5 technologies and we must be fully compliant with Section 508, all math test items and solutions in the app must be coded in MathML language so visually impaired students may fully benefit from the app. English and ESL test items do not need any special handling. Our MIS team has ensured the app will be fully accessible.

12. What is the timeline for the proposed project?

September-December 2014.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

3. Increase the percentage of students reporting they prepared for their placement test.
4. Increase the percentage of students placing into college-level courses.
5. Decrease the percentage of students placing into remedial courses.
6. Decrease the percentage of students requesting retesting services owing to lack of preparation on their first test.

Usage of the assessment app and its various modules will be tracked. Our MIS team has integrated several tracking features directly in the app. As we get ready to launch, additional key performance indicators will be developed and usage/tracking reports will be created so we may monitor student progress and outcomes.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$25,000**

Faculty stipends to develop solutions

10 content areas (40-50 test solutions) X \$1,500 stipend = \$15,000

MathML Code for Math Solutions

5 content areas consisting of 250 test items

Approximate Cost = \$10,000 (to be negotiated)

Submitted by: **Esau Tovar**

Date: **July 8, 2014**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

**Proposals primarily concerned with:
Counseling, Advising, and Other Student Education
Planning Services Component**

Total SSSP Funding Requested: \$46,486.00	Date: 07-07-14
Program/Discipline Name: Counseling	
Department: Counseling Department	
Department Chair: Laurie Guglielmo	Email: guglielmo_laurie@smc.edu
Submitted by: Laurie Guglielmo	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide): The Counseling Department currently records over 100,000 student contacts per year, in the twenty-two programs/areas where counseling services are provided. The SMC student population is well over 35,000 students; therefore many contacts are duplicated, meaning that many of our students need to see a counselor more than once in the academic year.

When comparing the demographic data of the students who utilize counseling services versus overall campus-wide demographics, there are not many major divides in ethnic categories. For example, 9.8% of those students who saw a counselor in Fall 2013 were identified as "Black" and this ethnic group represents 9.7% of the total population enrolled. Likewise, 31.6% of those students who utilized counseling were identified as "Hispanic", identical to this group's representation in the overall campus population. Residence status was a slightly different story. 77% of the students who utilized counseling in Fall 2013 were residents/citizens of California, but this residency status accounts for 82.6% of the campus-wide student population. In contrast, almost the same percentage of out-of-state students utilized counseling as is represented in the population. In reviewing the represented percentages of counseling users relative to educational goal, those who indicated that they plan to transfer seemed more inclined to visit a counselor. In Fall 2013, 82.8% of those saw a counselor indicated transfer as a goal, while this student population represents just 74% of the campus-wide population. Those who indicated an Associate's degree or a certificate as their objective represent a lower percentage of users of Counseling than they represent in the overall population.

The Counseling Department makes counseling services available for every student via our twenty-two programs and services. We provide counseling and educational planning services via one-on-one counseling sessions, in student success workshops and in group formats (New student educational planning sessions) We provide timely interventions for at-risk students, including those who are undecided, enrolled in basic skills courses and those who are currently on probationary and/or readmitted disqualified status. We also enroll over 4000 students per academic year in Counseling 20, our student success seminar course. This course includes a comprehensive educational planning assignment which takes two to three class sessions to complete.

The last comprehensive study that was undertaken by the SMC Institutional Research office focused on the intervention for probationary students, the impact of the Counseling 20 course and the effects of receiving counseling services and was completed in Fall 2009. Results of this study revealed that students who participate in our "BTS" probationary student reorientation program tend to have higher rates of persistence (Fall-to-Spring) and lower rates of continuing on probation (Fall-to-Spring) than students who do not attend a workshop.

Similarly, the impact of student enrollment in our Counseling 20 (Student Success Seminar) course was also quite significant. Students who enrolled in Counseling 20 during their first term were found to be 29.7% more likely to persist to the following fall term than those students who were not enrolled in Counseling 20. In addition, the number of general counseling contacts that was recorded for each student was determined to be positively correlated with first-term GPA.

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Describe the project/program you are proposing if additional funds are provided:

Counselor Training Program- a coordinated program led by a full time counselor, assisted by two other full time counselors, which will provide critical and necessary information and training to newly hired counselors. Now that educational planning is "front and center" in Counseling, we need to ensure that all counselors receive training which enables them to provide the best guidance possible to our students, tailoring educational plans to fit each student's unique capabilities and skill sets. This program will also serve as the launch pad for reviving an internship program to train potential future adjunct SMC counselors in Spring 2015.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:

Student Ed Planning 3:

Providing coordinated counselor training throughout the department will ensure that our counselors deliver quality, essential educational planning services to students, no matter which counseling area the student is seen in.

Follow-up Services 4:

Again, standardizing training throughout the dept will certainly enhance the overall services provided to at-risk students, including those who are on academic and/or progress probation or have been dismissed for these reasons.

Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

SSSP Program Director/Coordinator and Staff

Colleges may use funds to pay for counseling, advising, and other education planning services provided to students

Office Supplies and Postage

Publications and Outreach Materials

In-State Travel and Training

Counseling, Advising, and Other Student Education Planning Services

Follow-Up Services

Orientation Services

<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- a. Target population- Initially, all current SMC counselors. Some of the training provided will be specifically for newly hired counselors. Eventually, we hope to rehabilitate the Counselor intern program so that we can provide selected candidates with training and potentially select from this program for future hiring needs.
- b. Recruitment strategy - All SMC counselors will be required to participate in mandatory training sessions, though some sessions may only be mandatory for new counselors. Once we are able to reactivate the internship program, we will create a webpage which explains the program and how to apply. We will also advertise to feeder graduate programs (ex. CSUN, LMU, etc)
- c. How the activities will be carried out- For Fall 2014, a Full Time counselor will be assigned to provide leadership for this training program. This counselor will work with the campus-wide articulation officer and other key faculty leaders to create an appropriate counselor training program. Several critical topics will be the center of training sessions (ex. Educational planning for Reverse Transfers) and more than one time/day will be offered so that adjunct counselors have options for attending. We will plan to reactivate the Counselor Internship program for Spring 2015.

Explain how each of the following will be addressed in your project:

13. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

The Counselor training program would directly impact student success. Having a uniform, thorough departmental counselor training program would allow us to ensure that all counselors, in all twenty-two divisions, are receiving the same training content. This is now more important than ever, with the state of California placing such an emphasis on the completion of educational plans and timely, regular follow-up for at-risk students. Counselors must know how to correctly and thoroughly assess each student's interests and abilities, assist them with proper course placement and sequencing and guide each student to completion of abbreviated and comprehensive educational plans. Counselors must also have a complete understanding of probationary and disqualification policies so that they can assist students with effective remediation.

14. How will your project promote Faculty involvement, if any? N/A

15. What are technology needs for the proposed project?

At this time, we are not requesting particular technology

16. What is the timeline for the proposed project?

By Fall 2014, we will establish a standardized training program, for both long-time counselors and newly hired counselors. By Spring 2015, we will begin to work with interns from the community, in order to have potential adjunct counselors "ready for hire" once they've successfully completed the program.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

We will ask for feedback and evaluation from the counselors who participate and utilize this information to revise portions of the training as necessary.

A similar process will be followed for the Spring Counselor intern program.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Counselor Training Program- Total Cost: \$46,486.00

Fall/Spring – 14 hours per week of hourly backfill to release dedicated FT Counselor support for implementation and leadership of program; expanding to a Counselor intern program for Spr.2015.
\$32,760.00

Winter 2015- 75 hours of planning and development time:
\$4875.00

Estimated Benefits- \$8851.00

Submitted by: Laurie Guglielmo

Date: July 7, 2014

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu .

Total SSSP Funding Requested: \$312,099	Date: 7/9/14
Program/Discipline Name: Black Collegians Program/African American Collegian Center and Adelante Program/Latino Center	
Department: Counseling	
Department Chair: Laurie Guglielmo	
Email: bradford_sherri@smc.edu; martinez_maria@smc.edu	
Submitted by: Sherri Bradford and Maria Martinez	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

Description of The Black Collegians Program and Latino Center/Adelante Program. These are support programs to assist students of African descent and Latinos in obtaining certificates, A.A. degrees and transferring to universities. The following are the program components:

- We offer counseling that incorporates academic planning and assisting with personal issues. Much of the role of our counselors is not only to assist students in developing an education plan that best suits their goals but to constantly address the myriad of personal issues that students face outside of school that impacts their performance.
- Students have access to tutoring within the center (primarily in English, math and the sciences).
- Workshops that incorporate cultural identity topics and socioeconomic issues through discussions. Students are also exposed to guest speakers from various professional fields to talk with students about career exploration. Both programs offer all-male and all-female workshops to discuss culturally-related, gender-specific issues in a safe and confidential environment. The Adelante Program also provides evening workshops for parents and families to help them understand the educational system and to provide recommendations on how best to support their students.
- Field trips are offered to allow students to visit local universities where they can learn about admissions requirements; hear information from various departments on campus and, in many cases, they can hear from African American and Latino students about their experience at that campus. In all cases, the students are taken on a tour of the campus.
- Scholarships are offered to students for which they apply once each year.
- A selection of both basic skills level courses and general education courses for transfer. The classes are reserved for students enrolled in the program and only those students have access to enroll in them early on in the enrollment cycle. The classes are taught by phenomenal instructors and where appropriate, the curriculum is based on the African American and Latino experience.
- Priority registration for students in both programs

- The Black Collegians Club, a student-led club under the program and the Associated Students, has had a long-running history with the program. The club is responsible for the more social aspects of the program. The program leader is the full-time advisor and there is always one adjunct counselor who serves as the co-advisor. The club leadership is involved in the leadership of the program as the program leader works closely with the club officers in determining activities and the direction of the program. Both the Latino Center Program Leader/Counselor and the full-time Latino Center counselor have been advisors to predominantly Latino student clubs. This coming fall, the Latino Center will develop the Adelante Club specific to the students in the program.

Black Collegians Program Demographics and Success Data

- At the end of Spring 2014, 56.3% (158 students) were female and 43.8% (123 students) were male.
- The following data is based on our 2013-2014 6-year Self Study:
 - 1) 76% of our students are 24 years old or younger.
 - 2) Nearly 94% express a goal of transfer.
 - 3) On average, black students who participated in the Black Collegians Program had statistically significantly higher GPAs than black students who did not.
 - 4) A larger portion of Black Collegians students who were enrolled in a Black Collegians course persisted to the next fall term than program students who were not enrolled in a Black Collegians course.
 - 5) Students who were in the Black Collegians Program AND enrolled in a Black Collegians class tend to complete their classes and units at higher rates than students who did not participate in the Black Collegians Program or classes.
 - 6) Students who were in the Black Collegians Program AND enrolled in Black Collegians classes tend to be retained at a higher rate.
 - 7) Black Collegians Program students successfully complete more courses attempted than black students who are not in the program.

Adelante Program Demographics and Success Data

- At the end of Spring 2014, 36.4% (245 students) were male and 63.6% (444 students) were female.
- The following data is based on the 2012-2013 6-year Self Study:
 - 1) Adelante students' persistence has continually been much greater than that of Latinos who are not in the program
 - 2) Adelante students consistently persist at a rate of about 74-75% from fall to fall (vesus all Latino students who persist between 57% and 62%)

- 3) Regarding disqualified students or probationary students: College-wide, and for Latinos who were disqualified or on probation during their first year, the persistence rate for these groups increased by about 8 points to a rate of about 61% for the '10-'11 cycle. The persistence rate for similar Adelante students has been greater than that of the other comparison groups, with the exception of Latinos in '09-'10. Adelante students' persistence rate has increased since the '08-'09 cycle and is currently 65.8%.

Describe the project/program you are proposing if additional funds are provided:

- 1) **Full-time Student Services Assistant to provide additional follow-up to Black Collegians and Adelante Program students.** Currently, the Latino Center and the African American Collegian Center share a Student Services Assistant. The addition of this position would be added to increase the assistance provided to Black Collegians and Adelante students to help with and teach new students various aspects of college success including how to enroll in classes, orientation to students in the program and college; monitor student completion of program requirements; financial aid assistance (helping to apply with FAFSA) and follow-up; outreach to new and continuing Adelante and BC students to inform them of the resources available through the program and campus-wide; assisting with outreach to black and Latino students at large and encouraging them to utilize the African American Collegian Center and Latino Center; monitor student files to ensure students have met with a counselor to complete and revise educational plans. This person would also be in charge of creating workshops that will utilize the computer lab in our area to provide hands-on experience in completing FAFSA and to learn how navigate the SMC website (including Corsair Connect) and transfer resources (i.e. Assist, CSU Mentor and the UC websites).
- 2) **Additional Part-time Counseling Hours.** For each program: 18 weekly hours each in Fall 2014; 18 additional weekly hours each in Spring 2015; and 270 hours each in Winter 2015 to do follow-up services with the African descent and Latino population at SMC. Additional counseling hours will be provided to focus on three areas: specific outreach to program students who are on probation and/or disqualified; outreach to African descent students who are not in the BC Program and to Latino students who are not in Adelante and 3) targeted interventions for BC Program students who are interested in STEM majors. **For Probation/DQ'd students:** Outreach will occur to assess the students' issues and to provide targeted interventions that include additional on-campus and off-campus resources as necessary. **Outreach to non-program students:** We would like to assist in offering services to Latino and African descent students at-large who may not be official members of the program. Our goal is to increase the number of students who participate in these programs, however not all students can make the commitment to the programs' activity requirements. We want to introduce them to our counseling services as well as participation in the Black Collegians Club and Adelante Club as a possible way to stay connected to the college and to meet the requirements of education planning. There will be a new Adelante Club developed in the fall that will also help to target students and to provide intervention through more of the social support networks available among students. **Interventions for Black Collegians STEM Majors:** We have developed a plan to provide targeted support for BC Program students who are majoring and/or expressed interest in the sciences. The plan that has been developed addresses creating workshops with speakers from various STEM fields to talk about their discipline and the provision of resources

to assist with academic success in these difficult classes. We are also inviting professors from on campus to speak to our students about how to attack their classes. **Specific interventions for Latino male students:** This year, one of the goals of the Adelante Program is to provide focused outreach and intervention services to first-time Latino male students. Initial contact will be made through phone calls and emails to invite them to participate in the program. Additional contact and services will be made throughout the year and a special winter bridge program will work specifically with this student population.

- 3) **Overload for Black Collegians Program Leader/Counselor, Latino Center Program Leader/Counselor and Black Collegians Full-time Counselor.** In addition to their regular duties in the 14-15 academic year, the overload will provide the time in Fall 2014 and Spring 2015 to introduce a revised mentor program for the Black Collegians Program; planning for a pilot of a "winter bridge" program for new Black Collegians students and a specific orientation program for new Adelante Program male students starting SMC in the spring; and planning for summer bridge 2015.
- 4) **Learning Styles Inventory.** Purchase learning styles inventory to assist students in Black Collegians in understanding how they best learn and to provide interventions to assist them with approaching their courses based on their learning styles.
- 5) **Student Help.** We are requesting the provision of student help funds for Fall 2014, Winter 2015 and Spring 2015 that will assist with follow-up activities, winter bridge activities, and outreach to black and Latino students at large.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:

Learning Styles Inventory: Using a learning styles inventory will assist students in gaining a better understanding of how they approach learning. Our hypothesis is that the more a student is familiar with the best way that they learn and the strategies to use, there should be increased academic success.

Student Ed Planning 3:

Counseling Hours: Additional counseling hours will be used to provide direct service to students in creating comprehensive education plans which should increase the completion rate for African American students in terms of AA degrees and transfer.

Follow-up Services 4:

Counseling Hours: Additional counseling hours will be used to provide education planning services, outreach and programs that can help contribute to the retention and completion rate of African descent and Latino students.

Other Follow-up Services 5:

Student Help: the assistance provided by additional office staff can directly relate to students understanding the enrollment process as well as being informed about resources on campus that can ultimately affect student retention and academic success among African descent and Latino students.

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.
Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
X Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
X Counseling, Advising, and Other Student Education Planning Services X Follow-Up Services
Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- j. Target population
 The target populations will be students who are in the Black Collegians and Adelante Programs currently; first-time freshmen participating in the Black Collegians and Adelante Programs; African descent and Latino students who have not joined the programs.
- k. Recruitment strategy
 Students from the targeted populations listed above will be sent information via email, phone calls and outreach to specific basic skills classes. Staff will also be a presence in the

quad area at various times throughout the year to approach students and speak to them about the benefits of the centers.

I. How the activities will be carried out.

Counseling activities and functions will be carried out in counseling sessions and group workshops. Winter Bridge activities will be carried out in workshop format. Outreach activities (STEM majors, Latino first-time male project will incorporate phone calls, emails and talk to students and engage them individually on campus.

Explain how each of the following will be addressed in your project:

17. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

In terms of the increase in counseling hours and staffing - The projects will help to increase the number of African descent and Latino students who are seen by a counselor that is relatable and who can provide intrusive counseling to these populations. The increase in staffing will also provide opportunities to increase access to successful college intervention strategies (through mentoring and winter/summer bridge activities, additional workshops, etc.) to lead to an increase in completion rates of African descent students who obtain an AA degree and transfer.

In terms of the learning styles inventory – We are piloting the use of this inventory with our first-time freshmen. Our hypothesis is that helping students to understand how they learn in the beginning of their college career can help them to approach their courses with a new understanding and strategies that can increase their success in their courses.

18. How will your project promote Faculty involvement, if any?

Both instructional faculty and counseling faculty are involved in all aspects of these initiatives. The involvement of Counseling Faculty has been delineated in other sections of the proposal. Instructional faculty are involved with our summer bridge pilot project for Summer 2014 and will be involved in Summer 2015 if funded.

19. What are technology needs for the proposed project?

None

20. What is the timeline for the proposed project?

Fall 2014 through Spring 2015

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

There are several outcomes that we hope to see and we will evaluate based on the following:

- We want to achieve a greater number of students participating in the programs and in the services that the centers offer. We will be able to look at our starting numbers for each semester and look at the end numbers to see if there is an increase.

- We want to see an increase in the academic performance of the students participating in these. However, we know that the responsibility of the academic performance of these students is not the sole responsibility of these programs but providing additional wrap-around support services can help to increase the skill-set needed for academic success. We will review the academic performance and persistence of the students in these programs and who has received the interventions.
- For the STEM interventions, we will look at the number of African descent students who may consider STEM fields and be successful in these disciplines. We will look at the academic performance of the students before the interventions and at the end of the academic year. We will also assess the total number of students in Black Collegians who have indicated a major in STEM fields to see if there is an increase or decrease. We are concerned that those who have indicated an interest in STEM majors may choose a field outside of the science majors and want to look at the factors involved in their decision (for example, in cases where students choose to leave a STEM major, it is because they feel that the courses involved are too difficult. We would question if there were other interventions that could have occurred to encourage the students to stay within the major).
- An increase in the success rates of Latino males who participate in the Adelante Program. Success for this group is defined not only by looking at academic performance but also looking at those who persist from one semester to the next.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$312,099**

Submitted by: **Sherri Bradford and Maria Martinez**

Date: **7/9/14**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: **\$104,783.00**

Date: **7-7-14**

Program/Discipline Name: **Welcome Center/Counseling**

Department: **Enrollment Development**

Department Chair: **N/A**

Email: **gonzalez_roberto@smc.edu**

Submitted by: **Dr. Roberto Gonzalez**

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

We are seeking funding for a First Year Student Services Coordinator (Project Manager). If funded, this coordinator would work with all counseling programs to ensure all first time freshmen receive the counseling services, transition programs and follow up services they need to be successful in their first year in college. The Coordinator would also help with the creation and implementation of summer bridge programs to provide extended one-on-one and group orientations for first time freshmen. Lastly, this Coordinator would help to coordinate follow up services among all the counseling areas to ensure all first time freshmen are receiving in time assistance to address barriers to student

success. This Coordinator would report to the Dean of Student Success Initiatives but would work with Deans, Directors, and Counseling leaders across divisions. The data below shows that our first time freshmen students are not accessing counseling services during their first year in college. First time freshmen are also not persisting to degree or goal attainment. Only about 30% of first time freshmen earn an associate's degree or transfer within a four year period. One of the major reasons for the lack of access to counseling services and degree/goal attainment is a lack of coordination on a college wide level to assist first time freshmen.

Currently, counseling services are provided within 22 different programs/areas on campus across divisions. The counseling areas as a whole record over 100,000 counseling contacts a year. The two main general counseling areas are the Welcome Center and Transfer Counseling Center.

However, not all students seek out counseling services. About 60% of all students at SMC seek out counseling services. When we look at the participation rates in counseling of first time freshmen, the rate is much lower. About 45% (2642) of first time freshmen last year did not see a counselor within their first semester at SMC. This statistic is a major problem because a large percentage of first time freshmen who come underprepared to do college level work. Many first time freshmen also do not know how to navigate the college environment and do not know which courses to take. Additionally, the majority of incoming freshmen come from historically underrepresented minority groups which have lower success and educational attainment rates. Hispanic students represented 33.4% (882) of this group, Black students represented 7.5% (198), and 3.1% (82) of the group was Multi-ethnic.

Data shows that students who start as first time freshmen at SMC have low success rates in regards to educational goal attainment. Of the 3,579 students who started at SMC as full-time first time freshmen in the fall of 2007, 22% (806) of students had transferred by Fall 2010. Of the 3,686 students who started as full-time first time freshmen in the fall of 2008, 25% (937) of students had transferred by fall of 2011. Of the 3,914 students who started at SMC as full time first time freshmen in the fall of 2009, 24% (970) out of 3,914 students had transferred by fall 2012.

Moreover, the associate degree (AA) attainment rates are low. For the fall 2007 cohort, 11% (403) of the 3,579 first time freshmen attained an associate's degree before fall 2011. For the fall 2008 cohort, 9% (368) out of 3,686 students attained an associate's degree before fall 2012. For the fall 2009 cohort, 10% (394) out of 3,914 students attained an associate's degree before fall 2013.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

70 first time freshmen participated in an extended orientation/summer bridge during the Summer of 2013. We propose to have at least 400 students participate in an extended orientation/summer bridge program for Summer 2015.

