Student Success and Support Program Plan
(Credit Students)

2014-15

District: **Mt. San Antonio Community College District**
College: **Mt. San Antonio College**

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@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

College Name: Mt. San Antonio College

District Name: Mt. San Antonio CCD

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

Signature of College SSSP Coordinator: _____

Name: James Ocampo _____ Date: 10/10/14

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

Name: Dr. Audrey Yamagata-Noji _____ Date: 10/10/14

Signature of the Chief Instructional Officer: _____

Name: Dr. Irene Malmgren _____ Date: 10/10/14

Signature of College Academic Senate President: _____

Name: Daniel Smith _____ Date: 10/13/14

Signature of College President: _____

Name: Dr. William Scroggins _____ Date: 10/14/14

Signature of District Chancellor: _____

Name: _____ Date: _____

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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.

IIa. 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.).

    Background
    Mt. San Antonio College (Mt. SAC) instituted mandatory orientations for all non-exempt, new students to the college beginning in 1996-97. In 2014, the counseling faculty redesigned their orientation sessions to a 4.5 hour format in order to improve student retention of information and to increase student engagement as they entered college for the first time.

    Target Audience
    The target audience is comprised of all non-exempt, prospective, new students, including first-time students to Mt. SAC as well as first-time college students who have never attended an institution of higher education, estimated to be 10,000-12,000 annually.

    Target Point for Orientations
    All new, non-exempt, prospective, first-time students to Mt. SAC are provided with information and assistance to sign up for and to attend a mandatory orientation through the counseling department prior to their registration in classes. Currently, efforts are made to channel students into the orientation session after completing assessment for course placement.

    Delivery Methods and Activities
    Mt. SAC offers orientation with two delivery methods: (1) in-person and (2) online. Both orientations include the eight components required per Title 5 with additional topics as follows:

    1. Academic expectations and progress and probation standards pursuant to section 55031
    2. Maintaining existing registration priority pursuant to section 58108
    3. Prerequisite or corequisite challenge process pursuant to section 55003
    4. Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612
    5. Description of available programs, support services, financial aid assistance, campus facilities, and how they can be accessed
    6. Academic calendar and important timelines
    7. Registration and college fees
    8. Available education planning services: educational and career counseling, career planning courses, DegreeWorks (Mountie Academic Plan online service), course of study pathways (i.e., Associate degrees, transfer)

Additional topics:
1. Time management
2. Campus resources: academic, student, and support services
3. College culture: Mt. SAC mission statement
4. Interpreting and understanding placement test results as they relate to course planning

(1) In-Person: The Mt. SAC New Student Orientation (NSO) serves first-time students who have never attended an institution of higher education and are directed to attend the in-person, on-campus group orientation prior to registration. The orientation is developed and facilitated by counseling faculty designed to give students information on all SSSP core services. Hands-on activities during the orientation session include navigation of student portal and registration process, a time management exercise, and first semester course planning (abbreviated education planning).

(2) Online: An online orientation is available for students who are unable to attend the in-person orientation. The online orientation is interactive and includes six modules and checks (quizzes) that a student must pass in order to successfully complete the orientation requirement. Additionally, videos of campus resources and links to college information are included. The online orientation also includes a built in pre- and post- survey assessing students' confidence levels of information. Mt. SAC is currently updating our online orientation in the 2014-2015 year to incorporate changes based on new SSSP regulations. First-time students to Mt. SAC who have attended another institution of higher education will be directed to complete the comprehensive online orientation prior to registration.

Pre-orientation service:
Mountie STAR Information Sessions – Prior to assessment, orientation, and registration, STAR sessions provide information on initial college processes including financial aid, assessment, and student portal navigation.

Partnerships
In addition, every summer Mt. SAC partners with all feeder high school districts to offer the Connect 4 program to graduating seniors. This effort has been successful for the past 10 years in matriculating local high school graduates to the college. The Connect 4 program consists of application to the college, completion of assessment and placement testing, completion of an NSO, development of an abbreviated education plan, and registration assistance. High School Outreach (HSO) specialists work with high school staff in the fall and spring to prepare students to attend and complete the NSO. HSO specialists provide application workshops, teach assessment workshops to prepare students for assessment testing, and conduct assessment and placement testing. Transportation for students is provided by Mt. SAC to allow students to complete assessment at the college. Connect 4 orientation services are provided to students during June and July prior to fall registration. During registration, HSO staff and counselors are available to assist students by phone or in-person. Approximately 1,800 students participate in Connect 4 each year. A college goal is to increase participation by 5% each year.