Student Assessment 2:

Student Ed Planning 3:

We propose to increase the number of first time freshmen meeting with a counselor during their first year each year. During fall 2013, 45% (2642) of first time freshmen did not meet with a counselor. We propose to increase the percentage of first time freshmen meeting with a counselor by 10% by the end of Fall 2015. Thus we will be decreasing the 45% of students not meeting with a counselor to a 35% rate.

<p>Additionally, we propose to have short term educational plans for 100% of first time freshmen meeting with a counselor.</p> <p>Lastly, we propose to have long term educational plans for at least 60% of first time freshmen who meet with a counselor.</p>
<p>Follow-up Services 4:</p> <p>We do not know how many first time freshmen receive follow up services during their first year at SMC. We propose to provide follow up services to at least 40% of first time freshmen who meet with a counselor during their first year at SMC in the 2015-2016 academic year.</p>
<p>Other Follow-up Services 5:</p>

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input checked="" type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input checked="" type="checkbox"/> Follow-Up Services
<input checked="" type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- m. Target population: All first time college students (about 5,843 for Fall 2013)
- n. Recruitment strategy: In person, email, and phone calls.
- o. How the activities will be carried out: In person, email, and over the phone.

Explain how each of the following will be addressed in your project:

21. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

The First Year Student Services Coordinator will ensure first time freshmen across campus have completed their assessment tests, completed orientation, and receive counseling during their first year of college. We hope to increase the number of at risk students seeking counseling services and receiving follow up to increase course success and educational attainment.

22. How will your project promote Faculty involvement, if any?

Not applicable.

23. What are technology needs for the proposed project?

Not applicable.

24. What is the timeline for the proposed project?

Fall 2014, Winter 2015, and Spring 2015.

<u>PART 4: PROGRAM EVALUATION</u>
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Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

Orientation/Summer Bridge Outcome:

At least 400 first time freshmen students will participate in an extended orientation/summer bridge program for summer 2015.

Program effectiveness plan:

We will keep a track of all students participating in a program orientation/extended college orientation. We will report the number and percentage of student participating in this activity.

Counseling and Educational Plan Outcomes:

Increase the percentage of first time freshmen meeting with a counselor by 10% by the end of Fall 2015.

100% of first time freshmen meeting with a counselor will have a short term educational plan.

At least 60% of first time freshmen who meet with a counselor will have a long term educational plan by the end of their first year in college.

Program effectiveness plan:

We will track the counseling contacts of all first time freshmen. We will keep a track of all first time freshmen with short term and long term educational plans. We will report the number and percentage of students meeting these outcomes.

Follow up services Outcome:

At least 40% of first time freshmen who meet with a counselor during their first year at SMC in the 2015-2016 academic year will receive follow up services.

Program effectiveness plan:

We will keep a track of all first time freshmen students we provide follow up services to. We will also track students who were placed on probation and/or disqualification who received follow up services. Program counselors and program leaders will assist in the tracking and reporting of these outcomes. We will report the number and percentage of students meeting these outcomes.

<u>PART 5: PROPOSAL ESTIMATED COSTS - BUDGET</u>

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$104,783.00**

Submitted by: **Dr. Roberto Gonzalez**

Date: **7-7-14**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: \$128,961	Date: 7-7-14
Program/Discipline Name: Welcome Center/Counseling	
Department: Enrollment Development	
Department Chair: N/A	Email: gonzalez_roberto@smc.edu
Submitted by: Dr. Roberto Gonzalez	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

The First Year Experience Program (FYE) was created to address the declining first time freshman student population at SMC, to help implement elements of the Student Success Act, and to address the completion agenda. The program was conceived as a way to assist first time freshman with the transition from high school to college and to ensure students have access to the critical courses they need to make progress toward the attainment of their educational goal(s).

First Year (2013-14) of FYE

The SMC First Year Experience Program (FYE) was launched on May 1, 2013. Students who were first time freshmen to SMC and demonstrated intent to start at SMC were invited to apply. The program was marketed as a way for students to transition into college and obtain a guaranteed enrollment into high demand English and math courses. Students applied online and were required to meet with a counselor to be admitted into the program. We invited 1,500 first-time freshman, from our major feeder high schools, to apply to the FYE program and 400 students applied. Out of the 400 applicants, 246 first time freshmen were accepted and are currently enrolled in the FYE program. Of the 246 students, 71 students participated in the Summer Jams program, which is a not-for-credit series of refresher workshops in Math and English to prepare students for their fall courses.

During their first year at SMC, FYE students were required to meet with a counselor in the Welcome Center at least twice a semester. The intent of the counseling contacts was to help FYE students explore possible majors/courses of study and to map out a path to achieve their educational goal(s). Additionally, counselors helped guide students to additional resources and programs that were helpful for them to access during their first year in college. Students were also required to complete the courses they were currently enrolled in to stay active in the program. If students met the counseling and course completion requirements, they received early enrollment for the Winter and Spring terms of their first year.

Students were also required to take both math and English courses during their first year to increase student progression in these areas, with the ultimate goal of helping students progress through a sequence of courses that would lead to timely goal completion.

Profile of FYE 2013-14 Students

In fall 2013, a total of 268 first-time freshmen were enrolled in the First Year Experience (FYE) Program. Students in the program came from different high schools, with the highest participation, 23 (9%) of the students come from Santa Monica High School. Among the 268 students, 185 (70%) students are receiving some form of financial aid. Below you will find more detailed information on FYE students.

2013-14 Demographic Data

Of the 268 FYE students, 155 (57.8%) students were female and 113 (42.2%) students were male. Latino students represented 63% (169) of the group, Asian/Pacific Islander students represented 10.1% (27), Black students represented 7.5%(20), and White students represented 14.6% (39). All FYE students were 19 years or younger and the majority were California residents (91.4%). A small percentage of students, 8.6% (23), were out of state students.

2013-14 Enrollment and Course Success Data

Of the 268 students in the 2013-14 cohort enrolled in fall 13, the average units students enrolled in were 12.2 units. Of FYE students enrolled in fall 2013, students earned an average of 9.3 units. FYE students completed 74.9% of all units attempted. FYE students enrolled in an average of 3.62 courses and completed an average of 2.58 courses for an average completion rate of 70%. Lastly, FYE students who were enrolled in graded classes had a 2.54 grade point average for their first semester. In all of the measures of course success listed above, FYE students outperformed non-FYE first time freshmen.

Describe the project/program you are proposing if additional funds are provided:

2014-15 FYE Cohort

For the second year of FYE, the number of students to be served in the new cohort will be 500. For each subsequent year, the number of students to be served in each cohort will increase.

2014-15 Cohort First Year Experience Services

Summer Bridge

This summer we are offering an FYE Summer Bridge program for the new cohort of students. Students will be able to take an FYE English, Math, or Counseling class. Lastly, students will receive academic support in the form of tutoring and supplemental instruction for their Math or English courses.

First Year Experience Courses and Early Enrollment

During the spring 14 semester, incoming FYE students started to enroll in FYE designated Math, English, general education and Counseling courses. Students who place at the pre-college and/or college levels will have an opportunity to participate in FYE. Students will be given the option to take traditional, accelerated, or hybrid course types. Students will also be provided with an option to take courses in general education disciplines. Lastly, students who are active participants in the program will receive an early enrollment incentive. This early enrollment will help students enroll in the general education and major courses they need to reach their educational goals.

Loosely Paired Cohort Courses

The FYE English, Math, Counseling, and General Education courses will be configured into loosely paired cohort courses. Courses will be time based loosely paired courses. Within the cohort courses, the intent is to have faculty from different disciplines work together to create interdisciplinary assignments, integrate career/major exploration, contextualize curriculum, encourage faculty and student interaction, and monitor student academic progress. Cohort faculty will meet regularly to discuss assignments, review activities, discuss curriculum, and create teaching approaches to integrate assignments. FYE counselors will work closely with cohort faculty to provide in time interventions for students who need additional resources to succeed in FYE courses. FYE cohort faculty will be invited to participate in professional development sessions. These professional development sessions will be facilitated through the Center For Teaching Excellence. Departments participating in FYE include: Psychology, History, Sociology, Art, Art History, Media Studies, Communication Studies, Dance, and Political Science. Faculty from basic skills, transfer, and career technical education disciplines are involved in FYE.

Academic and Career Counseling

The counseling component will include intrusive counseling, financial aid assistance, enrollment assistance, group counseling, workshops, interventions for students on probation and/or disqualification, short term and long term educational planning. Counselors will work collaboratively with instructional faculty teaching FYE courses from English, Math, and other departments. Lastly, we will provide FYE students with career counseling and courses to help them explore the different major/programs of study available to them.

Academic Support

Academic assistance in the form of tutoring and supplemental instruction will be provided to students in Math and English courses. Students in FYE will be required to participate in tutoring or supplemental instruction. Other academic support elements are under discussion for development. One possible element that may be developed is a Winter Jam to help students get a head start on course content for spring courses.

For the purposes of this proposal, we are requesting SSSP funds to provide students with the Academic Counseling and student follow up services of the First Year Experience program. We would like funding for part time counselors to provide intrusive counseling, financial aid assistance, enrollment assistance, group counseling, workshops, interventions for students on probation and/or disqualification, short term and long term educational planning.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

During the 2013-14 academic year, we did not offer an FYE program orientation to help students with their transition to college. We propose to have 100% of FYE students participate in a mandatory program orientation and/or extended college orientation which includes assistance with the creation of a first semester educational plan, setting up and navigating corsair connect and course enrollment assistance.

Student Assessment 2:

Student Ed Planning 3:

If funded, we will have short term and long term educational plans on file for all FYE students for the 2014-15 academic year. To achieve this, we will require all programs students to meet with an academic counselor at least two times a semester and meet with a career counselor at least once a semester. The data shows that all FYE students during the 2013-14 academic year had a short term educational plan on file. Only about 30% of FYE students had long term educational plans on file. For 2014-15, we propose that 100% of FYE students will have a short term and long term educational plan on file by the end of the academic year. We also propose that all students will have a declared major/area of study by the end of the academic year.

Follow-up Services 4:

For the 2013-14 academic year, we had very limited funding to provide follow up services for students in the FYE program who needed additional assistance. The baseline for 2013-14 was 0. We propose that all students needing additional assistance will receive follow up services in the form of one-on-one counseling, and/or group sessions. Specifically, we will follow up with students identified by FYE Instructional faculty as needing additional support and students in FYE placed on probation and/or disqualification.

Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

- SSSP Program Director/Coordinator and Staff
- Colleges may use funds to pay for counseling, advising, and other education planning services provided to students

<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input checked="" type="checkbox"/> Follow-Up Services
<input checked="" type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- p. Target population: All first time college students (about 5,843 for Fall 2013)
- q. Recruitment strategy: In person, Outreach and Welcome Center, Email, and phone calls.
- r. How the activities will be carried out: In person, email, and over the phone.

Explain how each of the following will be addressed in your project:

- 25. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

The FYE program will ensure first time freshmen participants have completed their assessment tests, completed orientation, and receive counseling during their first year of college. Additionally, FYE students will

receive academic support services, follow up services, and educational tools to be successful during their first year in college. We strongly believe that the FYE services provided to students will lead to a higher course success rate, retention rate, and persistence rate among FYE students.

26. How will your project promote Faculty involvement, if any?

FYE counselors and program staff will work closely with FYE Instructional faculty across disciplines. Faculty members from Counseling, English, and Math disciplines are involved on the Implementation team. The Implementation team meets regularly to discuss and plan FYE program elements. Additionally, the Leadership team, comprised of the department chairs of Counseling, English, and Math, meet regularly to plan the larger elements of FYE.

27. What are technology needs for the proposed project?

Not applicable.

28. What is the timeline for the proposed project?

Fall 2014, Winter 2015, and Spring 2015.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

Orientation Outcome

100% of FYE students will participate in a mandatory program orientation and/or extended college orientation which includes assistance with the creation of a first semester educational plan, setting up and navigating corsair connect and course enrollment assistance.

Program effectiveness plan:

We will keep a track of all students participating in a program orientation/extended college orientation. We will report the number and percentage of student participating in this activity.

Student Educational Planning Outcomes

100% of FYE students will have a short term and long term educational plan on file by the end of the academic year

100% of FYE students will have a declared major or area of study by the end of the academic year

Program effectiveness plan:

We will keep a track of all students completing short term and long term educational plans. We will also track students who have declared a major or area of study. Program counselors and program staff will assist in the tracking and reporting of these outcomes. We will report the number and percentage of students meeting these outcomes.

Follow-up Services Outcomes

100% of FYE students needing follow up services will receive follow up services. This includes students identified by FYE Instructional faculty as needing additional support and students in FYE placed on probation and/or disqualification.

Program effectiveness plan:

We will keep a track of all students we provide follow up services to. We will track students referred by FYE Instructional faculty to FYE counselors. We will also track students who were placed on probation and/or disqualification who received follow up services. Program counselors and program staff will assist in the tracking and reporting of these outcomes. We will report the number and percentage of students meeting these outcomes.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$128,961.00**

Submitted by: **Dr. Roberto Gonzalez**

Date: **7-7-14**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: **\$35,000**Date: **July 9, 2014**

Program/Discipline Name:

Department: Workforce & Economic Development

Department Chair: **Dr. Patricia G. Ramos**Submitted by: **Dr. Patricia G. Ramos**Email: **ramos_patricia@smc.edu****PART 1: PROGRAM INFORMATION**

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

Career Coach and Analyst is a web-based tool for students, counselors, faculty, and community partners. This user-friendly web-based tool markets careers and programs to students by providing valuable information on how wages, trends, and careers are linked to education and training offered at SMC. Career Coach and Analyst informs students, and potential students in the community, on how the education that SMC provides will lead to careers that interest them. Users can also create their own resume with Career Coach's easy, step-by-step Resume Builder. These tools provide students the opportunity to make informed decisions about their educational plan.

First-time Visitors to SMC Career Coach Website 2/1/2013 - 2/28/2014

Gender	Count	Percent
Female	1704	58.5%
Male	1057	36.3%
Unreported	152	5.2%
Total	2913	100.0%

Ethnicity/Race	Count	Percent
Asian/Pacific Islander	341	11.7%
Black	325	11.2%
Hispanic	1000	34.3%
Native Am.	7	0.2%
Multiracial	240	8.2%
Other	170	5.8%
White	674	23.1%
Unreported	156	5.4%
Total	2913	100.0%

Age Group	Count	Percent
Under 18	111	3.8%
18-19	749	25.7%
20-24	926	31.8%
25-29	385	13.2%
30-39	353	12.1%
40-49	150	5.1%
Over 49	77	2.6%
Unreported	162	5.6%
Total	2913	100.0%

Affiliation	Count	Percent
Current SMC Student	2168	74.4%
Former SMC Student	197	6.8%
SMC Employee	43	1.5%
Non-affiliate, non-SMMUSD student	357	12.3%
Non-affiliate, SMMUSD student	24	0.8%
Unreported	124	4.3%
Total	2913	100.0%

Career Coach launched on February 11, 2013 with visibility on the SMC Homepage, Department and Special Program web pages, Student Enrollment Portal, Campus Message Boards and marketing materials across campus Programs/Depts and community at large. A total of 1,332 unduplicated users in the first 4 months of launch were tracked, with nearly 3,000 users in the first year of launch. Academic Counselors can also use these tools while counseling students to obtain critical information about job availability, wages and educational requirements that can be met here at SMC.

Describe the project/program you are proposing if additional funds are provided: N/A

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 20142015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:
Student Ed Planning 3: Career Coach , as a sophisticated student success tool, allows potential students, community youth and currently enrolled SMC students an opportunity to research careers and make the connections between their course of study (major) and potential careers. Many students, in their early stages of matriculation, may have identified a major, but have no knowledge of the careers/jobs that degree/transfer plan may prepare them for. On the other hand, students may have a career they'd like to pursue, but have no knowledge of the course of study that will best prepare them for that career. The Career Assessment helps to target undecided students and connect them to immediate educational options. The tool further allows students access to a live job database. Further, there are nearly 40 CTE degrees/certificates at SMC and the connection between education and the workforce is vital for those students. Students are connected to the SMC Articulation site, individual department websites, Department contact name/extension, as well as Career Services Center, Admissions, Schedule of Classes and Corsair Connect, directly from the site.
Follow-up Services 4:
Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below. **Check activities to be funded with SSSP funds.**

<input type="checkbox"/>	SSSP Program Director/Coordinator and Staff
<input type="checkbox"/>	Colleges may use funds to pay for counseling, advising, and other education planning rvice provided to students se

<input type="checkbox"/>	Office Supplies and Postage
<input type="checkbox"/>	Publications and Outreach Materials
<input checked="" type="checkbox"/>	In-State Travel and Training
<input type="checkbox"/>	Counseling, Advising, and Other Student Education Planning Services
<input type="checkbox"/>	Follow-Up Services
<input type="checkbox"/>	Orientation Services
<input type="checkbox"/>	Assessment for Placement Services
<input type="checkbox"/>	Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan. Research, Admissions and Transfer functions directly related to Fundable SSSP Services
<input type="checkbox"/>	The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

SUPLANTING

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- a. Target population
- b. Recruitment strategy
- c. How the activities will be carried out.

With presentations being made in Counseling 20 classes, staff and professional development, and flex days, SB70 funded High School Counselor Days, and Santa Monica High School Career Days, awareness of the Analyst and Career Coach tool to faculty, staff, Academic Counselors, local community, and students has proven successful and will continue if funds are provided.

Explain how each of the following will be addressed in your project:

- 1. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

One of the features of Career Coach includes that of an online Career Assessment tool to target “undecided students” and, in turn, connect those results (and those students) with majors and career training/degree programs at Santa Monica College. With ongoing presentations to Counseling 20 classes, outreach faculty, welcome center faculty, the Summer JAMS Program

2014, FYI Program, High School Career Days and Special Program Orientations increases Career Coach visibility, outreach, and assessment. As well, ongoing presentations to Early Childhood Education Practicum classes for resume building and job search tools has assisted many students in their educational planning. The use of Career Coach was written into the AB 86 Career Pathways Trust Grant applications as a tool to assist high school students with career search and connecting the dots between their interests, potential/intended majors and actual degree/certificate programs at SMC. This program includes one thousand (1,000) students who will all be exposed to these career tools.

2. How will your project promote Faculty involvement, if any?

With presentations being made in Counseling 20 classes, staff and professional development, and flex days, SB70 funded High School Counselor Days, and Santa Monica High School Career Days, awareness of the Analyst and Career Coach tool to faculty, staff, Academic Counselors, local community, and students has proven successful and will continue if funds are provided. This strategy has proven successful to increase student usage.

3. What are technology needs for the proposed project?

The tools are web based.

4. What is the timeline for the proposed project?

July 1, 2014 - June 30, 2015.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

With many students being undecided with their major, this tool allows them to access labor market data (annual job openings, wage ranges, skills needed, job and industry outlook) to better plan their educational career at SMC, declare a major, and think about future entry into the workforce. As well, students will be better informed about program offerings at SMC while linking these programs to career opportunities, possibilities, and live job listings.

Current usage of career coach and analyst is well documented, see above. With baseline data already available to us, evaluation about increased usage can be provided. Institutional Research is currently developing a study survey to capture impact of this intervention tool.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$35,000**

Submitted by: **Dr. Patricia G. Ramos**

Date: **July 9, 2014**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

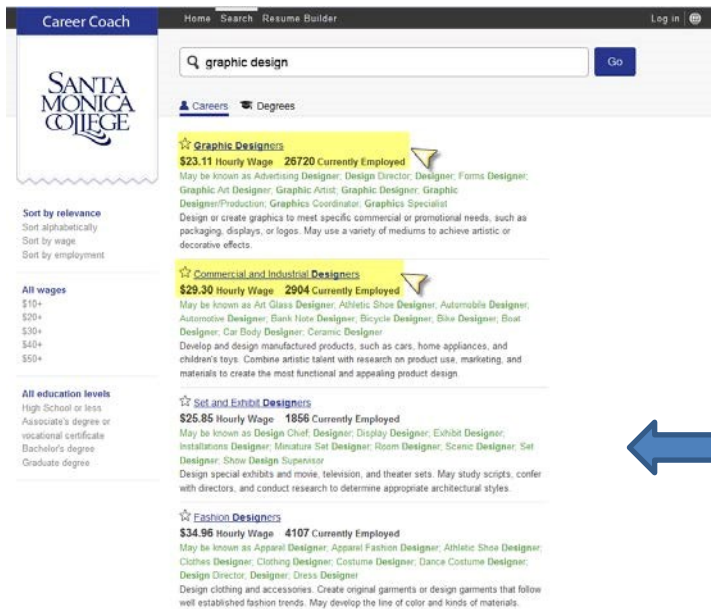
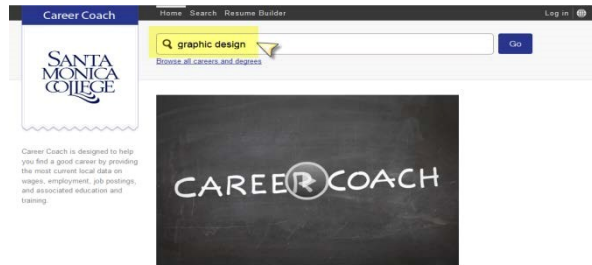
Using Career Coach

www.smc.edu/careercoach

When you arrive at the Career Coach website, there is a brief tutorial video provided that will guide you through making the most out of the tool. Here are a few more tips to get you started:



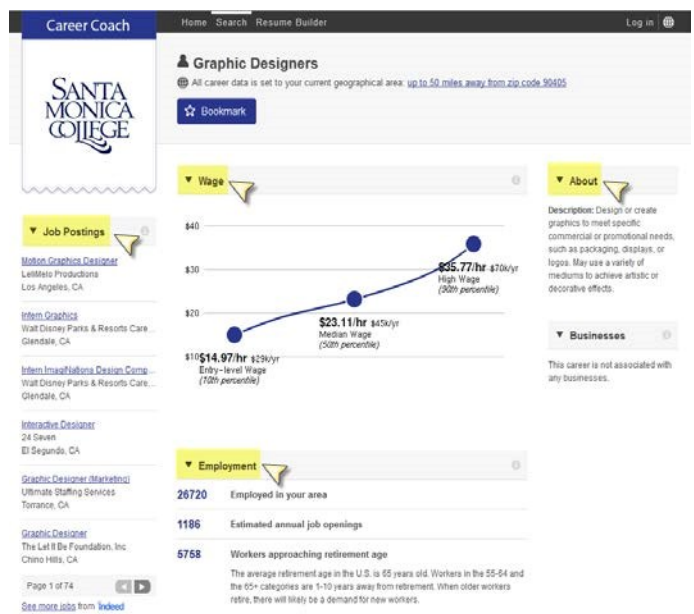
1. Enter a job title or degree in the search box:



2. Career Coach will show you a list of search results that includes what the current hourly wage is for each job, how many people are currently employed in that field, other jobs that are similarly titled, and a brief description of the job duties.

You can also filter the results in a number of different ways on the left-hand side of the page (by relevance, alphabetically, by wage, by number employed, and by educational level required):

3. Click on a specific job title, and Career Coach displays a table that shows the entry, median, and upper level wages for this particular career. To the left of the screen, you will find current, real-time job postings for this career provided by Indeed.com. Career Coach also displays a brief employment analysis of the selected job, including how many are employed in the geographical area, the estimated number of annual job openings in this career, and breakdown of worker demographics by age:



▼ Related Degrees

☆ [Art Associate Degree](#)
Upon completion of the program in Art, students will demonstrate an appreciation and understanding of Art and Art History in order to develop creative and critical thinking solutions to various Art and Art History issues. Students will look at an artistic situation, whether in implementation or analysis, in order to develop and create a strategy for its solution.

☆ [Computer Science Associate Degree](#)
Computer Science majors cover a broad spectrum of courses ranging from core computer science to a variety of branch fields of computer science. This major provides the student with the basic skills required of core computer science. Courses include programming in low-level and essential languages, Database Theory, Operating Systems Fundamentals, Computer Hardware and Data Structures. Students finishing this major are well equipped to work in the field of computer science as well as transfer to a four-year degree program in this area.

☆ [Computer Science Certificate of Achievement](#)
A Certificate of Achievement is granted in Computer Science for transfer upon completion of the 34 required units listed under Computer Science Associate degree.

☆ [Animation Associate Degree](#)
The Animation Associate degree is a comprehensive study of 2D and 3D animation techniques, taking four semesters of full-time study to complete.

☆ [Digital Media Level 2 Associate Degree](#)
Focusing on the design and implementation of digital media for the entertainment industry, the Digital Media, Level 2 Associate degree covers a range of audio and video production and post-production techniques.

☆ [Animation Certificate of Achievement](#)
The Certificate of Achievement in Animation is a comprehensive study of 2D and 3D animation production techniques, taking four semesters of full-time study to complete. This certificate is granted upon completion of 49 required units listed in the Animation Associate degree.

Page 1 of 3



4. As you scroll down the screen, Career Coach shows you all of the related credit and non-credit programs offered by SMC that can train you for this career. Here you will find a description of the academic program along with the related careers for which this program can train you:

5. Career Coach also gives you the ability to create your own account, allowing you to bookmark specific jobs, degrees, or Workforce Development courses.

6. Build a resume: users can also create their own resume with Career Coach's easy, step-by-step Resume Builder:



Career Coach Home Search Resume Builder Log in

Resume Builder

Work History

Q Add jobs by finding them in the search...

Search for jobs by keyword or job title. If you can find your job title in our database, we'll be able to suggest common on-the-job activities to add to your Resume. If you can't find the right job using the search, you can always [add a job manually](#).

Education

+ Add a degree or coursework

Skills

This section is for any particular skills you'd like to add. Put each skill on a new line.

References

+ Add a reference

Contact Info

Full Name
Address Line 1
Address Line 2
City
State/Province
Postal Code
Phone Number
E-mail Address

[I'm done! Show me my Resume!](#)

Total SSSP Funding Requested: \$9,112	Date: 6/24/2014
Program/Discipline Name: DSPS (High Tech Training Center)	
Department: Counseling	
Department Chair: Laurie Guglielmo/Nathalie Laille	Email: Guglielmo-Laurie@smc.edu
Submitted by: Thomas Peters	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

Disabled Student Programs and Services (DSPS) provides access to all qualified students with disabilities at SMC. DSPS serves over 1,800 students with verified disabilities per year. DSPS provides a whole array of services including , but not limited to, academic and personal counseling, test accommodations, conversion of educational materials to alternate formats, note-taking/scribe/reader, classroom aide, sign language interpreters, real-time captioning. Our Fall'13 data suggests that 86.4% of DSPS students were in good academic standing overall consistent with the 86.3% campus-wide student population. The largest proportions of disqualified or probationary students occurred among those DSPS students with psychological (18.2%) and mobility (17.3%) disabilities. The overall GPA (2.49) for DSPS students is slightly lower than the campus-wide GPA (2.72). The demographics of our students generally reflect the overall student population.

Describe the project/program you are proposing if additional funds are provided:

Each year approximately 300 students contact the department for services one or two times and an unknown amount of new students with disabilities do not seek our services at all. It is our desire to do better outreach to first year students by designing and printing a full color informative, comprehensive and professional eye-catching handbook that contains a whole array of services provided by DSPS.

Presently DSPS has an informative website presence, but new students have to find their way onto the site to become informed. This handbook would give a complete picture and explanation of our program and services, which will be handed to new students. Hard copy is still the preferred format for many DSPS students in order to better process information. Students receiving this handbook are more likely to share it with family, friends and any extended support professionals working with the students. Students that are better informed about our complete program are more likely to utilize our services and translate these services into better grades, retention and a more timely completion of courses towards certificates, degrees and/or transfer to a university.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

The project will ensure that first year students with disabilities are better informed about the entire DSPS program thus utilizing the broad range of services more effectively and increasing degrees, certificates and transfer completion within a shorter time frame. DSPS students are orientated to the program and services during their first meeting with a counselor. Often times the information discussed in this first meeting is overwhelming. The handbook will give them an opportunity to review and clarify all the DSPS services.

Student Assessment 2:

New incoming DSPS students attending Santa Monica College often find themselves unaware of the assessment process. This project's outcome is to ensure a higher level of awareness of the support in place to become better prepared for the assessment process which in turn leads to proper placement into courses best suited for the student's success during the critical first year of studies.

Student Ed Planning 3:

DSPS counselors have developed many educational plans that meet the disability related needs of the students. The handbook will remind the students of the services that they can benefit from in order to help them successfully complete the courses as stated in their educational plan in a timely manner.

Follow-up Services 4:

The services listed in the comprehensive handbook will remind each new student of the available resources that will promote their academic success at Santa Monica College.

Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input checked="" type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input type="checkbox"/> Follow-Up Services
<input checked="" type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- s. Target population
- t. Recruitment strategy
- u. How the activities will be carried out.

First year student with disabilities will receive upon their initial contact with DSPS an informative and comprehensive handbook explaining the broad range of services offered at Santa Monica College.

March DSPS hosts visits from 10 to 12 public and private high schools. High school teachers bring student from their special education programs to tour SMC and in particular the High Tech Training Center, Learning Disabilities, and Counseling at the Center for Students with Disabilities.

This full color handbook will be designed in house and contract to a professional printing service to supply 1,000 copies to be handed out to the high school visiting teachers as well as to first year students and their parents of these students.

Explain how each of the following will be addressed in your project:

29. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, and follow-up) and success rates of at-risk students in the program?

Students not taking advantage of or underutilizing DSPS services due to lack of awareness tend to be at-risk students. This project gives our counselors another tool of communication to better ensure student success.

30. How will your project promote Faculty involvement, if any?

In-service trainings with faculty would include the distribution of the handbook proposed in this project and with increased awareness these faculty members would be better informed to make referrals to DSPS.

31. What are technology needs for the proposed project?

Faculty member working on the design of the proposed handbook has access to High Tech Training Center computers with design software already installed and a knowledge of pre-press design tools and experience with high-end print shop requirements for professional level handbook output.

32. What is the timeline for the proposed project?

Approximately 16 weeks. Each area of the program will contribute to the development of this handbook.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

The complexities of factors surrounding the relative success of any student are extremely difficult to measure. The addition of a comprehensive and informative full color DSPS handbook is a service we can extend to our at-risk students and anyone supporting their efforts. A source of departmental pride will be an add-on value.

Evaluation of this project will take time and the measure of the project's success will be if the department feels the need to order more copies after number 1,000 has been handed out. I have great confidence in the project's success and hope to be around to order new copies after this new addition to our tools has run out.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$9,112**

Submitted by: **Thomas Peters**

Date: **6/17/14**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: \$15,600	Date: 6/17/2014
Program/Discipline Name: DSPS /Learning Disabilities Program	
Department: Counseling	
Department Chair: Laurie Guglielmo/Nathalie Laille	Email: Guglielmo_laurie@smc.edu
Submitted by: George Marcopulos	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

The Learning Disabilities Program serves students with documented learning disabilities as set forth by the CCCCO and Title V. We also serve students who have a documented history of a learning disability. These students primarily come from the K thru 12 system with an IEP. Together these two groups consist of approximately 400 students. The student with a learning disability (LD) is one that has high ability as measured by an IQ test and low achievement in reading, math or writing. By definition these are students that have potential but require additional support to be successful in the classroom. Often these students are very successful given the appropriate support. I believe these students epitomize the definition of at-risk students.

The LD program has two primary components: identification and support. We identify students through comprehensive psycho-educational testing to determine if they meet the requirements for program inclusion. We rely on teacher and counselor referrals to identify appropriate students for testing. For students who qualify, we provide academic support and guidance. This includes ensuring access as required by ADA (now ADAAA). LD student support services may include extra exam time, digitizing books, use of a word processor with spell check, study strategy classes and specialized tutoring.

In short, our program identifies at-risk students because of a learning disability and provides academic support so that they can meet their academic goals. It is important to note that given the academic support, LD students frequently have successful outcomes due to their average to above average and sometimes, superior ability.

Describe the project/program you are proposing if additional funds are provided:

The project we are proposing involves identifying students with undiagnosed learning disabilities when they first attend SMC, instead of waiting until they run into academic difficulty. If we are able to identify these at-risk students when they first start SMC we will significantly increase retention and transfer rates. To accomplish this, we would like to mine data from the SMC math and English placement test scores. Using the math and English placement test results, we will identify students who have a large discrepancy between the two tests. We would look for students who test into college level English and qualify for developmental level math, or conversely, college math and developmental level English. We would do this because there is a high correlation between students with learning disabilities and students whose performance on subject matter tests vary significantly. For example, a student whose placement test scores qualifies him/her for English 1 and Math 81/85 is very likely to be a student with a learning

disability. Identifying this student early on and providing academic support instead of waiting until they fail or withdraw from several math courses, exemplifies sound educational support policy.

The additional funds will be used to fund a six hour per week overload assignment for George Marcopulos (certificated) for the Fall, Winter and Spring semesters. This position will work with the Assessment Center to generate a list of appropriate students who will be contacted and screened for a learning disability (Esau Tovar in the Assessment Center has previously stated the student information we would need is available). For appropriate students we will administer an LD assessment, typically a six hour process, and for qualified students provide appropriate academic accommodations and support through our existing LD Program. SMC will receive continued funding for these students in subsequent years through the CCCCCO as a student with a learning disability.

This project is ideal for SSSP funding given its focus on student success and support through the use of existing assessment, identification of at-risk students, orientation to existing student support services and providing ongoing academic support and accommodation, all for a student group that has high potential. We currently identify less than 1% of the SMC student population with a learning disability. Very conservative estimates are that at least 5% of students have a learning disability and would benefit from the services provided in the LD Program.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Provide data that can target student support services to at-risk students.

Student Assessment 2:

Provide student support service information to at-risk students, including screening and comprehensive LD assessment.

Student Ed Planning 3:

Qualified LD students will be eligible to receive academic counseling and a comprehensive SEP through the Disabled Students Office.

Follow-up Services 4:

Qualified students will be eligible to receive ongoing academic support, guidance, counseling and academic accommodations through the LD and Disabled Students programs.

Other Follow-up Services 5:

Qualified students will be provided with documentation verifying a learning disability that can be used to receive academic support and accommodations at a transfer college.

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

XSSSP Program Director/Coordinator and Staff

XColleges may use funds to pay for counseling, advising, and other education planning services provided to students

XOffice Supplies and Postage
xPublications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
XCounseling, Advising, and Other Student Education Planning Services
XFollow-Up Services
XOrientation Services
XAssessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
XResearch, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- v. Target population
- w. Recruitment strategy
- x. How the activities will be carried out.

The target population is unidentified students with learning disabilities.

The recruitment strategy is to use current assessment data available from SMC Placement Tests to identify students likely to have a learning disability.

The activities will be carried out by contacting students with discrepant Placement Test scores. Also, students will be screened, tested and provided support services such as counseling, guidance and academic accommodations for qualified students.

Explain how each of the following will be addressed in your project:

33. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, and follow-up) and success rates of at-risk students in the program?

The project will identify more at-risk students who have learning disabilities. It will identify students sooner, increasing their opportunity for success by providing counseling, guidance, academic support and academic accommodations before they begin experiencing academic difficulties.

34. How will your project promote Faculty involvement, if any?

The project will indirectly increase faculty involvement by identifying students who need academic accommodations. Faculty members will need to participate in the process of arranging the academic accommodations such as extra exam time.

35. What are technology needs for the proposed project?

No additional technology needs are anticipated.

36. What is the timeline for the proposed project?

The project will start at the beginning of the 2014 Fall semester and will conclude at the end of the Spring 2015 semester. The project can easily be continued as appropriate into subsequent years as appropriate.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

- **In the first year, estimates are to identify an additional 34 students with learning disabilities and increase awareness of our program services. It is expected that additional students will be identified through our existing program hours. The identification of 34 students is calculated by estimating that one student requires six hours of testing to be qualified. For the project, we are requesting funding for six hours a week of additional LD Specialist time. Program effectiveness will be determined by the increased number of students we will be able to claim through the CCCCO as LD and hopefully be able to better track our student transfer rates. We currently track our student transfer rates by informal survey.**

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$14,000**

Submitted by: **George Marcopulos**

Date: **6/17/2014**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: **\$51,473** Date: **July 9, 2014**
 Program/Discipline Name: **Guardian Scholars**
 Department: **EOPS**
 Department Chair: **Nick Mata** Email: **mata_nicholas@smc.edu**
 Submitted by: **Nick Mata, Director of Special Programs**

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

The Santa Monica College Guardian Scholars Program was established in Fall 2013 through a three-year grant by the **Angell Foundation** in partnership with the **Stuart Foundation**. The program aims to expand community support and college and career pathways for foster youth, who face significant challenges in pursuing a higher education and earning a college degree. The program is part of a collaborative initiative that partners SMC with **UCLA** and **Loyola Marymount University**, in conjunction with the California College Pathways Initiative. The annual grant amount is **\$48,000**.

The Guardian Scholars Program offers the following services to participants:

- 1) Academic, transfer and career counseling (educational planning)
- 2) Priority enrollment
- 3) Assistance with Financial Aid and CHAFEE
- 4) Case management in working with community-based and governmental agencies
- 5) Independent Living Program (ILP) referrals for housing and medical aid
- 6) Meal and transportation assistance
- 7) Mental health referrals
- 8) Networking and mentoring
- 9) Student success workshops
- 10) Assistance with school supplies and book loans

In its first year, the Guardian Scholars Program successfully identified **59 participants** to receive services, 9 above the first-year target/cap. The following is demographic and outcomes data available for the first year of the program:

Gender

Female Participants: 38 (64%) Male Participants: 21 (36%)

Ethnicity

Hispanic 30 (51%)
 Black 22 (37%)
 White 07 (12%)

Breakdown by Age

Age 28 1
 Age 24 5
 Age 23 7
 Age 22 5
 Age 21 4
 Age 20 16 **47% of the 59 participants are aged 19 to 20 years old.
 Age 19 12
 Age 18 7
 Age 17 2

Student Enrollment/ Success Data Set	Progress to Date	Comments
Unduplicated number of foster youth in program for 13-14	59	Students self-identify on the FAFSA as current or former foster youth, and with proof of documentation are approved for the program.
Course success rates and numbers	36 students (61%) successfully completed their	

Other notable outcomes and accomplishments from the first year of the program:

- 1) The program had one SMC Foundation scholarship recipient, who received an academic scholarship in the amount of \$1,000.
- 2) Established the Guardian Scholar Action Committee comprised of on and off campus support agencies. The committee met as part of a joint Advisory Board Committee with SMC's EOPS/CARE Programs. The Advisory committee met in fall 2013 and spring 2014.
- 3) Acquired laptops to distribute to participants through the assistance of iFoster.
- 4) Establishing a textbook program through funding by the John Burton Foundation.
- 5) Hosted the Kidsave Program's first Annual Career Day for approximately 30 high school students, foster families and potential adoptive parents. Guardian Scholars Program student staff were part of the panel and spoke about their college experience at Santa Monica College.
- 6) 32 Guardian Scholars participated in the Annual Student Services Awards Celebration in June 2014. Students were awarded for their academic achievements, graduation and/or transfer.

Describe the project/program you are proposing if additional funds are provided:

The Guardian Scholars Program will benefit immensely with the additional funds from Student Success and Support Programs. It will allow this new program that serves a very vulnerable population to provide more comprehensive services, better meet its grant objectives and contribute to meeting the SSSP core services criteria.

The requested funds will allow the program to support **18 hours a week of part-time counseling in the Fall 2014 and Spring 2015 semesters** to provide Guardian Scholars participants with the following SSSP core services:

- 1) Counseling and advising
- 2) Abbreviated and comprehensive student educational plans (including revisions when educational goal changes)
- 3) Follow-up services for participants on academic probation

4) Student success workshops

As previously mentioned, the annual grant for the Guardian Scholars Program is \$48,000. In 2013-14, the salary and benefits to pay for a part-time counselor for Guardian Scholars expended close to 95% of that budget, thus making it extremely difficult for the program to provide other key services that it stated it would in the grant proposal. The services most neglected included financial aid assistance, meal and transportation assistance, case management/referrals and networking/mentoring. In addition, in 2014-15 Guardian Scholars is expected to meet a new target of **75 participants**, thus creating a bigger need for services from 2013-14.

Therefore, the SSSP requested funds will allow the Guardian Scholars Program to better leverage its resources by shifting the expense of providing counseling and follow-up services from the grant to SSSP funds, and utilizing the Guardian Scholars grant funds to provide the neglected services mentioned above and further growing the program.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

<p>Student orientation 1: Not applicable.</p>
<p>Student Assessment 2: Not applicable.</p>
<p>Student Ed Planning 3: The requested funds will be utilized to pay for part-time counseling in the Guardian Scholars Program. The counselor(s) will be available to create abbreviated and comprehensive student educational plans for participants in Guardian Scholars. They will be also available to do revisions or create additional educational plans if the educational goal of a participant changes. The counselors will be trained on how to properly document these services in ISIS so MIS will capture the data for state reporting purposes.</p>
<p>Follow-up Services 4: The requested funds will be utilized to pay for part-time counseling in the Guardian Scholars Program. The counselor(s) will work with participants that are on academic probation by providing them one-on-one counseling and coordinating student success workshops to get students off of academic probation. The counselors will be trained on how to properly document these services in ISIS so MIS will capture the data for state reporting purposes.</p>
<p>Other Follow-up Services 5: The requested funds will be utilized to pay for part-time counseling in the Guardian Scholars Program. The counselor(s) will work in collaboration with the Guardian Scholars Coordinator and the Director of Special Programs to develop a series of Student Success Workshops for program participants. Some of the topics will include: How to Choose a Major, Understanding Test Anxiety, When To Get Tutoring, Stress Management, etc. The content of the workshops will take into consideration the needs and perspectives of foster youth students so they will be in context of the participants and a little more relevant. The counselors will be trained on how to properly document these services in ISIS so MIS will capture the data for state reporting purposes.</p>

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input checked="" type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input checked="" type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- y. Target population
- z. Recruitment strategy
- aa. How the activities will be carried out.

TARGET POPULATION

The target populations for this project are foster youth and former foster youth that attend Santa Monica College.

It is well documented that because foster youth experience high rates of school instability and other risk factors associated with school failure (such as early childhood maltreatment and neglect, and learning disabilities), foster youth often perform poorly in school and are rarely well prepared for college. As documented by the California Foster Youth Education Task Force, former foster youth are most able to succeed in higher education training programs when they receive supports “tailored to the unique challenges they face.” According to the Institute of Higher Education Policy, the obstacles that foster youth face in completing a higher education can include:

- a lack of independent living and study skills;
- financial strain and the resulting preoccupation with these concerns;
- mental health challenges;
- a lack of information about assistance that is available to them, or resistance to taking advantage of assistance out of a desire to put the system behind them;
- a lack of familiarity within the educational system about the unique concerns of foster youth; and
- the need for stable, year-round housing and other basic needs (often in the absence of family support or other alternatives).

The available data indicates that without comprehensive supports, foster youth's rates of enrollment as well as college completion are dramatically lower than those of their peers. According to the Institute for Higher Education Policy, five percent or fewer of foster youth complete their college degrees, as compared to 20 percent of their peers. In contrast, Guardian Scholars Programs have a retention rate of nearly 70 percent for former foster youth.