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

Counseling Center faculty provide the majority of the college's NSO; however, counselors assigned to special programs (DSPS, EOPS, CalWORKs, Bridge, athletics, ACES, and Aspire) assist with NSO as needed. Each orientation session is facilitated by two or more counselors. Below is the specific number of counselors as well as other staff associated with orientation:

- Counseling Center Counselors/Full-Time (20) - Provide educational, career, and personal counseling to students. Provide orientation, counseling, and follow-up services.
- Counselors/Adjunct (13) - Provide educational, career, and personal counseling to students. Provide orientation, counseling, and follow-up services.
- Educational Advisors (3.5) - Assist students with information related to certificate and degree programs and transfer requirements.

- Secretaries to Counseling (2) - Schedule SSSP component activities, clear student holds as needed, and provide clerical support to dean, associate dean, counselors, and educational advisors in support of SSSP activities.
- Clerical Specialists (2) - Record SSSP activities in SARS scheduling system, clear student holds, input student exemptions, and provide overall clerical support to dean, associate dean, counselors, and educational advisors in support of SSSP activities.
- High School Outreach Supervisor – Supervises high school outreach activities in support of SSSP activities.
- High School Outreach Specialists (5) - Provide outreach to high school students at each of the 47 feeder high schools within the district.
- Assessment Center staff (4) - Assist High School Outreach with coordination of testing students on either the Mt. SAC campus or high school campuses.
- SARS Program Coordinator - Oversees all SARS scheduling of student services activities.
- Research staff- Assist the Director of Institutional Research with research projects to evaluate the effectiveness of SSSP services.
- Information Technology (IT) staff - Provide technical support for implementation of SSSP requirements including MIS Reporting.
- Dean and Associate Dean of Counseling - Provide administrative oversight for all aspects of NSO, the counseling department, and implementation of SSSP requirements.

3. **If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.**

Currently, Mt. SAC uses an in-house developed orientation program for online orientation. Students who do not have access to technology at home can come to the campus to complete orientation.

Counseling faculty are collaborating with Cynosure New Media, Inc. to create a new Mt. SAC interactive online orientation program that will be completed in Fall 2014. Cynosure will provide limited, technical updates to the orientation as needed and content updates as directed. There is no annual subscription fee; however, additional fees are charged for extensive updates. All SSSP requirements are included in the new orientation program. As necessary, additional support is provided by the college's IT department to assist with the interface between the product and the college's Enterprise Application System (EAS) Banner. A counselor also helps to coordinate content updates, extract completion and survey data, and troubleshoot technology-related issues for students as needed.

Technologies used in orientation include Luminus portal, DegreeWorks (Mountie Academic Plan), and internet resources. All student orientation activities are recorded and tracked in the college's Banner system.

4. **Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.**
    Orientation Checklist (Required Policy or Procedure)
    (1) Academic expectations and progress and probation standards pursuant to section 55031;
    (2) Maintaining registration priority pursuant to section 58108;
    (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
    (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
    (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
    (6) Academic calendar and important timelines.
    (7) Registration and college fees.
    (8) Available education planning services

College orientation has been mandatory for new Mt. SAC students since 1996 and is continuously reviewed for quality of service. Counselors meet monthly to update and enhance both the content and delivery methods of orientation. In addition to other information provided at orientation, the college has included each of the eight designated topics, policies, and procedures in the orientation checklist.

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.**

   Other issues to be addressed include:
   - Increase assistance for the preparation, organization, delivery, and follow-up of NSO
   - Increase number of counseling faculty to provide NSO in a timely fashion
   - Expand counseling facilities dedicated to interactive orientations
   - Increase technological support for the development of automated processes
   - Increase supplies and equipment to provide technological support to students in completing NSO
   - Incorporate more comprehensive financial aid information including lifetime Pell limits, BOGW eligibility limits, Satisfactory Academic Progress—federal standards (SAP) into NSO

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.**

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.).**

   Background
   For more than 20 years, Mt. SAC has used a mandatory assessment and placement process that includes validated instruments, established cut scores, and standardized procedures.

   Target Student Audience
   All new, non-exempt students are targeted and required to assess for course placement into English writing, mathematics, and reading. Non-exempt students are not permitted to register for classes until an assessment is complete. Returning students also need to be assessed if their test scores have expired and they have not completed courses into which they were initially placed.