Fall 2013 data from self-reporting on the FAFSA and SMC admissions application indicate that approximately 590 students who are, or once were, foster youth attended SMC. The following are the demographics:

Santa Monica College Demographics						
	SMC Students who are, or once were, Foster Youth (Fall 2013)		College-Wide Demographics (Fall 2013)		Guardian Scholars (2013-2014)	
TOTAL NUMBER STUDENTS	590	100%	30,000	100%	59	100%
Ethnicity	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
White	72	12.2%	7,980	26.6%	7	11.9%
Hispanic	209	35.4%	11,220	37.4%	30	50.8%
African American	220	37.3%	2,760	9.2%	22	37.3%
Asian/Pacific Islander	27	4.6%	4,140	13.8%	-	-
American Indian	4	0.7%	60	0.2%	-	-
Two or More	56	9.5%	1,170	3.9%	-	-
Unknown	2	0.3%	2,670	8.9%	-	-
Age	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
17 or younger	18	3.1%	9,150	30.5%	2	3.4%
18	83	14.1%			7	11.9%
19	105	17.8%			12	20.3%
20	108	18.3%	12,510	41.7%	16	27.1%
21	78	13.2%			4	6.8%
22	75	12.7%			5	8.5%
23	86	14.6%			7	11.9%
24	31	5.3%			5	8.5%
25 (and older)	5	0.9%	8,370	27.9%	1	1.7%
Average Age	20.53		24.1		20.53	
Gender	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Male	256	43.4%	14,310	47.7%	21	36.0%
Female	334	56.6%	15,690	52.3%	38	64.4%

The SMC Office of Institutional Research also gathered this additional data:

- Nearly **85% tested into developmental math** when they entered college
- Nearly **70% tested into developmental English** when they entered college
- 88.5% intend to graduate with an AA degree and transfer to a baccalaureate program
- **27% graduated from a high school within 10 miles of SMC**, while another 33 percent graduated from a high school within 10 to 20 miles of SMC
- **50% now live within 10 miles of SMC**, while another 36.5% live within 10 and 15 miles of SMC.

RECRUITMENT STRATEGY

The Guardian Scholars Program will utilize the following methods to promote the program and recruit new participants:

- Referrals from other SMC Special Programs (EOPS/CARE, CalWORKs, Black Collegians, FYE, etc.)
- Referrals from campus departments (Admissions, Financial Aid, Counseling, Welcome Center, Psychological Services, etc.)
- Tabling activities – VIP Welcome Day, Student Services Resource Fair
- Email announcements to self-identified students from the FAFSA
- Professional Development Day Workshops – designed to inform faculty and staff about Guardian Scholars and how they can guide students to the program for assistance.
- Website and brochure materials

HOW THE ACTIVITIES WILL BE CARRIED OUT

The requested funds will allow the program to support part-time counseling in the Fall 2014 and Spring 2015 semesters to provide Guardian Scholars participants with the following SSSP core services:

- 1) Counseling and advising
 - Guardian Scholars participants are required to meet with a counselor a minimum of three times per semester within designated time frames for each contact.
- 2) Abbreviated and comprehensive student educational plans
 - Participants will receive an abbreviated student educational plan within 1 month of being accepted into the Guardian Scholars Program
 - Participants will receive a comprehensive student educational plan by the end of their first semester in the program
 - If the participant changes his/her educational goal, the counselor will revise or create a new student educational plan
- 3) Follow-up services for participants on academic probation
 - Participants on academic probation will be required to attend one additional counseling appointment with the Guardian Scholars Counselor to identify the obstacles that led the student to be on academic probation and to find resources to assist him/her to overcome those obstacles.
 - Participants on academic probation will also be referred to specific Guardian Specific workshops relevant to their need.
- 4) Student success workshops
 - Before the start of each full semester, the Guardian Scholars staff will develop an array of student success and college readiness workshops.
 - The workshops will be promoted at each counseling session and via flyers and email blasts.

Explain how each of the following will be addressed in your project:

37. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, and follow-up) and success rates of at-risk students in the program?

The requested funds will increase the participation rate of foster youth and former foster youth by increasing the available resources available to them at Santa Monica College. The Guardian Scholars Program will be able to serve more foster youth AND provide additional **comprehensive services** to this very special population. By having dedicated funds for counseling and follow-up services, Guardian Scholars Program participants will be able to receive quality counseling, a specific student educational plan, and related support if they hit academic obstacles while at SMC.

38. How will your project promote Faculty involvement, if any?

Not applicable.

39. What are technology needs for the proposed project?

Not applicable.

40. What is the timeline for the proposed project?

The project would begin at the start of the Fall 2014 semester and conclude at the end of the Spring 2015 semester.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

The following student learning outcomes have been identified for the Guardian Scholars Program. They are in-line with the SMC Counseling student learning outcomes.

1. As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.
2. Using assessment or transcript evaluation results, students will identify their eligibility for, and the proper sequencing of, English/ESL, and math courses leading to their educational goal.

In addition, in 2014-15, the Guardian Scholars Program plans to achieve the following:

1. 75% of participants will complete three counseling appointments each semester.
2. 70% of participants will end the academic year in good academic standing.

Data to evaluate the above outcomes will be measured by counseling, grade and SLO information taken from ISIS. In addition, the Guardian Scholars Program will implement a Satisfaction Survey in late Spring 2015 to gauge overall satisfaction with the program.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$51,473**

Submitted by: **Nick Mata, Director of Special Programs**

Date: **July 9, 2014**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: \$107,884	Date: 7/1/2014
Program/Discipline Name: Veterans' Resource Center	
Department: Counseling	
Department Chair: Laurie Guglielmo	email: guglielmo_laurie@smc.edu
Submitted by: Linda Sinclair	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

Demographics:

In fall 2013 there were 474 student veterans identified as "receiving benefits" who obtained services through the VRC.

Demographic breakdown for those students follows:

Gender:	Female – 75 (15.8%)
	Male – 399 (84.2%)
Ethnicity:	Hispanic – 141 (29.8%)
	White – 140 (29.5%)
	Black - 105 (22.2%)
	Asian/PI – 44 (9.3%)
	Two or more – 30 (6.3%)
	Unknown – 11 (2.3%)
	Native Am. – 3 (.6%)
Age:	19 and under – 22 (4.6%)
	20 to 24 - 94 (19.8%)
	25 to 29 - 149 (31.4%)
	30 to 39 – 99 (20.9%)
	40 to 49 - 49 (10.3%)

50 and above – 61 (12.9%)

Success Data

Over the past year we've had a 63.3% rate of Successful Course Completion defined as those students who successfully completed attempted coursework with a grade of "C" or better. Campus-wide data for this performance measure have varied from 66.7% to 68.1% over the past 5 fall terms (2009-2013.) By campus-wide definition, student veterans are performing slightly below all students on campus and efforts will be geared toward raising the successful course completion rate. Preliminary data for fall to spring persistence for this group of student veterans was 69.2% . No comparison data for campus-wide fall to spring persistence is available at the time of this writing.

The VRC serves students who come to the College on the G.I. Bill or the VA's Vocational Rehabilitation Program and a few dependents of veterans. The campus has over 700 students who have self-identified as veterans. Any veteran or active member of the U.S. Armed Forces is welcome to use our services.

The Veterans' Resource Center endeavors to be a "one-stop-shop" for veterans. Our goal is to assist students in readjusting to civilian life after having served in the U.S. armed forces. We focus on the following areas: education, economics, mental and physical health and housing. One of our main tasks is to work with students to ensure they are taking the classes necessary for them to complete their educational goals and have support, as needed, to be successful in said classes.

Our program plans to host representatives from various veteran-serving organizations on a regular basis. These representatives offer various services that will help our veterans adjust to civilian life and overcome obstacles to their education. Per the Rand report of 2009 and the 2013 report from the Student Veterans of America, it is important that veterans have a space on campus where they can be comfortable with other veterans and work with staff who understand their issues. We also educate faculty, staff and other students about the needs of the veteran student. We support a safe and inclusive learning environment that encourages personal and intellectual exploration and supports students in achieving their goals.

Describe the project/program you are proposing if additional funds are provided:

The addition of a psychologist experienced with combat-related PTS (Post Traumatic Stress) 18 hours per week will allow us to hold more workshops for our students, tailored to the needs of the veteran and dealing with issues that often interfere with the veterans' education. In addition to working with students individually this faculty member will offer workshops about Post Traumatic Stress (PTSD), Traumatic Brain Injuries (TBI), study skills, time management, test anxiety, TBI (in addition to information given by our campus TBI specialist), the VA Health System, family issues, being one's own advocate with health care providers. Having this person on campus and located in the VRC will make it easier for our veterans to get psychological counseling and help them deal with issues that interfere with their education.

With funding for a full time Student Services Assistant (we will dissolve our current 20 hour per week support staff position, apply those funds to this position and ask that SSSP fund the second half of the position and the increase in cost due to the more advanced nature of the classification), we will be able to process students' claims for VA benefits faster, have a presence at our front desk that can make students feel welcome, answer questions about the program, guide the students to resources and assist in creating education plans by entering the long-term plans in ISIS and informing students of VA and College requirements, doing preliminary evaluation of transcripts, assisting new students in applying to the College, applying for financial aid and VA benefits and sharing their recommendations/ thoughts on being a successful student. This individual would prepare and present our "getting started" workshops, demystify the educational application and planning process, and inform students about their G.I. Bill benefits and the availability of financial aid –

The third component of our program will be to have peer tutors supplied via Student Help. The tutors will work directly with the veterans in the areas of math and English. Tutoring will take place in the VRC or in a room on campus reserved for this purpose (such as a library study room) and will be individual or small group, depending on demand.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:
 The addition of the Student Services support person and a psychologist will allow the VRC to offer more orientations (weekly during peak periods) and workshops, including the following topics: welcome-getting started, available services, time management, study skills, test-taking strategies, dealing with grief, transfer possibilities, educational planning (having a Student Services support staff person will give our academic counselors more time to run workshops) We will be able to identify students and track services using ISIS and our in-house sign-in and tracking procedures

Student Assessment 2:
 The Student Services Specialist will be available to work with students, impressing upon them the need to be assessed as early as possible. The work the Student Services position picks up will give the academic counselors better time to work with students, assess their progress needs.

Student Ed Planning 3:
 This office already does extensive education planning as required by the Veterans' Administration. The addition of the Student Services support person will allow us to process transfer work faster and apply transfer work to the student's program where appropriate. The Student Services support person will also be trained in the evaluation of military credit and when and where this credit will be accepted.

We will be able to complete more extended ed plans during students' first or second semesters at SMC. All of our students sign-in and we can track this manually if we cannot track it in ISIS.

Follow-up Services 4:
 The addition of the Student Services position frees up academic counselors to offer more workshops such as overcoming probation, lack of progress, efficient use of the G.I. Bill, educational planning, benefits (what's available, how various benefits can support their education.) We will also be able to do more in-depth one-on-one work to assist students on probation/disqualification.

As mentioned above, the in-house psychologist will offer additional workshops addressing issues specific to veterans and/or their dependents. Attendance at workshops is tracked via sign-in sheets

Other Follow-up Services 5:
 Working with the psychologist will help determine the best course of supportive action and/or educational planning for the individual student taking into account his/her specific circumstances

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds Working with the psychologist will help determine the best course of action, educational planning for the individual student taking into account his/her specific circumstances

.

SSSP Program Director/Coordinator and Staff

x Colleges may use funds to pay for counseling, advising, and other education planning services provided to students

<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
x <input type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
x <input type="checkbox"/> Follow-Up Services
x <input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- bb. Target population - Target population will be veterans attending Santa Monica College under the G.I. Bill or the VA’s Vocational Rehabilitation program
- cc. Students are “recruited” when they come to the VRC seeking assistance applying for and obtaining the G.I. Bill or when they contact us via email about coming to school on the Bill. Additionally, we work with veteran-serving agencies located on the grounds of the West Los Angeles Veterans’ Administration and receive referrals from the VA’s vocational rehabilitation program the VA’s Vocational Rehabilitation program. Expanded presence on the website and notifications of more workshops should increase participation of veterans, thereby increasing their success in college be carried out.

- dd. Activities are mostly one-on-one counseling and workshops for students as well as education of faculty and staff about the needs of students. Faculty and staff may contact the psychologist or program faculty leader to discuss concerns about veterans in their classes.
- ee. Track completion rates, defined as AA, GE Certification for CSU/UCs, certificates

Explain how each of the following will be addressed in your project:

41. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

By having an "in-house" student services staff member, counselors will not need to spend as much time answering general questions and performing paperwork not related to counseling. This frees the counselors up to spend more time with students individually and in workshops, meet with faculty and give workshops for faculty and staff regarding veterans' needs. The Student Services staff member will be able to spend more time reaching out to students via emails and phone calls and postings on the web-page to encourage them to come in for orientations, workshops and one-on-one appointments and this position will be able to review records to determine which students are close to completing one of the goals and contact them to bring them in for advisement/counseling.

We currently have a ½ time department secretary position and request that the district abolish the position at the department secretary level, use the funds that have been used to support the ½ time position to fund ½ of a fulltime Student Services Assistant program and pay for the other ½ of the Student Services Assistant position through SSSP funds.

42. How will your project promote Faculty involvement, if any?

Some of the workshops for students will include faculty from various departments, math and business have volunteered to talk to students about what it takes to be successful in those departments and fields of study. Additionally, the Student Services assistant will coordinate volunteer tutoring (math, business and English have volunteered) by faculty in the VRC. Faculty will also present workshops on interviewing for jobs, resume writing and personal finance.

The psychologist will offer workshops for faculty on various topics about veterans and what they need in class, what their expectations are, the cultural change they experience going from military to civilian/student life and how they may present differently than non-veteran students. Additionally, s/he will be able to consult with faculty regarding various concerns they may have about a student. The psychologist will also offer workshops for faculty and staff and work closely with SMC's Psychological Services

43. What are technology needs for the proposed project?

None at this time

44. What is the timeline for the proposed project?

Workshops, meetings with students and faculty and one-one-one counseling will take place from September 2014 – June 2015

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

Outcome number 1: To increase “successful course completion” rate to at least the rate of “all students on campus.” (Institutional Research pulls these numbers for us.)

Outcome number 2: To have students see the VRC as helping them achieve their academic goals. We will evaluate student satisfaction with the services being offered in the VRC via surveys.

Outcome number 3: To see the fall to fall persistence rate above 70%. (work with Institutional Research)

Outcome number 4: To implement tracking of program completion (defined as AA, Certificate, or GE certification.)

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$107,884**

Submitted by: **Linda Sinclair**

Date: **July 1, 2014**

Proposals must be received *electronically* no later than **July 9, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: **61,653**

Date: **7/11/14**

Program/Discipline Name: All **Counseling Programs funded by the District**

Department: **Counseling**

Department Chair: **Laurie Guglielmo**

Email:

Submitted by: **Brenda Benson**

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):
 Santa Monica College is well known statewide for its large and comprehensive Counseling Department that includes 22 specialized counseling programs. Counselors provide a myriad of services including abbreviated and comprehensive educational planning, course repeat approvals and waivers, career counseling, counseling for at-risk populations -- just to name a few.

Describe the project/program you are proposing if additional funds are provided:
 All of the work that counselors do related to student success and educational planning requires the use of a computer, monitor and printer. Working in collaboration with Jocelyn Chong, Dean of Information Technology, I am requesting to replace 50 computers (that were purchased and/or installed in 2009 or prior) and 3 printers that are used exclusively by counselors in district funded counseling programs.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:
Student Assessment 2:
Student Ed Planning 3: A computer, monitor and printer is required for all educational planning activities.
Follow-up Services 4: A computer, monitor and printer is required for all follow-up services.
Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input type="checkbox"/> Follow-Up Services

<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input checked="" type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- ff. Target population – Counselors in district funded programs with computers that were purchased and/or installed 2009 or prior, and who have a printer that is no longer functional
- gg. Recruitment strategy – Jocelyn Chong, Dean of Information Technology, has provided me with an IT computer inventory spreadsheet that indicates the year which each computer in the Counseling Dept was purchased and/or installed
- hh. How the activities will be carried out – I am working with the Dean of IT who wholeheartedly supports this request. Quotes for computers and printers were secured by Steve Peterson.

Explain how each of the following will be addressed in your project:

45. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

Updated technology is a critical and necessary tool for every academic counselor to perform even the most basic of SSSP tasks.

46. How will your project promote Faculty involvement, if any?

47. What are technology needs for the proposed project? This is a technology request.

48. What is the timeline for the proposed project?

I will work with the IT Department to order and have the 50 designated computers and the 3 designated printers installed, most likely in fall 14.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

N/A

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$61,653**

Submitted by: **Brenda Benson**

Date: **7/11/14**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: **\$64,481**

Date: **7/8/2014**

Program/Discipline Name: **Scholars Program**

Department: **Counseling**

Department Chair: **Laurie Guglielmo**

Email: guglielmo_laurie@smc.edu

Submitted by: **Teresa Garcia**

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

Description of Program and Nature of Services

The Scholars Program was originally created in 1985 through a partnership with UCLA known as the Transfer Alliance Program (TAP). For over twenty-five years, the Scholars Program at Santa Monica College has stayed true to its mission and the mission of the college by providing "a safe and inclusive learning environment that encourages personal and intellectual exploration." In accordance with Santa Monica College's mission statement, the Scholars Program's rigorous classes assist "students in the development of skills needed to succeed in college, prepares students for transfer and nurtures a lifetime commitment to learning." It also challenges and supports students in achieving their educational goals by offering students individual counseling, tutoring, transfer workshops and new student orientation. Finally, in seeking to provide open and affordable access to university study for all students, this program participates in partnerships with other

colleges and universities (in addition to UCLA) in order to facilitate access to baccalaureate and higher degrees and encourage the participation of historically underrepresented and non-traditional students.

UCLA has established criteria for Transfer Alliance Program (TAP) membership. These include: the structure of the program and administrative support, academic standards and students recruitment and services. The academic standards focus on points already mentioned such as “course enrichment, including but not limited to research opportunities, university level reading and writing assignments, analysis and critical thinking and the use of technology. The honors curriculum should offer faculty an opportunity to try experimental pedagogies and should offer students the opportunity for hands-on educational experiences”. In short, the program is mandated to and does offer students a rigorous, stimulating and challenging preparation for university study. In terms of UCLA’s Student Recruitment and Services requirement, the Scholars Program should and does support students in achieving their educational goals through knowledgeable and accessible counselors who offer individual counseling as well as workshops focused on transfer. As UCLA’s criteria states, our program should have “designated counselors for Scholars students who will be knowledgeable about TAP, UCLA and UC transfer admission requirements.” In addition, there should also be evidence of efforts to disseminate information about the program and its activities as well as encourage participation of historically underrepresented and non-traditional students (TAP Criteria).

Demographics

Ethnicity/Race

The TAP contract with UCLA specifically states that we must show “evidence of efforts to encourage participation of historically underrepresented students in the program.” Although we serve all students who are appropriate for our program, we are particularly focused on our Hispanic and African American student recruitment. Efforts have been made to work collaboratively with the African American Collegians Center and the Latino Center to address some of the cultural nuances regarding education particularly for these students. A certain type of understanding and sensitivity is required when working these students many times because of the familial obligations and pressures they bring to school.

Recruitment efforts show positive progress in terms of our Hispanic population. In the fall of 2006, when we last did our program review, our Hispanic/Latino students comprised 16% of our population. Today, that number is almost 25%. As of fall 2012, Santa Monica College reported a Hispanic/Latino student body of 35.8%.

The numbers for our African American population have remained consistent at 4%. As of fall 2012, Santa Monica College reported an African American student body of 9.6%.

Ethnicity: From 2007/2008 Scholars Program Review Report

Ethnicity of Scholars Students	Fall 2003	Fall 2004	Fall 2005	Fall 2006
White:	236 at 55%	310 at 49%	348 at 49%	345 at 45%
Hispanic/Latino:	58 at 13%	74 at 11 %	106 at 15%	122 at 16%
Black:	12 at 2%	25 at 4%	32 at 5%	32 at 4%
Asian:	45 at 10%	72 at 11%	93 at 13%	125 at 16%
Filipino:	17 at 4%	15 at 2%	14 at 2%	12 at 2%
Pacific Island:	4 at <1%	4 at <1%	1 at <1%	4 at <1%
American Indian:	1 at 1%	0	1 at <1%	3 at <1%
Other/non-white:	16 at 3%	51 at 8%	49 at 7%	51 at 7%

Unknown:	23 at 5%	8 at 1%	6 at 1%	13 at 2%	
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Ethnicity: Spring 2013 Scholars Program

Ethnicity	Count	%
African American	54	4.26
Asian	179	14.13
Hispanic	313	24.7
Multi-Races	53	4.18
Pacific Islander	3	0.24
Unknown	50	3.95
White	614	48.46
	1	0.08
Total	1267	

Age

In the fall 2012 term, Santa Monica College documented an average age of 24.3 for students enrolled in credit courses. The average age of the Scholars student has remained constant at around 21. This is reasonable and would be considered appropriate for the Scholars Program since the program seeks students who are incoming freshmen. Once a student has completed their freshman year (30 semester units, excluding basic skills units), then they are no longer appropriate for the Scholars Program because they have already completed a significant amount of transfer units and have already completed many of the courses that the Scholars Program offers.

Age: From 2007/2008 Scholars Program Review Report

Age of Students:	Fall 2003	Fall 2004	Fall 2005	Fall 2006
15:				1
16:	2	5	4	3
17-18:	81	134	145	100
19-20:	207	308	355	414
21-25:	78	78	117	153
26-30:	21	39	40	49
31-39:	26	31	23	29
over 40:	13	11	22	23
Fall 2005				
Average Age: 21				
Fall 2006				
Average Age: 21.5				

Age: Spring 2013 Scholars Program

Age of Students:	Fall 2012			
15:	3 (.002%)			
16:	14 (.01%)			
17-18:	355 (28%)			
19-20:	552 (44%)			
21-25:	215 (17%)			
26-30:	73 (6%)			
31-39:	29 (.02%)			
over 40:	22 (.02%)			
Unknown	4 (.003%)			
Total	1267			
Fall 2012				

Average age: 21.81

Success Data

The following chart shows the steady increase of applicants from Santa Monica College and from the Scholars Program to UCLA. Of course, it also illustrates the high admissions rates.

Santa Monica College/UCLA Admissions and TAP Certification Growth

The following chart shows the steady increase of applicants from Santa Monica College and from the Scholars Program to UCLA.

Transfer Year	SMC Transfer Students to UCLA	SMC Rate of Admissions	SMC/Scholars Certified (TAP) Students	SMC Scholars Program Rate of Admissions	SMC/Scholars Students Admitted to UCLA
Fall 2002	1183 applied 482 admitted	40%	62 certified 58 admitted	94%	12%
Fall 2003	1405 applied 700 admitted	50%	74 certified 72 admitted	97%	10%
Fall 2004	1819 applied 170 Scholars 764 admitted	44%	120 certified 120 admitted	100%	15%
Fall 2005	1498 applied 186 Scholars 695 admitted	46%	119 certified 114 admitted	96%	16%
Fall 2006	1443 applied 277 Scholars 732 admitted	51%	148 certified 146 admitted	99%	19%
Fall 2007	1399 applied 265 Scholars 681 admitted	49%	152 certified 150 admitted	99%	22%
Fall 2008	1547 applied 307 Scholars 650 admitted	42%	190 certified 178 admitted	94%	27%
Fall 2009	1765 applied 352 Scholars 600 admitted	33%	200 certified 182 admitted	91%	30%
Fall 2010	1875 applied 398 Scholars 663 admitted	35%	223 certified 203 admitted	91%	30%
Fall 2011	1947 applied 406 Scholars ?? admitted	Not Available	219 certified 192 admitted	87%	Not Available
Fall 2012	1881 applied 393 Scholars 726 admitted	39%	232 certified 211 admitted	91%	29%

Fall 2013	1790 applied 381 Scholars 592 admitted	33%	205 certified 182 admitted	89%	31%
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The chart shows an increase in successful UCLA/SMC Scholars applicants. The number of admitted Scholars students has doubled over the last five years, from 2004 through 2011.

Describe the project/program you are proposing if additional funds are provided:

We are requesting a part-time counselor to spearhead Scholars' in-reach efforts aimed at our extensive array of Counseling 20 classes and targeted basic skills classes. This person would actively pursue potential Scholars Program participants by scheduling classroom visits, meeting with students, and coordinating efforts with select instructors to properly recruit within the existing Santa Monica College student community. This has not been possible to date because of our small staff, but it is sorely needed. This will allow us to be more efficient in our efforts to reach untapped potential Scholars Program participants and to seek out those students who have evolved while at SMC into potential Scholars students. It would allow us to also focus efforts on attracting the underrepresented, first generation, African American and Latino populations which are a significant detail and important aspect of our Transfer Alliance Program Agreement with UCLA. This counselor would interact with students and assist them with the Scholars application process which also includes an orientation and educational planning. This would only enhance our outreach efforts which already occur through our Outreach Office. We believe that by strategically placing a counselor in an on-campus outreach role, we can effectively recruit first-year SMC students, who were not eligible upon initial admission in to the college, into Scholars within a workable timeframe.

Another component to this position is faculty development. The counselor would interact with the faculty to make them aware and educate them about the Scholars Program. This would hopefully have a twofold effect by creating a collegial working relationship between non-Scholars faculty and the Scholars Program and it would create additional Scholars recruiters who are essentially working the "front-line".

Currently, the Scholars Program has approximately 1200 students participating in the program. The hope is that this effort would enhance the program's participation and thereby, increase Santa Monica College's student success transfer rates.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

The additional counselor would specifically support at least three of the five categories covered in the SMC orientation (*). This person would represent student services* while soliciting for the Scholars Program and promoting college success* thereby encouraging /showing students how to stay connected* by becoming involved with that particular counselor as well as the Program. Obviously the counselor would support the counseling component by being a very visible counseling advocate.

The counselor funded by SSSP would be orienting and educating basic skills students to expose them to the possibilities of our Scholars Program in a timely manner in order to educate and recruit this population. This is the population that rarely hears about the program (many times because they did not assess directly into English 1) until it is too late. Having one person focus on this effort and to oversee appropriate educational planning would allow us to strategically target students who may have never heard of, considered, or thought that they had the potential to aspire to apply to a research institution.

Also, once admitted into the Scholars Program, and in addition to the SMC orientation, Scholars Program participants are required to attend a Scholars orientation. This orientation focuses on the finer points of the transfer

<p>process and covers very explicit details regarding appropriate measures to be taken here at SMC in order to successfully transfer.</p>
<p>Student Assessment 2:</p>
<p>Student Ed Planning 3: Once the counselor targets specific students from the basic skills and Counseling classes, it would be their responsibility to meet individually with the students to develop educational plans that would lead them into the Scholars Program and secure them along a transfer path. At this point the counselor would assist the students in developing a “clearly defined educational goal and course of study time” to transfer. This would require a very comprehensive SEP.</p>
<p>Follow-up Services 4: For many years, the Scholars Program has actively recruited first-time freshmen who meet the specific program criteria required by sending e-mail announcements to them throughout their initial matriculation period. This is also enhanced by the Outreach staff who heavily recruit this particular student population for the Scholars Program. However, our ability to follow-up with students after they have started at SMC has been lackluster and scattered at best. Funding for this position would allow us to employ a strategic follow-up plan for those students who did not get admitted upon initial admission into SMC.</p>
<p>Other Follow-up Services 5: A database would be developed to help track these students. The counselor would maintain a caseload of students and check in with the students periodically to monitor their progress.</p>

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input checked="" type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input checked="" type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input checked="" type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | | |
|--|----------------|------------------------------------|
| 1. Construction | | 9. Indirect Costs |
| 2. Gifts | | 10. Unrelated Travel Costs |
| 3. Stipends for Students | | 11. Vehicles |
| 4. Office Furniture | | 12. Clothing |
| 5. Other Staff Salaries and Benefits | | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | | 14. Courses |
| 7. Rental of Off | - Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:**ii. Target population**

English 21A and 21B classes and Counseling 20 classes (additional basic skills classes may be added once this project has been undertaken)

jj. Recruitment strategy

1. Work with Department Chairs and faculty in basic skills classes to develop a plan for recruiting from their classes.
2. Establish a caseload of students from these classes and work with them individually to develop and monitor educational plans that will hopefully lead them into the Scholars Program and ultimately to transfer to a university.

kk. How the activities will be carried out.

This counselor will work with the Scholars Program Leader and the Department Chairs to establish a process for working with the faculty, students and follow-through. They will also be responsible for tracking and reporting data on the efforts taken. This would follow a model that was established by Scholars in 2004 but had to be stopped due to lack of funding.

Explain how each of the following will be addressed in your project:

49. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

We are very specifically targeting some basic skills classes as well as underrepresented and first generation college students. We want these students to realize their “Scholarly” potential. Many times these students do not realize that a program such as Scholars exists and they often lack the confidence to feel that they can indeed participate in a program such as Scholars. This project will focus on promoting the Scholars Program with a conscious sensitivity for these issues.

50. How will your project promote Faculty involvement, if any?

The faculty will be a huge component of this project. They are crucial to the success of this effort. We are often asked by faculty to speak in their classes. They are extremely receptive to our efforts. The faculty is our best resource when it comes to targeting students.

51. What are technology needs for the proposed project?

None.

52. What is the timeline for the proposed project?

The Scholars Program seeks applications each semester. If this project starts in the fall 2014 term, we should see results by the end of the spring filing period or February 2015. Only continued efforts throughout several application periods will provide the information necessary to evaluate effectiveness. Ideally, we would want to see these students transfer. This could occur within as little as two or three semesters after the students are admitted into the Scholars Program. The reality is that it will probably take a bit longer for this population

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

If approved, the plan is to create an SLO addressing these efforts. We plan to start measuring the effectiveness of this project by looking at the new Scholars population that comes directly into the program from our targeted recruiting efforts.

1. We plan to increase the number of students who apply to the Scholars Program particularly from the basic skills classes, the African American and Latino populations, and underrepresented and first generation college populations.
2. Tracking and monitoring this population will be conducted at the onset of this project. The focus of this assessment would be two fold. It would be necessary to collect data to ultimately assess the impact on the Scholars Program and transfer and to survey the students themselves.
3. The plan is to increase the program participation especially from the targeted student groups and to enhance their transfer numbers to our partner research institutions and to increase faculty awareness and involvement in Scholars.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **64,481**

Submitted by: **Teresa Garcia**

Date: **7/8/2014**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: \$149,569.00	Date: 7/8/2014
Program/Discipline Name: Career Services Center	
Department: Counseling	
Department Chair: Laurie Guglielmo	Email: Guglielmo_Laurie@smc.edu
Submitted by: Vicki Rothman	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

The Career Services Center serves the entire campus population of Santa Monica College.

In our last Program Review we were complimented for the diversity of students who utilize our center.

(Please see our last program review attached)

Describe the project/program you are proposing if additional funds are provided:

The Career Services Center has always functioned with a very small staff. With the implementation of the Student Success Act of 2012, all community colleges have new standards to meet in order to reach optimal funding. One of these is to have all students declare a college major by their 15th unit of enrollment.

In order to achieve this, I need more part-time Career Counselors to help with this. I am proposing to hire three additional part-time Career Counselors to work specifically in the Welcome Center, The African American Collegians Center and in the Latino Center. These counselors will also speak to basic skills English classes as part of a program begun in the counseling complex.

Each of these counselors will only be able to counsel 14 hours per week. We have increased the number of sections of Counseling 12, specifically for the Black Collegians Program, the Adelante Program and First-Year Experience Program. These counselors will be teaching these sections of Counseling 12 as part of their overall assignment.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:

Student Ed Planning 3:

If a student has not identified their college major and goal, there is no way they can fill out their Ed. Plans. It is imperative that we help ALL SMC students choose their major.

Follow-up Services 4:

All SMC students will need to have a college major declared by their 15th unit of enrollment. Having Career Counselors in the Welcome Center, the African American Collegian Center and the Latino Center as well as in the main Career Services Center will help us reach the most undecided students who enroll at SMC. This will also help to solve the equity problems on campus for Latino and African American students. The Career Services is dedicated to helping all students find a college major and potential career path.

Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
XX Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
XX <input type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
XX <input type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. Construction 2. Gifts 3. Stipends for Students 4. Office Furniture 5. Other Staff Salaries and Benefits 6. Political or Professional Dues, Memberships, or Contributions 7. Rental of Off-Campus Space 8. Legal and Audit Expenses | <ul style="list-style-type: none"> 9. Indirect Costs 10. Unrelated Travel Costs 11. Vehicles 12. Clothing 13. Facilities and furniture * 14. Courses 15. Admissions and Records Offices 16. Research Offices |
|--|--|

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- II. Target population – Our target population is ALL Undecided students; with special emphasis on the African American Collegian Center, the Latino Center and Welcome Center. The Counseling Office currently has a Basic Skills Visitation Program where an Academic Counselor visits every English and ESL class to help expose

students to the services and programs available to them. The Faculty Leader for the Student Success Task Force has requested that a Career Counselor has a follow-up visit in the same semester to help these students think about their college major and goal as early as possible. Please keep in mind that the Career Services Center serves ALL Santa Monica College students, and currently we are not able to meet the needs of the undecided students as well as regular SMC Students.

mm. Recruitment strategy – We have four targeted strategies:

1. Interventions in the African American Collegians Center, the Latino Center, and the Welcome Center. These are three of the main hubs where undecided students can be found. The Career Counselors will be responsible for proactively identifying and serving undecided students and working with them to help them choose a college major.
2. Basic Skills Class Visits – Follow-up after the Academic Counselors present with presentations on choosing a major and career.
3. Present to Counseling 20 Classes – Give one hour presentations to over 60 sections of Counseling 12 each year on Career Planning and how to choose a major.
4. Teaching Additional Counseling 12 sections – Specifically to the populations listed above and to First Year Experience program.

nn. How the activities will be carried out – In each center, the career counselor will work with students individually and in small groups. They will conduct workshops as well for these three centers. During the semester, the career counselors will be proactive in their work with students. They will get a list of students who are undecided and phone/email these students inviting them in to have a discussion about their college major. They will approach students waiting for appointments to have informal conversations with them about choosing a major and thinking about a future career. They will invite them to meet with them individually as well. In addition the Career Counselors will present to Basic Skills and ESL classes, Counseling 20 classes, and will teach additional sections of Counseling 12 designated for these populations.

Explain how each of the following will be addressed in your project:

53. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

Having a career counselor in these three centers will decrease the percentage of students who are currently undecided. In the African American and Latino Centers, the Student Equity task force found that these two populations are not succeeding at SMC. They score lower in the Math and English placement exams. They do not complete classes at the same rate as the rest of the population at SMC. They self-report that they are not treated equitably in the classroom. The career counselors serve as both the agent to help make decisions, and to help students learn more about themselves and integrating who they are into the classroom. Without a tremendous amount of support and scaffolding, the equity here at SMC will remain where it is currently. Our goal is to help these students become successful, contributing members of the SMC campus classroom and beyond into the workforce.

54. How will your project promote Faculty involvement, if any?

The faculty in the Welcome Center, The African American Collegians Center, the Latino Center, The Basic Skills Faculty and the First-Year Experience Faculty.

While I am not requesting funding, we do have a 5th Component/Strategy for meeting the needs of our undecided students - Special classes are reserved for First Year Experience program participants,

Adelante program participants and Black Collegians participants. The faculty who teach these classes will be involved in referring students to the career counselors and helping to ensure these students are engaged with the career counseling process. They know the importance of helping students become decided about their major. The CSC faculty leader is putting together short writing assignments for the English department that will be shared with the faculty as well. The goal of these assignments is again to help students choose a college major.

The faculty leader will also be going to all of the Department meetings throughout this year to discuss the importance of including a small career component into their classroom teaching. This is supported by ILO #5 which is: **Authentic Engagement**. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom. The sub category that relates to career planning is **Professional Relevance** – application of course content to possible professional life.

55. What are technology needs for the proposed project?

Two (2) Windows Surface Laptops – because the career counselors will be moving about the three centers, they need to have a computer to both work with students, and record their counseling sessions in ISIS. The counseling won't just be from behind a desk, rather sitting next to students in an informal environment when this is appropriate.

56. What is the timeline for the proposed project?

Fall 2014, Winter 2015, Spring 2015

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

Through an inquiry to MIS, we now know that 19% of the students at SMC are undecided about their college majors. The outcome of my plan is to reduce this by 5% for the 2014-2015 Academic Year.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$149,569.00**

Submitted by: **Vicki Rothman**

Date: **7/8/2014**

Proposals must be received *electronically* no later than **July 9, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: \$110,920
 Program/Discipline Name: **Athletics**
 Department: **Athletics and Kinesiology**
 Department Chair: **Elaine Roque**
 Submitted by: **Dr. Albert Vasquez, Dean**

Date: **July 9, 2014**

Email: **vasquez_albert@smc.edu**

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

Athletics at Santa Monica College is a form of education through intense physical training, activities, and competition which are with full regard to values of fair play, team work, physical development and high educational attainment. Since Athletics is a facet of the total educational programs offered at SMC, Athletics strives for the same goals that give purpose to all other learning experiences of the college and the development of students as responsible and contributing members of our global society. In addition to the physical component, student-athletes are required to adhere to academic standards that can often be often more rigorous than a non student-athlete.

During the 2013-2014 academic year, we had nearly 450 student-athletes. A large percentage of our student-athlete population comes from diverse ethnic backgrounds (including but not limited to Latino and African American) and are economically and socially disadvantaged. The Athletics department has two part-time counselors and they have a combined total of 27.5 hours available for the students. Due to the volume of work, the part-time counselors in the department usually work above and beyond their required hours in order to meet the demands of this special population. The transfer process can differ from the non-student-athlete and at times requires different tasks. Last year alone, there were over 2,000 student contacts. With our limited resources we are unable to do more of what we feel we should be able to offer.

Describe the project/program you are proposing if additional funds are provided:

As mentioned above, the number of student contact with the Athletics Counseling office has increased substantially - nearly doubled in the last few years. Our hope is that additional funds can be provided so that we can improve in three areas. First, we hope to offer additional counseling hours. It would be extremely helpful if we could add an additional 18 hours weekly with an additional part-time counselor. Second, additional funding would assist Athletics in being able to provide a series of student success workshops during both, the fall and spring semesters. The funds would specifically be used to pay for presentations on timely topics related to student success in Athletics. Third, to further develop a learning center that is serving as an area for tutoring and a study hall. Many of the students we serve in Athletics are assessed in remedial math and English courses and an expanded center would assist in ensuring academic success.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:
n/a

Student Assessment 2:
n/a

Student Ed Planning 3:
Additional SSSP funding would Athletics Counseling to ensure that all student-athletes (and other students interested in participating in athletics who utilize the athletic counselors) have a comprehensive educational plan from their start at SMC.

Follow-up Services 4: SSSP funding would assist us by funding guest speakers for a Fall and Spring series of student success workshops. The limited amount of hours available in counseling at this time does not provide us with the opportunity to do so.
Other Follow-up Services 5: SSSP funding would assist us by being able to provide a learning center where student-athletes can: 1) utilize tutors for more successful academic outcomes and 2) serve as a study hall where students could potentially prepare to do better on their assessments/coursework.

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input checked="" type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input checked="" type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

a. Target population

The target population would be all student-athletes /participants of the Athletics and Kinesiology department.

b. Recruitment strategy

The recruiting process would be simplistic in nature because we already have the actual participants in the program. Coaches, faculty, and staff would encourage all student-athletes to utilize the three components we are trying to improve (counseling, workshops, and the learning center).

c. How the activities will be carried out

- Additional counseling hours would be offered and the space would be available because the counseling office is not in use at all times during the week.
- The learning center would be staffed with a specialist who would be able to assist with the operations of the center. The tutors would be hired through federal work study and would not require additional funding.
- Counselors and Management of Athletics would work cooperatively to develop and plan the workshop series during the fall and spring semesters. The needs would be based on student questionnaires provided during the team meetings that occur prior to the start of the sport seasons to better understand the needs of the populations.

Explain how each of the following will be addressed in your project:

57. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

- Availability of more counseling hours would assist the population because the population of student-athletes would then be able to come at any point during the week (as most departments are open). This would also provide more opportunities for the population to have their comprehensive educational plans developed.
- The series of workshops during the semesters would focus on the needs of the student-athlete and would undoubtedly assist many of the at-risk students we have in the program by providing them with the opportunities to learn more about academic and life skills necessary to be successful.
- The student athlete learning center would greatly assist student who are at risk. As mentioned above, many of the students in the student-athlete population are assessed in remedial math and English levels and this would assist in ensuring not having multiple repeats of courses that are not being applied to their accumulation of transferable units/degree applicable. They would have a place to study and collaborate with one another and there is no doubt it would improve their transfer rate.

58. How will your project promote Faculty involvement, if any?

Faculty would become involved with the processes in multiple ways. Counselors would assist in the development and planning of the workshop series. With the increase of more hours would also have more time to see students and assist with everything related to counseling. Additionally, coaches/staff would understand that there are more resources available for this population and

would serve to encourage students. This would provide more opportunities for faculty to encourage students and foster better relationships through discussion that would occur due to having more resources. Students would then feel more supported resulting with an increase in student retention and ultimately increasing the number of student-athletes that are transferring.

59. What are technology needs for the proposed project?

The learning center would require 10 computers.

60. What is the timeline for the proposed project?

The academic 2014-2015 year.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

1. Currently we are in the process of compiling separate team GPA's. Upon completion of the fall and spring semesters, we could repeat the process to compare the data. This approach would be used for the learning center and develop a baseline from which to further refine our programs.
2. At the conclusion of each workshop, we would distribute evaluations to review the qualitative data.
3. Surveys would also be used to measure qualitative and quantitative data in regards to the Counseling being offered.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$110,920**

Submitted by: **Dr. Albert Vasquez, Dean**

Date: **July 9, 2014**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: **98,640**

Date:

Program/Discipline Name: **Transfer/Counseling Programs, Services, and Support**

Department: **Counseling**

Department Chair: **Laurie Guglielmo**

Email: **You know it! ☺**

Submitted by: **Dan Nannini**

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide): Transfer Programs and Services (TPS for brevity) is primarily housed in the Transfer/Counseling Center, and serves approximately 60,000 students a year with counseling, workshops, articulation, college fairs, and coordinating 4 year college representative visits.

Describe the project/program you are proposing if additional funds are provided:

Traditionally, the TPS in the Transfer/Counseling Center was funded by matriculation dollars. The funding requested is to continue the work of the Counseling Faculty, Transfer Faculty Leader, Articulation Officer and support staff that provides student support for the entire campus community in the Transfer/Counseling Center.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:

Student Ed Planning 3:

Our office provides support to incalculable numbers of students. Yes, we have head counts for students that walk through our doors, but the online presence via articulation and transfer information cannot be tracked with pinpoint accuracy. Our Transfer/Counseling Office is the only counseling service that caters to all students. Preparing and printing educational plans is a large part of our function with students, reviewing transfer applications, and provide counsel to help students get off probation, transfer, earn AA's and certificates, and navigate enrollment issues, like repeats, excess units, and prerequisite waivers.

Follow-up Services 4:

Transfer applications, personal statement writing, UC, CSU and Common Applications, Appeal, Transfer Information workshops and one-on-one counseling are our follow-up services we provide new students with previous college work, and students transitioning from the Welcome Center after they have completed 30 units or one year.

Other Follow-up Services 5:

Recently, I asked IT for data that determined there were 525 students that were qualified to be at a CSU this Fall 2014, but they were enrolled at SMC for Fall 2014. They could have applied in Fall 2013 for Fall 2014. I want to hire a part-time completion counselor to contact IT identified UC and CSU transfer ready students this Fall 2014, and encourage them to apply for Fall 2015, with the goal of exceeding numbers of applicants and admits from 2014.