   Delivery of Assessment and Placement Services
   All students are notified about assessment requirements as soon as their application for admission to Mt. SAC is processed. At that time, the Admissions and Records (AR) office sends students an email notifying them of the requirement to complete assessment. Students are assessed at the Mt. SAC Assessment Center in writing, math, and reading. Students assessing in writing are required to provide an authentic, timed writing sample which they can choose to type on a computer. The computers do not feature any grammar or spelling help. Students choose between two topics and have 45 minutes to respond. For math assessment, students choose one of four levels of math tests. Assessment is computerized, and test results are immediately available upon completion. Students can also choose to take a math test using paper and pencil. Test results are not immediately available if students choose this method of math assessment. The reading placement test is a paper and pencil test, and test results are available to students within 24 hours.

   Partnerships
   Mt. SAC has established partnerships with area high schools. Mt. SAC's HSO program coordinates testing at all 47 high schools within district boundaries. Major feeder high schools bring prospective students to the college for assessment, but those that choose to have assessment done at the high school are accommodated. Writing and math placement testing are offered at the high schools. If time allows, students are also assessed in reading. Otherwise, students are directed to take their reading test the Mt. SAC Assessment Center. Testing of high school students takes place during spring semester to prepare them for summer session or fall semester registration. During spring semester 2014, over 900 high school students were brought to Mt. SAC for assessment. Another 2,000 students were assessed at their high school campuses.

Annual Number to be Assessed

Approximately 13,000 – 15,000 students (unduplicated) are assessed annually. Including re-tests, the Assessment Center administers approximately 37,000 tests annually. The college provides assessment services throughout the year to accommodate the needs of students. While students can come at any time during the year, most students assess during the spring semester and summer session in preparation for enrollment in summer and fall classes. Students also complete testing throughout the fall semester. The testing schedule also accommodates returning and re-entry students.

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.**

Director, Assessment and Matriculation: Manages SSSP implementation and provides expertise to the college in all areas related to student assessment and matriculation processes including state regulations, current legislation, and new developments in the areas. The director works directly with faculty and research to establish and complete validation studies for assessment and placement process.

Test Administration Assistant: Provides assistance to the director to ensure efficient operations of the Assessment Center including on-campus and high school test scheduling, assuring that testing equipment (computers in testing room, scanners, etc.) is functioning properly, data is collected, and reports are compiled for the director.

Test Administration Clerks (1 permanent full-time; 2 permanent part-time): Administer, proctor, and score all placement tests, assure that placement test results are recorded accurately in student records, and provide general clerical support including front desk and phone help as needed.

High School Outreach Staff (5): Coordinate testing of high school students either at high school campuses or Mt. SAC, provide high school students with information regarding Mt. SAC placement testing, work with assessment staff to assure that sufficient testing materials are provided for on-site high school testing and that students receive assessment results.

Faculty Assessment of Written English (AWE) Facilitators (3): Provide faculty AWE readers with direction on proper rubric interpretation and application, schedule readers, notify the Test Administration Assistant of faculty reader assignments, implement multiple measures when placing students in English classes, and report English placement to assessment staff for input in student records.

Faculty AWE Readers (21): Read student writing samples and place students in appropriate English classes based on the writing sample rubric.

Research Staff (0.5): Utilize collected data for student placement reports, disproportionate impact studies, student success based on course placement, and other research based reports.

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.**

Placement into English: All students are required to take the AWE for English placement. The AWE is scored following specific criteria which have been designed by faculty from three departments (English, American Language , and Learning Assistance). Faculty have determined that the most effective way to assess a student's writing ability is to evaluate a writing sample. This method allows the reader to evaluate various skills that students need to be successful in composition courses: the ability to comprehend and respond to a prompt, critical thinking, the ability to focus on a central idea and develop the piece with ample support, the ability to organize a piece of writing effectively, sentence construction skills, punctuation, and spelling. The test has been validated and is approved by the Chancellor's Office. Based on a student's writing ability, as measured through the AWE, the student is placed into: noncredit ESL, credit ESL (AmLa 41W, 42W, 43W), developmental English (LERN 81), pre-collegiate English (ENGL 67 and ENGL 68), or college-level English (ENGL 1A).

<u>Placement into Mathematics</u>: Four levels of mathematical ability are assessed ranging from basic arithmetic to calculus. The assessment instruments include the locally developed Mt. SAC Math Placement Test for placement into arithmetic or elementary algebra, the Mathematics Diagnostic Testing Project (MDTP) Elementary Algebra Test for placement in intermediate algebra and geometry, the MDTP Intermediate Algebra Test for placement into college level math, and the MDTP Pre-Calculus Test for placement into calculus and business calculus. All tests, including the locally developed Mt. SAC Math Placement Test, have been validated and are approved by the Chancellor's office.

<u>Placement into Reading</u>: The reading assessment instruments include the locally managed Degrees of Reading Power (DRP) version Form G2 and the COMPASS/ESL Reading Test (for non-native English speaking students). The DRP places students into pre-collegiate reading (READ 70, READ 80, READ 90) and college-level reading (READ 100). The COMPASS/ESL test places non-native speaking students into noncredit ESL, AmLa 31R, AmLa 32R, or AmLa 33R. Assessment Center staff members explain to all students that if their primary (not necessarily native) language is English, they should take the DRP, and if their primary language is other than English, they should take the COMPASS/ESL Reading Test. Students then select which test to take. Both tests have been validated and are approved by the Chancellor's office.

- **If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.**

<u>For English Placement</u>:
Each AWE writing sample is scored by at least two readers. If the scores do not match, the sample goes to a third reader. The need for a third reader is rare, however, as inter-rater reliability rates are 74% after two readings and 99% after three readings. Only one percent of student papers go to a fourth reader for clarification. Readers also make note of any learning disability markers, and if a sample is identified as having such markers, Assessment notifies Disabled Student Programs and Services (DSPS), who will contact the student for follow up.

When taking the AWE, students also complete a questionnaire as part of the assessment process. The questionnaire was developed by faculty from English, AmLa, and Learning Assistance, the Director of Assessment and Matriculation, and the Assessment and Matriculation Committee. The survey gathers multiple measures of information regarding the students' past academic history (e.g., high school GPA), life situation, and the ability to undertake the rigor expected of college-level courses. Based on the information students provide, a higher placement for students can be recommended. Faculty readers and their respective departments addressed the issue of using multiple measures two years ago and looked at ways to improve accuracy for student placements. The utilization of multiple measures criteria will be automated to improve the applicability for all students.

<u>For Math Placement</u>: When specific test scores are borderline, multiple measures are utilized (e.g., high school courses taken, grades earned in high school math, high school GPA, etc.). These were established through collaboration between the mathematics department faculty, counseling faculty and the Director of Assessment and Matriculation to determine appropriate placement. Based on this information, the math department faculty, counselors, the Dean of Natural Sciences, and the Director of Assessment and Matriculation can assess the most appropriate math level for the student.

<u>For Reading Placement</u>: When specific test scores are borderline (at one point below established cut scores), multiple measures are utilized. These were established by reading faculty and the Director of Assessment and Matriculation to determine appropriate placement into reading courses. Based on this information, the reading department faculty, counselors, the Dean of Library and Learning Resources, and the Director of Assessment and Matriculation can assess the most appropriate reading level for the student.

Future plans include automated implementation of multiple measures for students whose initial scores are within one point of placement into a higher level course.

- **If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.**

Course Enrollment Through Articulation

Although not a placement alternative, students may be enrolled in sequential courses based on completion of prerequisite courses and review of transcripts from other colleges.

- **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.).**

The college is in the process of automating the multiple measures process. Students will be required to complete a multiple measures survey through their student access portal prior to testing. In some cases, the results of the survey will automatically be attached to student test scores for final placement. In other cases, student answers can be accessed by those working with students (Assessment, department and division offices, and counseling) to determine accurate course placement.

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.**

Mt. SAC will only accept test scores from colleges that use the same tests. This is limited to three advanced levels of math placement tests (the MDTP Elementary Algebra Test for placement into intermediate algebra, the MDTP Intermediate Algebra Test for placement into college-level math, and the MDTP Pre-Calculus Test for placement into calculus). Mt. SAC uses the cut scores developed locally by Mt. SAC faculty, not the placement received at another college. Mt. SAC faculty developed the AWE for English placement and the Mt. SAC Math Placement Test for placement into arithmetic up to elementary algebra. Faculty have decided not to accept English or basic math test scores from other colleges. Likewise, Mt. SAC uses a locally managed reading test, the DRP, for reading placement. Faculty have decided not to accept reading test scores from other colleges.