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
x <input checked="" type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
x <input checked="" type="checkbox"/> Office Supplies and Postage
x <input checked="" type="checkbox"/> Publications and Outreach Materials
x <input checked="" type="checkbox"/> In-State Travel and Training
x <input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
x <input checked="" type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
x <input checked="" type="checkbox"/> Assessment for Placement Services (The Transfer/Counseling Office processes waivers.)
x <input checked="" type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
x <input checked="" type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- oo. Target population-Both transfer ready and new students and anyone that walks through our doors.
- pp. Recruitment strategy-IT specific emails, banners, sandwich boards.
- qq. How the activities will be carried out. Workshops and one-on-one support with counselors with tailored counsel

Explain how each of the following will be addressed in your project:

- 61. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program? Again, these funds are to support 60,000 + students that use TSP and the Transfer/Counseling Center function.

62. How will your project promote Faculty involvement, if any?
Counseling faculty are involved in all aspects of the Transfer/Counseling Center and TSP.

63. What are technology needs for the proposed project?
There are approximately 20 desktop computers and printers utilized in the Transfer/Counseling Center. We use these to research transfer options and print out educational plans, transcripts, and pertinent information to help the students succeed at SMC.

64. What is the timeline for the proposed project?
The entire academic year of 2014-15.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

By maintaining our 20+ year achievement as the #1 transfer institution to the UC, USC, and LMU, and regaining our number one status to UC and CSU combined.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$98,640**

Submitted by: **Dan Nannini**

Date: **7-7-14 (Cool, 7+7=14-☺)**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu .

Amount Requested	Intended Purpose	Description
\$16,000	Student help	To schedule counseling appts; make reminder phone calls to students (or whatever!)
\$8,000	Office Supplies to support counselors	To purchase paper, printer cartridges, file folders, etc. that are needed to support the work of counselors
\$4,000	Conferences	Counselors regularly attend the UC and CSU counselor conferences, ETS, WACAC (etc)

\$4,000	Food	For 2 College Fairs
\$8,000	Rents, leases	Rentals needed for college fair so that students can get information needed for ed planning
\$3,000	Printing	For advertising banners and transfer sandwich boards
\$6,000	Non capitalized equipment	Printer upgrades in Counseling
\$49,140	Adjunct "completion counselor" in fall, winter and spring 18 hrs/wk	Will identify and work with students who appear to be transfer ready in Fall 15 or beyond

SSSP Funding Proposal FY 2014-15

Name: Lee Johnston

Area of Responsibility: Management Information Systems (MIS)

Brief Description of Proposal: Enhance the existing Degree Audit and Education Planner systems to provide a comprehensive degree planning resource.

Does your proposal support one or more of the SSSP objectives (Orientation, Assessment, Counseling and Follow-Up)? If so, how?

Yes, part of Orientation and Assessment is the selection of an academic goal and degree planning process.

Does your proposal support one or more of the following: 1) student success, 2) course, certificate, degree, transfer completion, and/or 3) equity? If so, how?

Effective Degree Audit and Planning is a core SSSP objective. In addition it is core to certificate, degree, transfer completion, and equity. With this tool, students have a level playing field.

Please indicate the SSSP retreat theme that your proposal supports (check all that apply):

Professional Development/Opening Lines of Communication

Creating Campus Community

Need for Additional Staffing

Need for Updated or New Technology

Need for New or Enhanced Services for At-Risk Populations (African American, Latino, CTE, Basic Skills, Probationary/Disqualified)

Estimated Annual Cost: \$95,000

Plan for Determining Program Effectiveness/Program Evaluation:

Year one percentage of matric one students with abbreviated over 90% and comprehensive education plans over 60%. Year two abbreviated over 95% and comprehensive education plans over 70%.

Please submit your proposals to Mike Tuitasi and Teresita Rodriguez by June 30, 2014. If you have any questions, please feel free to consult with Kiersten Elliott, Delores Raveling and/or Brenda Benson.

Funding for the Student Success and Support Program (SSSP) is targeted to fully implement core services: orientation; assessment; counseling, advising, and other education planning services needed to assist a student in making an informed decision about his or her education goal and course of study and to develop an education plan; and follow up for at-risk students.

SSSP funds may only be used for core services. Insofar as a community college district is able to fully implement in-person or technology mediated strategies for delivery of orientation, assessment, and education planning services, the Board of Governors may identify other support services that can be funded.

Services can be provided, reported and funded on the basis described below:

- Initial orientation: for first time students.
- Initial assessment: for math, English and ESL for first time students.
- Abbreviated SEP: a one- to two-term SEP that may precede a Comprehensive SEP or serve as the only SEP needed for a student whose program can be accomplished in one or two semesters.
- Counseling and advising: counseling or advising to a student or group of students.
- Comprehensive SEP: an education plan that is at least two terms in length and reflects the number of terms required to achieve the student's declared course of study (title 5, section 55524); a student who has a clearly defined educational goal and course of study at the time he or she applies and enrolls in courses at a college may not need an Abbreviated SEP and may immediately develop a Comprehensive SEP.
- Follow-up services for students on academic or progress probation: one-on-one or group counseling sessions, student success workshops, etc.
- Other follow-up services: subsequent orientations (for example, based on a just-in-time orientation model), other assessments (career and interest assessments, placement assessments for subjects other than entry-level math, English or ESL, or re-testing); revision or development of an additional SEP beyond the initial abbreviated and/or comprehensive SEP (if the student changes course of study, or there are other changes that necessitate a revised or new SEP); student success workshops, etc. In general SSSP service interactions that include a two-way interaction of an unspecified duration meet the intent of follow-up and can be reported for funding. Actions that do not qualify for funding as follow-up services are those that are a one-sided action on the part of the college and those that are primarily administrative or clerical.

Total SSSP Funding Requested: \$53,395 estimated	Date: July 3, 2014
Program/Discipline Name: Curriculum, Degree Audit specialist	
Department: Academic Affairs and Counseling	
Department Chair: Laurie Guglielmo	Email: guglielmo_laurie
Submitted by: Georgia Lorenz and Brenda Benson	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):
 We will hire a Student Services Specialist—Educational Planning and Curriculum to enter and maintain curriculum and degree audit data in support of the development of student educational plans. These data are critical to the functioning of the MyEdPlan tool which is entirely dependent upon accurate curriculum and degree audit data. These tasks are currently handled by the Dean of Instructional Services and counselors. They are unable to spend the time on these tasks that is needed, and our current structure is a very expensive model to maintain. Not only are counselors spending time on degree audit, but their counseling hours are then backfilled.

Describe the project/program you are proposing if additional funds are provided:
 The new classified staff member will work in Academic Affairs and partner closely with the Counseling department to insure that curriculum and degree audit data are entered in a timely manner, are accurate, and manage these data in support of the MyEdPlan tool and the development of student ed plans in general.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:

Student Ed Planning 3:
 The MyEdPlan tool and degree audit are entirely dependent upon the accuracy of our curriculum data. This new staff member will take ownership over this area to insure timely and accurate entry. The processes and regulations related to developing new programs, tracking of curriculum and student completer data, and ed plans are becoming ever more complex. We really need a staff member dedicated to these tasks in order to streamline the process for students, counselors, evaluators, and others to do their job as effectively as possible.

Follow-up Services 4:

Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.
Check activities to be funded with SSSP funds.

- SSSP Program Director/Coordinator and Staff
- Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
- Office Supplies and Postage
- Publications and Outreach Materials

<input type="checkbox"/> In-State Travel and Training
<input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input checked="" type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- rr. Target population—all students pursuing a degree, certificate or transfer in the credit program at SMC
- ss. Recruitment strategy—we will use the normal Personnel Commission recruitment processes.
- tt. How the activities will be carried out.

We will hire a Student Services Specialist- Educational Planning and Curriculum who will:

Enters and maintains curriculum data in Santa Monica College’s Degree Audit system, which reflects current requirements for degrees, certifications, and transfers to four-year colleges, in consultation with the Articulation Officer and Dean of Counseling and Retention; update degree and certificate requirements in Degree Audit as needed

Establish new associate degrees or certificates of achievement in Degree Audit as they are approved by Curriculum Committee

Maintains the curriculum and degree databases in support of the Santa Monica College Ed Plan tool, under the direction of the Dean of Counseling and Retention

Enters and maintains data for the schedule of classes under the direction of the Dean of Instructional Services

Assists with updating the annual catalogue

Provides information and assistance to counselors, evaluators, and students regarding current degree requirements and changes to degree requirements as imparted by the Dean of Instructional Services

Assists in resolving problems related to the schedule of classes on an ongoing basis, under the direction of the Dean of Instructional Services

Assists in managing and maintaining Santa Monica College's Curricunet system

Acts as a liaison between users of Degree Audit and Information Technology, in order to resolve technical issues and continuously enhance the capabilities of the system

Provide continuous update to the Degree Audit Exam Credit lists for Advanced Placement and the College Level Examination Program (CLEP)

Serve as a representative on committees and in meetings when expertise is required relating to Degree Audit issues

Provides administrative support to the Curriculum Committee

Explain how each of the following will be addressed in your project:

65. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

This staff person will help to insure that the educational planning tool functions effectively for all students.

66. How will your project promote Faculty involvement, if any?

The Counseling faculty will be involved in the sense that they interact with the educational planning tool and degree audit on a daily basis. They will be part of the user group who will be impacted by this new staff position.

67. What are technology needs for the proposed project?

This staff person will need a computer workstation. Beyond that he/she will use the existing systems to accomplish the work.

68. What is the timeline for the proposed project?

The position will be presented at the July Personnel Commission meeting. Our hope is that recruitment will begin immediately.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

On an annual basis we will work with MIS and Counseling to determine whether the rate of errors in ed plans and degree audit has been reduced as compared to the prior year.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **the salary range is \$3765-4577 per month plus benefits. Total salary = estimated \$53,395 with benefits. We are asking that this position be funded 100% by SSSP monies.**

Submitted by: **Georgia Lorenz, Brenda Benson, Jenny Merlic**

Date: 7/3/14

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: **\$47,570.10**

Date: **07-07-14**

Program/Discipline Name: **Counseling**

Department: **Counseling Department**

Department Chair: **Laurie Guglielmo**

Email: **guglielmo_laurie@smc.edu**

Submitted by: **Laurie Guglielmo**

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide): The Counseling Department currently records over 100,000 student contacts per year, in the twenty-two programs/areas where counseling services are provided. The SMC student population is well over 35,000 students; therefore many contacts are duplicated, meaning that many of our students need to see a counselor more than once in the academic year.

When comparing the demographic data of the students who utilize counseling services versus overall campus-wide demographics, there are not many major divides in ethnic categories. For example, 9.8% of those students who saw a counselor in Fall 2013 were identified as "Black" and this ethnic group represents 9.7% of the total population enrolled. Likewise, 31.6% of those students who utilized counseling were identified as "Hispanic", identical to this group's representation in the overall campus population. Residence status was a slightly different story. 77% of the students who utilized counseling in Fall 2013 were residents/citizens of California, but this residency status accounts for 82.6% of the campus-wide student population. In contrast, almost the same percentage of out-of-state students utilized counseling as is represented in the population. In reviewing the represented percentages of counseling users relative to educational goal, those who indicated that they plan to transfer seemed more inclined to visit a counselor. In Fall 2013, 82.8% of those saw a counselor indicated transfer as a goal, while this student population represents just 74% of the campus-wide population. Those who indicated an Associate's degree or a certificate as their objective represent a lower percentage of users of Counseling than they represent in the overall population.

The Counseling Department makes counseling services available for every student via our twenty-two programs and services. We provide counseling and educational planning services via one-on-one counseling sessions, in student success workshops and in group formats (New student educational planning sessions) We provide timely interventions for at-risk students, including those who are undecided, enrolled in basic skills courses and those who are currently on probationary and/or readmitted disqualified status. We also enroll over 4000 students per academic year in Counseling 20, our student success seminar course. This course includes a comprehensive educational planning assignment which takes two to three class sessions to complete.

The last comprehensive study that was undertaken by the SMC Institutional Research office focused on the intervention for probationary students, the impact of the Counseling 20 course and the effects of receiving counseling services and was completed in Fall 2009. Results of this study revealed that students who participate

in our “BTS” probationary student reorientation program tend to have higher rates of persistence (Fall-to-Spring) and lower rates of continuing on probation (Fall-to-Spring) than students who do not attend a workshop.

Similarly, the impact of student enrollment in our Counseling 20 (Student Success Seminar) course was also quite significant. Students who enrolled in Counseling 20 during their first term were found to be 29.7% more likely to persist to the following fall term than those students who were not enrolled in Counseling 20. In addition, the number of general counseling contacts that was recorded for each student was determined to be positively correlated with first-term GPA.

Describe the project/program you are proposing if additional funds are provided:
MyEdPlan – Expansion, Enhancement and Implementation

Fall 2014, Winter 2015 & Spring 2015

The creation and implementation of MyEdPlan, an interactive, online educational planning tool, is a “landmark” innovation for the college. It cannot be completed in one or two semesters, but will probably take 1-2 years to effectively implement, build capacity for comprehensive educational planning features and continually enhance the product- as well as developing a stream-lined, comprehensive support infrastructure for students once they have initially used the program. This requires the ongoing leadership of a full time counselor.

In 2014-15, we hope to launch this tool in a systematic way, build in counselor oversight capacity, provide comprehensive reporting features and create a standardized process for providing additional counselor support to students who have utilized the tool. This will allow the district to efficiently capture all abbreviated and comprehensive educational plans created.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:
Student Assessment 2:
Student Ed Planning 3: MyEdPlan will enable all SMC students with the ability to start/create an individualized educational plan. Each electronic ed plan created by a student will reside on his/her Cosair Connect portal. We will also design a way to “counselor-validate” these plans. We will be able to keep an ongoing count of all ed plans created with this program and produce each plan individually for auditing needs. This program will definitely increase the # of educational plans recorded each year, both abbreviated and comprehensive.
Follow-up Services 4:
Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input checked="" type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- uu. Target population – All SMC Students
- vv. Recruitment strategy- - Provide link to MyEdPlan on Cosair Connect, Promote it in Orientation, on Counseling Dept and admission webpages, via all introductory communication to all new students
- ww. How the activities will be carried out- A designated Full Time Counselor will continue to work with MIS to enhance program, build in new features, train counselors on how to utilize counselor modification/validation features and develop a systematic infrastructure which supports students as they use it.

Explain how each of the following will be addressed in your project:

69. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

Once the implementation of MyEdPlan is complete, we anticipate that student participation in the development of abbreviated and comprehensive educational plans will increase markedly, by making educational planning much more accessible via Cosair Connect. Our initial goal would be to have all first-time college freshmen at least create an abbreviated educational plan before they begin their courses at SMC. In phase two of this project, we would like to have students create comprehensive educational plans using the program which can then be validated by a Counseling 20 instructor or counselor.

70. How will your project promote Faculty involvement, if any?

Once MyEdPlan has been in use for at least a year, ed plans created can be evaluated in terms of the # of times various courses are included in student ed plans. This information can be disaggregated so that academic affairs can then determine potential demand rates for courses within each department. This information can be communicated to faculty in the various departments, so that faculty can integrate this information into future planning for course offerings.

71. What are technology needs for the proposed project?

At this time, none. We presently have the full support of our MIS team.

72. What is the timeline for the proposed project?

By the end of Spring 2015, we hope to have My Ed Plan infused throughout the campus. First time freshmen at SMC will routinely use My Ed Plan to begin the development of an abbreviated educational plan. We will test the use of My Ed Plan for comprehensive educational planning in our Couns.11 and 20 classes by Spring 2015.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

We will need MIS to build report tables for us which will confirm the number of students that use My Ed Plan to create an abbreviated educational plan each term. This will tell us how effective we are at meeting our planned outcome of having as many new SMC students as possible develop an abbreviated educational plan. We will also need to create an automated evaluation process to compare the relevancy of student-created educational plans to stated goals. Similarly, we will need to determine the usage of the program to create comprehensive educational plans by reviewing the number of plans submitted in the Couns.11 and 20 classes, compared to the total number of students enrolled.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: \$47,570.10
MyEdPlan- Continued Development and Implementation:

Fall/Spring- 8 hours per week of hourly backfill for FT release/ 6 hours per week overload
\$32,760.00

Winter 2015- 90 hours of hourly backfill for FT release time continued leadership of this project
\$5850.00

Estimated Benefits: \$8960.10

Submitted by: Laurie Guglielmo

Date: July 7, 2014

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

**Proposals primarily concerned with:
Follow-Up Component**

Total SSSP Funding Requested: **\$6,258.00**

Date: **07-07-14**

Program/Discipline Name: **Counseling**

Department: **Counseling Department**

Department Chair: **Laurie Guglielmo**

Email: **guglielmo_laurie@smc.edu**

Submitted by: **Laurie Guglielmo**

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide): The Counseling Department currently records over 100,000 student contacts per year, in the twenty-two programs/areas where counseling services are provided. The SMC student population is well over 35,000 students; therefore many contacts are duplicated, meaning that many of our students need to see a counselor more than once in the academic year.

When comparing the demographic data of the students who utilize counseling services versus overall campus-wide demographics, there are not many major divides in ethnic categories. For example, 9.8% of those students who saw a counselor in Fall 2013 were identified as "Black" and this ethnic group represents 9.7% of the total population enrolled. Likewise, 31.6% of those students who utilized counseling were identified as "Hispanic", identical to this group's representation in the overall campus population. Residence status was a slightly different story. 77% of the students who utilized counseling in Fall 2013 were residents/citizens of California, but this residency status accounts for 82.6% of the campus-wide student population. In contrast, almost the same percentage of out-of-state students utilized counseling as is represented in the population. In reviewing the represented percentages of counseling users relative to educational goal, those who indicated that they plan to transfer seemed more inclined to visit a counselor. In Fall 2013, 82.8% of those saw a counselor indicated transfer as a goal, while this student population represents just 74% of the campus-wide population. Those who indicated an Associate's degree or a certificate as their objective represent a lower percentage of users of Counseling than they represent in the overall population.

The Counseling Department makes counseling services available for every student via our twenty-two programs and services. We provide counseling and educational planning services via one-on-one counseling sessions, in student success workshops and in group formats (New student educational planning sessions) We provide timely interventions for at-risk students, including those who are undecided, enrolled in basic skills courses and those who are currently on probationary and/or readmitted disqualified status. We also enroll over 4000 students per academic year in Counseling 20, our student success seminar course. This course includes a comprehensive educational planning assignment which takes two to three class sessions to complete.

The last comprehensive study that was undertaken by the SMC Institutional Research office focused on the intervention for probationary students, the impact of the Counseling 20 course and the effects of receiving counseling services and was completed in Fall 2009. Results of this study revealed that students who participate in our "BTS" probationary student reorientation program tend to have higher rates of persistence (Fall-to-Spring) and lower rates of continuing on probation (Fall-to-Spring) than students who do not attend a workshop.

Similarly, the impact of student enrollment in our Counseling 20 (Student Success Seminar) course was also quite significant. Students who enrolled in Counseling 20 during their first term were found to be 29.7% more likely to persist to the following fall term than those students who were not enrolled in Counseling 20. In addition, the number of general counseling contacts that was recorded for each student was determined to be positively correlated with first-term GPA.

Describe the project/program you are proposing if additional funds are provided:

Basic Skills Class visitation Project

Students enrolled in basic skills courses need to be introduced to counseling services and encouraged to utilize them as early as possible. Past data has shown us that first term GPA is positively associated with the number of counseling visits a student experiences. Funding is needed so that a counselor can coordinate and schedule counselor visitations to all basic skills English and ESL classes for the Spring term. This involves reaching out to instructional faculty, creating a visitation calendar, preparing all of the video, power points and documents to be used in the presentation, and providing the instructions and agenda to all of the counselors participating. All of this preparatory work must be done in the Winter, since these visits start as early as the second week of the Spring term.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:
Student Assessment 2:
Student Ed Planning 3:
Follow-up Services 4: Providing the funding for our counselor visits to basic skills classes increases the visits of these students to counseling; historical data tells us that there is a 6.8 % increase of students two levels below the top basic skill English/ESL course students (ex. Eng.85/ESL 11A) who utilize counseling as a result of being exposed to the counselor visit to their class.
Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.
Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input checked="" type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.

Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- a. Target population - All students enrolled in Eng.85, 81A, 21A, ESL 10 and 11A classes.
- b. Recruitment strategy- In Winter 2015, a designated counselor will send out targeted solicitations to all English/ESL instructors of these courses in the Spring, in order to encourage the instructors to request a counselor visitation to their course
- c. How the activities will be carried out - In Winter 2015, this counselor will create a visitation schedule and work with the leadership in the Transfer Center and the Welcome Center to arrange counselors to visit the courses for which we have received a visitation request. This counselor will also have oversight for preparing all of the materials, providing the visitation agenda and communicating with all involved instructors and counselors.

Explain how each of the following will be addressed in your project:

73. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

Research produced from the Institutional Research in September 2011 (**Counselor Classroom Visitation: The Impact on Future Counseling Center Visitation – By Ani Aharonian**) informs us that those students who experience a ½ hour visit from a counselor in a basic skills English or ESL course are more likely to see a counselor during that term. In particular, those students who are enrolled in an English or ESL class two levels below transfer level (ex.ESL 10, 11, Eng.85) were 6.8% more likely to see a counselor during the term than those students in the same levels who did not experience the counselor visitation. Given that the # of visits to Counseling is also positively associated with first-term GPA, we can conclude that encouraging students to see a counselor will assist in their success for that first term.

74. How will your project promote Faculty involvement, if any?

The Basic Skills Class Visitation Project directly involves collaboration and communication between the English Department, ESL Department and Counseling. Most recently, one of the English instructors suggested that we revise the counselor presentation to include a video of successful students talking about

what strategies and methods they employed to be academically successful. This video was launched as part of the counselor visitation program in Spring 2014 and has been very positively received by classroom instructors. We will continue to expand and improve upon the content of the counselor visitation by gathering more feedback from the instructors. Most recently, the current faculty leader for the Student Success Task Force requested that we consider doing a follow-up counselor visitation in the same semester. We plan to engage our Career Services Center in providing a second visit to the English and ESL classes in order to get our new students thinking about a major/ career goal as early as possible.

75. What are technology needs for the proposed project?

At this time, we are not requesting particular technology.

76. What is the timeline for the proposed project?

We will successfully fulfill all instructor requests for a classroom visitation by the end of each term, Fall 2014 and Spring 2015. In Fall 2014, Our Career Services Center will make a second counselor visit available to interested instructors to begin introducing major/career selection to students. We will request follow up data on the effectiveness of the program, in particular reviewing the impact on student usage of academic and career counseling services, at the conclusion of Spring 2015.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

We need to reexamine the effect that this program has on bringing students into counseling. The overall goal is to expose students to the services and programs available to them as soon as possible. Once we add the option (2014-15) of a second classroom visit by a career counselor, we will be asking for follow-up data from the IR office to determine that the program is continuing to have a significant impact on driving students into available services.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: \$6258.00

Counselor Visitation Program

We will release counselors to provide the half hour presentation as part of their regular schedule during weeks 2-8 of the regular term.

Winter 2015 – we are requesting 60 hours of planning and coordination time:

\$3,900.00

Submitted by: Laurie Guglielmo

Date: July 7, 2014

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: **\$50,289**

Date: **7/8/2014**

Program/Discipline Name: DSPS (Counseling)

Department: Counseling

Department Chair: Laurie Guglielmo/Nathalie Laille

Email: Guglielmo@smc.edu

Submitted by: Pin Lor

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

Disabled Students Programs and Services (DSPS) is a program designed to assist students with disabilities so that they may participate in all SMC programs and activities. The program serves approximately 1,800 students per academic year. The DSPS Counseling faculty provides support to all Santa Monica College students with documented disabilities. Our primary goal is to encourage and promote independence in students so that they may achieve their full potential. This is accomplished through academic advisement, personal counseling, and referrals to other segments of our program, campus resources and services. Although DSPS serves approximately 1,800 students per academic year, there are a significant number of students with disabilities who do not return to DSPS after the first initial meeting. At least 300 students do not return to see a counselor to address their disabilities related needs, academic accommodations, and support services offered through DSPS.

Describe the project/program you are proposing if additional funds are provided:

An adjunct counselor will be assigned to follow up individually with 100 new first time college students who have not returned to the DSPS office after their first initial meeting. This adjunct counselor will meet with the students throughout the 2014-2015 academic year to provide intensive counseling in the areas of orientation, assessment, educational planning and follow-up services to improve retention and completion of their educational goals in alignment with SSSP core services.

DSPS counselors spend a vast amount of time helping students with issues related to transition to college. Recent high school graduates often demonstrate lack of problem solving skills, poor life skills, and limited self-advocacy. New DSPS students frequently have misconceptions about the differences between the comprehensive support services received in high school and the type of accommodations appropriate for college. They are unprepared for the rigor of college courses and the expectations of higher education. DSPS students need additional, intensive services to support them as they transition from high school to post secondary education. DSPS counselors provide counseling and support services directly related to the students' disabilities and functional limitations. These services are crucial for new DSPS students' success and retention to as they increase the students' knowledge and understanding of DSPS support services, including accommodations related to disabilities and functional limitations.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

The project described above will ensure that first year students with disabilities are better informed about the orientation/matriculation process and the services offered by DSPS. The counselor will assist new students with disabilities in understanding the broad range of services provided at SMC to improve retention and completion of courses /educational goal. In addition, DSPS counselor will provide an individual orientation to new DSPS students to educate them about DSPS program and services based on disability/functional limitations. New DSPS students are not only responsible for understanding the general, new student orientation process, but they must also be educated about the differences between the laws (IDEA vs ADA)and the services provided by k-12 education and college.

Student Assessment 2:

Student will meet with the counselor to discuss and explain Math and English assessment process. Counselor will provide the following services:

- Discuss importance of preparation prior to testing, such as Prep2Test and direct student to related resources.
- Review Math and English sequences.
- Identify appropriate courses based on student placement, disability and functional limitations.
- Refer appropriate counseling courses offered through DSPS, Learning Disabilities Program, High Tech Center and ABI Connections.

New DSPS students attending Santa Monica College are often times unaware of the assessment process. Counselor will provide an overview of the assessment process and determine if students require disability related accommodations when taking the placement exams. For example, a new DSPS student with a physical disability may require special accommodations from the High Tech Center utilizing assistive technology. Following the exams, counselor will advise students on proper course placement best suited for the student's success which is critical during their first year. Counselor will assist students in identifying appropriate academic accommodations and support services for English and Math courses. Counselor will provide referrals for student support services such as tutoring, special classes offered through DSPS, Learning Disabilities Program, High Tech Center, and ABI Connections.

Student Ed Planning 3:

During the Fall semester the counselor will meet with students to review their current classes and develop an abbreviated plan for Winter/Spring'15 . In Winter 2015, the counselor will follow up with students to discuss their progress if they are enrolled in winter classes. The counselor will also review their abbreviated educational plan, course schedule and make adjustments, if needed. In Spring 2015 semester, the counselor will follow up with students to discuss their current progress and develop a comprehensive educational plan outlining courses required for completion of educational goal and program.

The counselor will educate each student about the requirements needed for completion of his/her educational goal. The student will be able to identify requirements for major and courses needed to complete educational goals and anticipated date of completion.

Educational planning for DSPS students is personalized and specific to each student's disability-related functional limitations. DSPS counselor will meet with students to identify appropriate courses, unit load per semester, and through the interactive process with the student to identify academic accommodations based on the students disability-related functional limitations. It is imperative that the educational plan is personalized and specific to the student's disability-related functional limitations and needs. This process requires a vast amount of time and details.

Follow-up Services 4:

Counselor will meet with each student a minimum of two times in the fall, winter, and spring semester to discuss academic progress, review accommodations and assist students in addressing areas of concerns. The need for follow up is crucial. DSPS require personalized counseling and follow up services due to individual needs and confidentiality. DSPS students prefer one-on-one counseling and advising to address their concerns best suited for their disability and educational goals. Counselor will collaborate with student, faculty and staff to coordinate specific individualized academic accommodations appropriate to each student's disability-related functional limitations.

Other Follow-up Services 5:

Counselor will meet with student a minimum of two times in Fall 2014, Winter 2015 and Spring 2015 semester. Total a minimum of six counseling appointments.

Fall 2014

- Review fall class schedule
- Discuss accommodations and services appropriate.
- Referral to services within DSPS and or campus resources (High Tech, LD classes, tutoring centers, Career

Center, ect)

- Address any pressing issues or concerns.
- Follow- up on academic progress.
- Adjust accommodations if needed.
- Discuss major/degree objective.
- Develop abbreviated ed plan for Winter/Spring 2015.
- Assist with enrollment if needed.
- Advised to come in to request accommodations for Winter/Spring 2015 classes.

Winter 2015

- Review winter/spring class schedule
- Discuss accommodations and services appropriate.
- Referral to services within DSPS and or campus resources (High Tech, LD classes, tutoring centers, Career Center, ect)
- Address any pressing issues or concerns.
- Follow- up on academic progress.
- Adjust accommodations if needed.
- Discuss major/degree objective.
- Make adjustment to student educational plan.
- Assist with enrollment if needed.
- Advised to come in to request accommodations for Winter/Spring 2015 classes.

Spring 2015

- Review spring class schedule
- Discuss accommodations and services appropriate.
- Referral to services within DSPS and or campus resources (High Tech, LD classes, tutoring centers, Career Center, ect)
- Address any pressing issues or concerns.
- Continue discussion regarding major/degree objective.
- Follow- up on academic progress.
- Adjust accommodations if needed.
- Discuss major/degree objective.
- Develop comprehensive educational plan with projected completion date of educational goal.

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input checked="" type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input checked="" type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input checked="" type="checkbox"/> Follow-Up Services
<input checked="" type="checkbox"/> Orientation Services
<input checked="" type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- xx. Target population
- yy. Recruitment strategy
- zz. How the activities will be carried out.

- A. An adjunct counselor will follow up on a one-on-one basis with 100 new first time college students who have not returned to the DSPS office after their first meeting. The students selected for follow up are those who are at "C" level basic skills in English and Math. The sample will be from the entire cohort of new first time college students who registered with DSPS from April 2014 through August 2014, came in for their first initial meeting with a DSPS counselor but have not returned for follow up services.
- B. After the third week of classes during the fall semester, the adjunct counselor will verify fall enrollment of all new students selected to participate in the project. Counselor will contact sample via email and or phone to return to DSPS office and follow up on services.
- C. Counselor will meet with student a minimum of two times in Fall 2014, Winter 2015 and Spring 2015 semester. Total contacts minimum of six counseling appointments.

Fall 2014

- Review fall class schedule
- Discuss accommodations and services appropriate.
- Referral to services within DSPS and or campus resources (High Tech, LD classes, tutoring centers, Career Center, ect.)
- Address any pressing issues or concerns.
- Follow- up on academic progress.
- Adjust accommodations if needed.
- Discuss major/degree objective.
- Develop abbreviated ed plan for Winter/Spring 2015.
- Assist with enrollment if needed.
- Advised to come in to request accommodations for Winter/Spring 2015 classes.

Winter 2015

- Review winter/spring class schedule
- Discuss accommodations and services appropriate.
- Referral to services within DSPS and or campus resources (High Tech, LD classes, tutoring centers, Career Center, ect.)
- Address any pressing issues or concerns.
- Follow- up on academic progress.
- Adjust accommodations if needed.
- Discuss major/degree objective.
- Make adjustment to student educational plan.
- Assist with enrollment if needed.
- Advised to come in to request accommodations for Winter/Spring 2015 classes.

Spring 2015

- Review spring class schedule
- Discuss accommodations and services appropriate.
- Referral to services within DSPS and or campus resources (High Tech, LD classes, tutoring centers, Career Center, ect.)
- Address any pressing issues or concerns.
- Continue discussion regarding major/degree objective.
- Follow- up on academic progress.
- Adjust accommodations if needed.
- Discuss major/degree objective.
- Develop comprehensive educational plan with projected completion date of educational goal.

Explain how each of the following will be addressed in your project:

77. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

Students participating in the project will meet with the adjunct counselor who will be accessible to provide intensive services to address individual needs related to the student’s disability and functional limitations. The proposed project will increase participation and success rates of at-risk students in DSPS by selecting student who have not returned to DSPS after their first initial meeting. Student selected for this project will have placed in “C” level basic skills Math and English. The counselor will work solely with this group by providing intensive counseling services in the areas of orientation, assessment, educational planning and follow-up services to improve retention and completion of their educational goals in alignment with SSSP core services.

78. How will your project promote Faculty involvement, if any?

DSPS has regular contact with virtually every academic department and student services program on campus, since our students participate in all aspects of campus life. Regular referrals or contacts are made to Transfer/Counseling, the Welcome Center, Admissions, Veterans, EOPS, Black Collegians, the Latino Center, Financial Aid, the Scholars Program, and International Students. This project will provide opportunities to assist students in the development of skills to self-advocate, increase contact with DSPS faculty /staff, instructors and counselors from other areas. It will also be an opportunity to provide in-service training to faculty regarding disability laws. DSPS counselors collaborate with student, faculty and staff to coordinate specific individualized academic accommodations appropriate for each student’s disability-related needs.

79. What are technology needs for the proposed project?

Students will be contacted via email and by phone. Counselor will utilize ISIS to perform counseling related functions, including degree audit, SEP, etc. Counselor will collaborate with DSPS faculty, High Tech Center and students to identify appropriate assistive technology best suited to assist students based on disability related functional limitations.

4. What is the timeline for the proposed project?

Fall 2014-Spring 2015

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

Students will be provided intensive counseling services in the Fall 2014 through Spring 2015 semesters as a result of this study. Expected outcomes would be that students would return to prepare for the spring semester in a timely manner by utilizing services and resources on campus and with an increased ability to self-advocate in requesting accommodations and services. Students will be engaged in the educational process, develop clear understanding of requirements needed to complete educational goal, increased persistence, and retention.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: \$50,389

Submitted by: Nathalie Laille/Pin Lor

Date: 7/8/2014

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: **\$73,513.95**Date: **07-07-14**Program/Discipline Name: **Counseling**Department: **Counseling Department**Department Chair: **Laurie Guglielmo**Email: **guglielmo_laurie@smc.edu**Submitted by: **Laurie Guglielmo**

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide): The Counseling Department currently records over 100,000 student contacts per year, in the twenty-two programs/areas where counseling services are provided. The SMC student population is well over 35,000 students; therefore many contacts are duplicated, meaning that many of our students need to see a counselor more than once in the academic year.

When comparing the demographic data of the students who utilize counseling services versus overall campus-wide demographics, there are not many major divides in ethnic categories. For example, 9.8% of those students who saw a counselor in Fall 2013 were identified as "Black" and this ethnic group represents 9.7% of the total population enrolled. Likewise, 31.6% of those students who utilized counseling were identified as "Hispanic", identical to this group's representation in the overall campus population. Residence status was a slightly different story. 77% of the students who utilized counseling in Fall 2013 were residents/citizens of California, but this residency status accounts for 82.6% of the campus-wide student population. In contrast, almost the same percentage of out-of-state students utilized counseling as is represented in the population. In reviewing the represented percentages of counseling users relative to educational goal, those who indicated that they plan to transfer seemed more inclined to visit a counselor. In Fall 2013, 82.8% of those saw a counselor indicated transfer as a goal, while this student population represents just 74% of the campus-wide population. Those who indicated an Associate's degree or a certificate as their objective represent a lower percentage of users of Counseling than they represent in the overall population.

The Counseling Department makes counseling services available for every student via our twenty-two programs and services. We provide counseling and educational planning services via one-on-one counseling sessions, in student success workshops and in group formats (New student educational planning sessions) We provide timely interventions for at-risk students, including those who are undecided, enrolled in basic skills courses and those who are currently on probationary and/or readmitted disqualified status. We also enroll over 4000 students per academic year in Counseling 20, our student success seminar course. This course includes a comprehensive educational planning assignment which takes two to three class sessions to complete.

The last comprehensive study that was undertaken by the SMC Institutional Research office focused on the intervention for probationary students, the impact of the Counseling 20 course and the effects of receiving counseling services and was completed in Fall 2009. Results of this study revealed that students who participate in our "BTS" probationary student reorientation program tend to have higher rates of persistence (Fall-to-Spring) and lower rates of continuing on probation (Fall-to-Spring) than students who do not attend a workshop.

Similarly, the impact of student enrollment in our Counseling 20 (Student Success Seminar) course was also quite significant. Students who enrolled in Counseling 20 during their first term were found to be 29.7% more likely to persist to the following fall term than those students who were not enrolled in Counseling 20. In addition,

the number of general counseling contacts that was recorded for each student was determined to be positively correlated with first-term GPA.

Describe the project/program you are proposing if additional funds are provided:

Probationary/Disqualified Student Intervention Program:
Fall 2014, Winter 2015 & Spring 2015

Probationary/Disqualified Interventionist- Counselor position to coordinate timely, continuous outreach and interventions for our at-risk probationary and disqualified students, especially since enrollment priority for these students is now seriously at risk. In addition to providing group workshops, targeted outreach to these students throughout the term and maintaining a special website for at-risk students, we also plan to digitize our entire disqualified student reinstatement process, build reporting capacity within ISIS and routinely gather data on these populations to better inform our future work.

BTS Program Coordination and Staffing

The “Back To Success” program involves a two hour “group session” for probationary students. These sessions will be offered three times a day Mon-Thurs and twice a day on Fridays, during Winter and Summer sessions. During this time, the counselor thoroughly explains probation and disqualification policies and reviews targeted strategies for how students can improve their academic status. The counselor also provides abbreviated educational planning assistance for the subsequent term(s).

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:

Student Ed Planning 3: Counselors will be providing customized abbreviated educational plans to all probationary students who participate in the Back To Success sessions as well as those probationary and disqualified students who see a counselor individually. These educational plans will be carefully constructed, considering each student’s individual schedule constraints, outside commitments and the number of courses being repeated.

Follow-up Services 4:

Our Probationary/Disqualification Interventionist counselor will be able to coordinate department-wide efforts to “touch” our probationary and disqualified students on a consistent, regular basis, including but not limited to our data-proven effective “Back to Success” program. Digitizing our reinstatement form will also allow us to record all disqualified student contacts and resulting contracts within ISIS. Enhancing our reporting capacity will also allow us to easily collect data on the progress of all of these students, enabling us to prove the effectiveness of our interventions.

Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input checked="" type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input checked="" type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- aaa. Target population- All students currently on probationary and/or disqualified status
- bbb. Recruitment strategy- Targeted, standardized, regular outreach to this population. Ideally, we would establish an “alert” button the student’s Cosair Connect page that would flash or remain a specific color until a student comes in to see a counselor. Placing messages that students would see anytime they log into Cosair Connect would be a much improved strategy to mass e-mails.
- ccc. How the activities will be carried out- Each Winter and Summer session, the probationary/disqualification interventionist will coordinate the Back to Success program,

updating publications, the website and the online scheduling system and providing the staffing for the sessions. This person will also be responsible for all communication to counselors regarding current probationary and disqualification interventions as well as any changes to probationary and disqualified student policies. In addition, this person will work regularly with the institutional research office to examine the effects of our interventions and outreach with these populations.

Explain how each of the following will be addressed in your project:

80. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

Student success and persistence has already been shown to be positively correlated with the Back To Success program (**Fall 2009, Summary Report of Probationary Status Analysis; Title V Welcome Center Back to Success Program**)

Last Winter 2014, we actually had more student demand than we had sessions available. With adequate funding and the added pressure of having enrollment priority lowered when on probationary status, we anticipate significantly increasing student participation in the BTS program. Our first step would be to engage in another study to see what our baseline data tells us.

Disqualified students have not been adequately tracked until this point. We are now working with MIS to develop a completely digitized process so that students can complete a portion of the reinstatement form and this partially completed form can be retrieved by any counselor in the Counseling menu. Completion of the form in a counseling session would automatically add the student ID# as a disqualified student contact, with the specific counselor recommendations made for that student easily available in an electronic report form (much like the current Early Alert reports) Again, we need to work with our Institutional Research office to receive some initial data on disqualified students so that we can establish baseline data that will inform us.

81. How will your project promote Faculty involvement, if any?

Materials and resources used in the BTS sessions and on the Back to Success website will include student success strategies provided by instructional faculty, including faculty from our English and Math departments.

82. What are technology needs for the proposed project?

At this time, we are not requesting particular technology for this project.

83. What is the timeline for the proposed project?

By the end of Fall 2014, we will plan to have our entire disqualified student reinstatement process digitized. We also hope to have complete reporting capacity developed by that point as well. We plan to request a report function for disqualified student contracts which closely resembles the reports available for Early Alert. We will continue to expand our capacity for student attendance at our Winter and Summer BTS sessions. By Fall 2014, we will also have some preliminary data results which will better inform us about both populations and how they perform after receiving intervention from Counseling.

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

Again, the overall outcome desired from this program is to intervene with as many academically at-risk students as possible. We will also engage our institutional research office in providing comprehensive data on how probationary students that receive intervention compare to those that don't.

Once the disqualified reinstatement process is completely digital, we should be able to receive a regular tally at the end of term to see how many disqualified students we are reaching. Again, we will then be able to work with our IR office to determine how these students ultimately progress after a counselor intervenes. We would like to look at permitted unit loads and the impact that particular loads have on success for at-risk students.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects/proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$73,513.95**

Back-To-Success and Disqualified Student Intervention Programs:

Fall/Spring – 18 hours per week for dedicated Counselor lead

\$42,120.00

Winter 2015- 180 hrs release time for Lead Counselor to coordinate these programs

\$11,700.00

125 hours of Counselor time to lead sessions in Winter

\$8,125.00

Estimated Total Benefits:

\$11,568.95

Submitted by: Laurie Guglielmo

Date: July 7, 2014

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: **\$82,520**

Date: **7-7-14**

Program/Discipline Name: **Welcome Center/Counseling**

Department: **Enrollment Development**

Department Chair: **N/A**

Email: **gonzalez_roberto@smc.edu**

Submitted by: **Dr. Roberto Gonzalez**

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such as the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

The First Year Experience Program (FYE) was created to address the declining first-time freshman student population at SMC, to help implement elements of the Student Success Act, and to address the completion agenda. The program was conceived as a way to assist first-time freshmen with the transition from high school to college and to ensure students have access to the critical courses they need to make progress toward the attainment of their educational goal(s).

First Year (2013-14) of FYE

The SMC First Year Experience Program (FYE) was launched on May 1, 2013. Students who were first time freshmen to SMC and demonstrated intent to start at SMC were invited to apply. The program was marketed as a way for students to transition into college and obtain a guaranteed enrollment into high demand English and math courses. Students applied online and were required to meet with a counselor to be admitted into the program. We invited 1,500 first-time freshman, from our major feeder high schools, to apply to the FYE program and 400 students applied. Out of the 400 applicants, 246 first time freshmen were accepted and are currently enrolled in the FYE program. Of the 246 students, 71 students participated in the Summer Jams program, which is a not-for-credit series of refresher workshops in Math and English to prepare students for their fall courses.

During their first year at SMC, FYE students were required to meet with a counselor in the Welcome Center at least twice a semester. The intent of the counseling contacts was to help FYE students explore possible majors/courses of study and to map out a path to achieve their educational goal(s). Additionally, counselors helped guide students to additional resources and programs that were helpful for them to access during their first year in college. Students were also required to complete the courses they were currently enrolled in to stay active in the program. If students met the counseling and course completion requirements, they received early enrollment for the Winter and Spring terms of their first year.

Students were also required to take both math and English courses during their first year to increase student progression in these areas, with the ultimate goal of helping students progress through a sequence of courses that would lead to timely goal completion.

Profile of FYE 2013-14 Students

In fall 2013, a total of 268 first-time freshmen were enrolled in the First Year Experience (FYE) Program. Students in the program came from different high schools, with the highest participation, 23 (9%) of the students come from Santa Monica High School. Among the 268 students, 185 (70%) students are receiving some form of financial aid. Below you will find more detailed information on FYE students.

2013-14 Demographic Data

Of the 268 FYE students, 155 (57.8%) students were female and 113 (42.2%) students were male. Latino students represented 63% (169) of the group, Asian/Pacific Islander students represented 10.1% (27), Black students represented 7.5% (20), and White students represented 14.6% (39). All FYE students were 19 years or younger and the majority were California residents (91.4%). A small percentage of students, 8.6% (23), were out of state students.

2013-14 Enrollment and Course Success Data

Of the 268 students in the 2013-14 cohort enrolled in fall 13, the average units students enrolled in were 12.2 units. Of FYE students enrolled in fall 2013, students earned an average of 9.3 units. FYE students completed 74.9% of all units attempted. FYE students enrolled in an average of 3.62 courses and completed an average of 2.58 courses for an average completion rate of 70%. Lastly, FYE students who were enrolled in graded classes had a 2.54 grade point average for their first semester. In all of the measures of course success listed above, FYE students outperformed non-FYE first time freshmen.

Describe the project/program you are proposing if additional funds are provided:**2014-15 FYE Cohort**

For the second year of FYE, the number of students to be served in the new cohort will be 500. For each subsequent year, the number of students to be served in each cohort will increase.

2014-15 Cohort First Year Experience Services**Summer Bridge**

This summer we are offering an FYE Summer Bridge program for the new cohort of students. Students will be able to take an FYE English, Math, or Counseling class. Lastly, students will receive academic support in the form of tutoring and supplemental instruction for their Math or English courses.

First Year Experience Courses and Early Enrollment

During the spring 14 semester, incoming FYE students started to enroll in FYE designated Math, English, general education and Counseling courses. Students who place at the pre-college and/or college levels will have an opportunity to participate in FYE. Students will be given the option to take traditional, accelerated, or hybrid course types. Students will also be provided with an option to take courses in general education disciplines. Lastly, students who are active participants in the program will receive an early enrollment incentive. This early enrollment will help students enroll in the general education and major courses they need to reach their educational goals.

Loosely Paired Cohort Courses

The FYE English, Math, Counseling, and General Education courses will be configured into loosely paired cohort courses. Courses will be time based loosely paired courses. Within the cohort courses, the intent is to have faculty from different disciplines work together to create interdisciplinary assignments, integrate career/major exploration, contextualize curriculum, encourage faculty and student interaction, and monitor student academic progress. Cohort faculty will meet regularly to discuss assignments, review activities, discuss curriculum, and create teaching approaches to integrate assignments. FYE counselors will work closely with cohort faculty to provide in time interventions for students who need additional resources to succeed in FYE courses. FYE cohort faculty will be invited to participate in professional development sessions. These professional development sessions will be facilitated through the Center For Teaching Excellence. Departments participating in FYE include: Psychology, History, Sociology, Art, Art History, Media Studies, Communication Studies, Dance, and Political Science. Faculty from basic skills, transfer, and career technical education disciplines are involved in FYE.

Academic and Career Counseling

The counseling component will include intrusive counseling, financial aid assistance, enrollment assistance, group counseling, workshops, interventions for students on probation and/or disqualification, short term and long term educational planning. Counselors will work collaboratively with instructional faculty teaching FYE courses from English, Math, and other departments. Lastly, we will provide FYE students with career counseling and courses to help them explore the different major/programs of study available to them.

Academic Support

Academic assistance in the form of tutoring and supplemental instruction will be provided to students in Math and English courses. Students in FYE will be required to participate in tutoring or supplemental instruction. Other academic support elements are under discussion for development. One possible element that may be developed is a Winter Jam to help students get a head start on course content for spring courses.

For the purposes of this proposal, we are requesting SSSP funds for a Student Services Specialist to help counselors in the Welcome Center and in FYE provide the core SSSP services. These services include the following: academic counseling and student follow up intrusive counseling, financial aid assistance, enrollment assistance, group counseling, workshops, interventions for students on probation and/or disqualification, short term and long term educational planning. Below you will find a more detailed description of the duties we would like the Student Services Specialist to perform to support the implementation of SSSP Core services.

Student Services Specialist Job Description:

Responds to general questions related to admissions, course enrollment, assessment, student success programs, orientation, counseling, and other services available to students

Creates a communication plan for First Year Experience (FYE) program recruitment targeted to high school students, additional first year and first semester students, and continuing students

Collects, organizes, evaluates, and processes student applications to FYE and Summer Jams. Reviews documents and determines eligibility for each program. Contacts students to confirm acceptance or denial into these programs

Provides ongoing communication to students enrolled in the FYE program, including guiding students with completing short-term and long-term educational plans; and tracking and ensuring completion of required applications, assessments and the on-line orientation. Sends students reminders for special events and important deadlines. Provides regular follow-up contacts as needed via email, phone, and in person appointments.

Assists students enrolled in the First Year Experience (FYE) program in investigating issues and resolving problems relating to admissions, general enrollment dates, course enrollment, orientation, and other related issues; meets with students in person as needed; corrects errors on student records as appropriate

Schedules appointments for FYE students with Welcome Center counselors; inputs counselor appointment schedules into ISIS; makes revisions to appointments as needed

Assists with the planning and implementation of New Student Welcome and Admitted Student Day group counseling sessions

Collects student data relating to FYE student recruitment, including follow-up on first year students who have completed the program

Assists with the planning and coordination of Summer Jams and FYE program orientations

Flags FYE students in ISIS to ensure accurate tracking of progress throughout the program

Tracks information on students who have received Early Alerts regarding placement on probationary status or potential disqualification from their programs. Inputs information from ISIS or from Counselors onto a spreadsheet for ongoing tracking of completion of requirements outlined on probationary contracts,

Recruits, hires, and trains new student workers in the Welcome Center

Assigns tasks to student workers and monitors the status of all assigned projects

Assists with scheduling FYE Leadership, FYE Implementation, and FYE workgroup meetings

Assists with the scheduling of Welcome Center department meetings and student worker meetings

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

During the 2013-14 academic year, we did not offer an FYE program orientation to help students with their transition to college. We propose to have 100% of FYE students participate in a mandatory program orientation/ extended college orientation which includes assistance with the creation of a first semester educational plan, setting up and navigating corsair connect and course enrollment assistance.

Student Assessment 2:

Student Ed Planning 3:

If funded, we will have short term and long term educational plans on file for all FYE students for the 2014-15 academic year. To achieve this, we will require all programs students to meet with an academic counselor at least two times a semester and meet with a career counselor at least once a semester. The data shows that all FYE students during the 2013-14 academic year had a short term educational plan on file. Only about 30% of FYE students had long term educational plans on file. For 2014-15, we propose that 100% of FYE students will have a short term and long term educational plan on file by the end of the academic year. We also propose that all students will have a declared major/area of study by the end of the academic year.

For first time freshmen not in FYE, we propose to have 100% of students to receive a short term educational plan and 35% to subsequently receive a long term educational plan by the end of the academic year.

Follow-up Services 4:

For the 2013-14 academic year, we had very limited funding to provide follow up services for students in the FYE program and Welcome Center who needed additional assistance. The baseline for 2013-14 was 0. We propose that all FYE students needing additional assistance will receive follow up services in the form of one-on-one counseling, and/or group sessions. Specifically, we will follow up with students identified by FYE Instructional faculty as needing additional support and students in FYE placed on probation and/or disqualification.

For first time freshmen not in FYE, we propose to have at least 50% of students referred to us or identified as being placed on probation and/or disqualification to receive follow up services from Welcome Center counselors.

Other Follow-up Services 5:

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PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input checked="" type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input checked="" type="checkbox"/> Follow-Up Services
<input checked="" type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. Construction 2. Gifts 3. Stipends for Students 4. Office Furniture 5. Other Staff Salaries and Benefits 6. Political or Professional Dues, Memberships, or Contributions 7. Rental of Off-Campus Space 8. Legal and Audit Expenses | <ul style="list-style-type: none"> 9. Indirect Costs 10. Unrelated Travel Costs 11. Vehicles 12. Clothing 13. Facilities and furniture * 14. Courses 15. Admissions and Records Offices 16. Research Offices |
|--|--|

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

ddd. Target population: All first time college students (about 5,843 for Fall 2013)

eee. Recruitment strategy: In person, Outreach and Welcome Center, Email, and phone calls.

fff. How the activities will be carried out: In person, email, and over the phone.

Explain how each of the following will be addressed in your project:

84. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

The FYE program will ensure first time freshmen participants have completed their assessment tests, completed orientation, and receive counseling during their first year of college. Additionally, FYE students will receive academic support services, follow up services, and educational tools to be successful during their first year in college.

For first time freshmen not in FYE, we will provide students with academic counseling, short term educational plans, long term educational plans, and follow up services.

85. How will your project promote Faculty involvement, if any?

FYE counselors and program staff will work closely with FYE Instructional faculty across disciplines. We will work with English, math, and faculty across disciplines.

86. What are technology needs for the proposed project?

Not applicable.

87. What is the timeline for the proposed project?

Summer 2014, Fall 2014, Winter 2015, and Spring 2015.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

Orientation Outcome

100% of FYE students participate in a mandatory program orientation/ extended college orientation which includes assistance with the creation of a first semester educational plan, setting up and navigating corsair connect and course enrollment assistance.

Program effectiveness plan:

We will keep a track of all students participating in a program orientation/extended college orientation. We will report the number and percentage of student participating in this activity.

Student Educational Planning Outcomes

FYE Students

100% of FYE students will have a short term and long term educational plan on file by the end of the academic year

100% of FYE students will have a declared major or area of study by the end of the academic year

First time freshmen not in FYE

100% of students will receive a short term educational plan by the end of the academic year.

35% of students will receive a long term educational plan by the end of the academic year.

Program effectiveness plan:

We will keep a track of all students completing short term and long term educational plans. We will also track students who have declared a major or area of study. Program counselors and program staff will assist in the tracking and reporting of these outcomes. We will report the number and percentage of students meeting these outcomes.

Follow-up Services Outcomes*FYE Students*

100% of FYE students needing follow up services will receive follow up services. This includes students identified by FYE Instructional faculty as needing additional support and students in FYE placed on probation and/or disqualification.

First time freshmen not in FYE

50% of students referred to us or identified as being placed on probation and/or disqualification will receive follow up services from Welcome Center counselors.

Program effectiveness plan:

We will keep a track of all students we provide follow up services to. We will track students referred by FYE Instructional faculty to FYE counselors. We will also track students who were placed on probation and/or disqualification who received follow up services. Program counselors and program staff will assist in the tracking and reporting of these outcomes. We will report the number and percentage of students meeting these outcomes.

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$82,520**

Submitted by: **Dr. Roberto Gonzalez**

Date: **7-7-14**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Total SSSP Funding Requested: \$74,277	Date: 7/11/14
Program/Discipline Name: Counseling/Couns 20/You + 1	
Department: Counseling	
Department Chair: Laurie Guglielmo	Email:
Submitted by: Brenda Benson and Eric Oifer	

PART 1: PROGRAM INFORMATION

Describe your program (including baseline data, such the demographics of the students you currently serve, any success data you have on your program, and the nature of the services you provide):

Couns 20, Student Success Seminar, is a 3 unit, UC transferable course that enrolls the second largest number of students at SMC. During the 2014-15 academic year, it is estimated we will offer approximately 128 sections of this course thereby enrolling just under 4500 students. In a study conducted by our Institutional Research Office in 2009, it was revealed that students who take Couns 20 are 29.7% more likely to persist from fall to fall.

Describe the project/program you are proposing if additional funds are provided:

We are requesting to administer SuccessNavigator, an assessment of noncognitive skills developed by ETS, to all students enrolled in Couns 20, Black Collegians and Adelante. Couns 20, Black Collegians and Adelante faculty will receive individual student score report forms, and Couns 20 faculty will receive classroom profiles as well. Couns 20, Black Collegian and Adelante faculty will receive training on the assessment tool, and student results will be folded into the Couns 20 curriculum and Black Collegian/Adelante counseling sessions. Students for whom scores reveal the need for psychosocial intervention will be invited to participate in the You + 1 coaching program and contacted by a GRIT counselor to discuss individual specific strategies for student success.

PART 2: CORE SSSP INDICATOR DATA

If applicable, please provide a narrative explaining how your SSSP Funded Project in 2014-2015 will improve Core SSSP Service Data.

Student orientation 1:

Student Assessment 2:

This proposal makes use of a noncognitive skills assessment tool, SuccessNavigator.

Student Ed Planning 3:

Follow-up Services 4:

Students who score below the 60th percentile in one or more of the four noncognitive assessment domains (academic skills, commitment, self-management and social support) will be invited to participate in the You + 1 coaching program and encouraged to meet with a GRIT counselor to discuss individualized strategies for student success. All students in Adelante and Black Collegians will have a counseling session about the results.

Other Follow-up Services 5:

PART 3: PROJECT PROPOSAL

Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with SSSP funds.

<input type="checkbox"/> SSSP Program Director/Coordinator and Staff
<input checked="" type="checkbox"/> Colleges may use funds to pay for counseling, advising, and other education planning services provided to students
<input type="checkbox"/> Office Supplies and Postage
<input type="checkbox"/> Publications and Outreach Materials
<input type="checkbox"/> In-State Travel and Training
<input type="checkbox"/> Counseling, Advising, and Other Student Education Planning Services
<input checked="" type="checkbox"/> Follow-Up Services
<input type="checkbox"/> Orientation Services
<input type="checkbox"/> Assessment for Placement Services
<input type="checkbox"/> Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan.
<input checked="" type="checkbox"/> Research, Admissions and Transfer functions directly related to Fundable SSSP Services

The following are NOT allowable expenditures:

- | | |
|--|------------------------------------|
| 1. Construction | 9. Indirect Costs |
| 2. Gifts | 10. Unrelated Travel Costs |
| 3. Stipends for Students | 11. Vehicles |
| 4. Office Furniture | 12. Clothing |
| 5. Other Staff Salaries and Benefits | 13. Facilities and furniture * |
| 6. Political or Professional Dues, Memberships, or Contributions | 14. Courses |
| 7. Rental of Off-Campus Space | 15. Admissions and Records Offices |
| 8. Legal and Audit Expenses | 16. Research Offices |

Supplanting

Student Success and Support Program funding may not be used to supplant district funds currently expended on SSSP activities. However, as long as the net amount of SSSP and Match funds remain constant, movement of expenses between SSSP funds and matching funds will not be considered supplanting.

Briefly describe the components of your project proposal including:

- ggg. Target population – Students enrolled in Couns 20 and/or Black Collegians and Adelante
- hhh. Recruitment strategy – All students will receive information about the importance of noncognitive skills in their Couns 20 class, and students who score below the 60th percentile in one of the four domains (academic skills, commitment, self-management, social support) will be invited to participate in SMC’s You + 1 coaching program and encouraged to meet with a GRIT counselor. All students in Black Collegians and Adelante will be invited to take the instrument and will have a counseling session to review the results. Students in these programs will be awarded activity credit towards program requirements as an added incentive to participate.
- iii. How the activities will be carried out – Students will take the assessment in the first two weeks of their Couns 20 course and invitations to participate in follow-up intervention activities will be coordinated by the

GRIT counselor. Students in Black Collegians and Adelante will be invited to take the tool once they have been accepted into one of the programs.

Explain how each of the following will be addressed in your project:

88. How will the proposed project increase the participation rate (assessment, orientation, education planning, other counseling, follow-up) and success rates of at-risk students in the program?

SMC has never utilized a tool to measure noncognitive skills nor have we devised specific intervention strategies for students whose noncognitive skills appear to be less well developed. However, our hypothesis based on research is that these are critical skills that contribute to student academic achievement. We are particularly interested in studying information about the prevalence or absence of these skills in our at-risk population, and looking to pilot the intervention strategies (via the You + 1 and one-on-one counseling) to see if there is an impact on student success.

89. How will your project promote Faculty involvement, if any?

This project will involve all Couns 20, Black Collegian and Adelante faculty who will receive specialized training in the use and interpretation of SuccessNavigator.

90. What are technology needs for the proposed project?

None

91. What is the timeline for the proposed project?

2014- 15. The tool will be administered in all sections of Couns 20 during the 2014-15 academic year, and to all Black Collegian and Adelante students who did not take the instrument in Couns 20.

PART 4: PROGRAM EVALUATION

Please describe the outcomes you plan to achieve and how you plan to evaluate program effectiveness in meeting those outcomes:

We would like to work with our Institutional Research Office to correlate scores on SuccessNavigator with traditional indicators of student success, persistence and completion. We would furthermore like to work with the Institutional Research Office to look at the effectiveness of the targeted intervention efforts for students who score below the 60th percentile on any of the four noncognitive domains .

PART 5: PROPOSAL ESTIMATED COSTS - BUDGET

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet with your application.**

Total amount of SSSP funding being requested for 2014-2015: **\$74,277**

\$15,000 for the SuccessNavigator tool, and

\$59,277 for the GRIT counselor:

\$42,120 – 18 hrs/wk for fall and spring

\$7,020 – 18 hrs/wk for winter

\$10,137 – benefits

Submitted by: **Brenda Benson**

Date: **7/11/14**

Proposals must be received *electronically* no later than **June 30, 2014, 4:00pm** in the Office of Enrollment Development or via email to both rodriguez_teresita@smc.edu and tuitasi_michael@smc.edu.

Technology-Related Proposals Supporting Various SSSP Components

SSSP Funding Proposal FY 2014-15

Name: Lee Johnston

Area of Responsibility: Management Information Systems (MIS)

Brief Description of Proposal: Purchase a Enterprise Reporting Solution to enable Institution Research to develop / publish reports, analytics and other information products that empower the college to improve student success.

Does your proposal support one or more of the SSSP objectives (Orientation, Assessment, Counseling and Follow-Up)? If so, how?

Yes, the ability to analyze data, generate information and communicate this to relevant stakeholders (report) related to Orientation, Assessment, Counseling and Follow-Up is a core requirement of SSSP. At its core, SSSP is an exercise in continuous improvement based on facts, or data driven decisions. Without the ability to transform data into actionable intelligence can leaders make changes to improve student success?

Does your proposal support one or more of the following: 1) student success, 2) course, certificate, degree, transfer completion, and/or 3) equity ? If so, how?

Yes, it applied to student success, course, certificate, degree, transfer completion, and equity. How? Without accurate information the institution cannot discover and communicate the current state and opportunities to improve student success, etc.

Please indicate the SSSP retreat theme that your proposal supports (check all that apply):

Professional Development/Opening Lines of Communication

Creating Campus Community

Need for Additional Staffing

Need for Updated or New Technology

Need for New or Enhanced Services for At-Risk Populations (African American, Latino, CTE, Basic Skills, Probationary/Disqualified)

Estimated Annual Cost: \$30,000 annually (*plus a one time \$160,000 implementation cost*)

Plan for Determining Program Effectiveness/Program Evaluation:

Partner with Institutional Research to develop Key Performance Indicators related to SSSP objectives.

Please submit your proposals to Mike Tuitasi and Teresita Rodriguez by June 30, 2014. If you have any questions, please feel free to consult with Kiersten Elliott, Delores Raveling and/or Brenda Benson.

SSSP Funding Proposal
FY 2014-15

Name: Lee Johnston

Area of Responsibility: Management Information Systems (MIS)

Brief Description of Proposal: Engage TargetX to continue the implementation of the core CRM system and Retention Module and integrate it with current SMC's Early Alert system and other processes and programs.

Does your proposal support one or more of the SSSP objectives (Orientation, Assessment, Counseling and Follow-Up)? If so, how?

Yes, in fact this proposal directly supports all the above SSSP objectives, Orientation, Assessment, Counseling and Follow-Up.

Orientation / Assessment: Salesforce.com is positioned in the Leaders Quadrant in the 2014 Gartner Magic Quadrant for customer relationship management (CRM) systems. CRM enables colleges to build robust business workflow processes that systematically engage students and proactively communicate information about their current status and required next steps in the Orientation and Assessment processes. Because these workflows can be customized, it is possible to create intelligent business processes capable of conditional follow-up. In short, if a student didn't open the initial email, the system would automatically launch a subsequent text message (SMS) campaign to engage the student with relevant information, status and required next steps. In addition, the Salesforce.com platform is data driven. Metrics are automatically included in every process. In combination with analysis, this data empowers process owners to continuously improve and tune processes.

Counseling: Because TargetX's highly customizable Retention Module is built on the Salesforce CRM platform, the data required to effectively engage students is located within a central repository. A single database provides a more complete profile of the students current situation and this in turn empowers personalized client engagement. Moreover, CRM opens social and mobile communication channels required to effectively communicate with students.

Follow-Up: TargetX in combination with the Salesforce.com CRM platform offers an unprecedented capacity to automate follow-up campaigns that actively target students with relevant messages that speak directly to the situation (status) and required steps to move forward.

Does your proposal support one or more of the following: 1) student success, 2) course, certificate, degree, transfer completion, and/or 3) equity ? If so, how?

Yes, it supports student success. In the modern mobile and social era, the challenge to engage students is

Please indicate the SSSP retreat theme that your proposal supports (check all that apply):

Professional Development/Opening Lines of Communication

Creating Campus Community

Need for Additional Staffing

Need for Updated or New Technology

Need for New or Enhanced Services for At-Risk Populations (African American, Latino, CTE, Basic Skills, Probationary/Disqualified)

Estimated Annual Cost: \$95,000

Plan for Determining Program Effectiveness/Program Evaluation:

Engage Institutional Research to develop a series of Key Performance Indicators related to student engagement through the CRM and relevant impacts to overall institutional student success and retention outcomes. The goal of this exercise is to create baseline reference points and KPIs that indicate if the CRM project has a positive impact of the number of students that complete Orientation, Assessment, Counseling and who receive Follow-Up. In addition, seek to measure the CRM systems' impact on overall student retention and success.

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