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

Pre-test Practice

Students may access information regarding the placement tests through the Assessment Center's website. The information includes samples of writing for each of the placement levels with comments illustrating the criteria used for scoring. For math, examples of the types of problems on the test are given for each of the different levels of placement tests. There are also examples of questions for the reading test.

Students are invited to attend Mountie Student Transition and Resource Services (STARS) information sessions for preparing to take the placement tests. The sessions provide students with information regarding each of the placement tests. Emphasis is given to informing students of the importance of each test. High School Outreach staff provide these sessions at each high school in our district to better prepare prospective students for assessment.

Several pilot efforts are underway to enhance test preparation for students including activities in the federal Title V grant, the WIN Boot Camp, and the Arise program (federal AANAPISI grant) use of Assessment and Learning in Knowledge Spaces (ALEKS) software. With consultation with writing faculty, the Writing Center has developed workshops for AWE preparation. Likewise, the math faculty have developed a series of math placement test workshops to provide students with information about the math placement test. Math faculty have also conducted a small pilot study of the use of ALEKS for preparing students for taking the math placement test. A larger, campus-wide pilot study is being planned. Reading faculty will soon develop their own test preparation

workshop.

As part of the college's Title V grant, the college is working on coordinating these efforts to better serve students and prepare them to take the placement tests

Re-taking Tests
There is no limit on the number of re-tests a student can take, but students must wait three months before re-testing.   There are no conditions a student must meet before re-testing.

Recency
Mt. SAC placement test scores expire after two years.

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?**

Mt. SAC does accept Advance Placement (AP) and International Baccalaureate (IB) to determine course placement. English and math faculty have chosen not to take part in EAP testing.

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.**

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.)**

Target Audience
While all credit students are eligible for counseling and advising and other education planning services, the target student audience is first-time college students, students enrolled in basic skills courses, students who have not identified an educational goal or course of study, and students who are on academic or progress probation or facing dismissal.

Number of Students
The annual Mt. SAC credit student population is approximately 38,000 or 28,000 FTE. The estimated annual number of non-exempt, first-time students to Mt. SAC requiring an abbreviated Student Education Plan (SEP) is approximately 12,000. There are an estimated 5,500 students who are considered non-exempt and first-time who have completed 15 semester units of degree applicable credit courses, and are in their third semester who require a comprehensive SEP. This number is based on the number of unduplicated new students who enrolled in fall 2013-14.

The estimated annual number of non-exempt, at-risk students include:
- 2,595 on academic probation, progress probation, and subject to dismissal
- 2,951 who have not identified a course of study and are undecided about their major
- 5,547 who are enrolled in one or more non-degree applicable basic skills courses

Service Description
Educational, career, personal counseling, and crisis intervention are provided by counseling faculty, including those faculty assigned to special programs (EOPS, DSPS, ACES, Bridge, Aspire, International Student Program, and Arise). Students receive educational counseling and advising pre- and post-registration.

<u>Delivery Methods</u>
Service delivery methods include individual counseling sessions, small group presentations, workshops, counseling courses, and online counseling.

<u>Counselor Liaison Role</u>
Counselors serve as liaisons to Career and Technical Education (CTE) and academic departments and, in the role of liaison, may attend the respective department meetings, participate in CTE advisory boards, and share CTE program informational updates with colleagues in the counseling program. In collaboration with vocational and academic discipline faculty, counselors provide a variety of support activities such as class presentations related to educational goal setting and planning as well as workshops related to career awareness.

<u>Counseling Courses</u>
Counseling offers specifically designed curriculum to meet the broad educational, developmental, and psycho-social needs of our diverse student population. Counseling courses provide a gateway to understanding the programs and services offered at Mt. SAC. Counseling course curriculum addresses the issues of transition to college, educational planning, college success, transfer, career exploration and decision making, student responsibility, and educational goal setting. Courses include:

- COUN 1 – Introduction to College
- COUN 2 – Strategies for College Success
- COUN 5 – Career Life Planning
- COUN 7 – Transfer Planning
- COUN 20 – Peer Counselor Training
- COUN 51 – Career Planning
- COUN 54 – Single Parent Academy
- COUN 99A – Special Projects in Counseling

<u>Registration Assistance Center (RAC)</u> – During the first week of each term, students receive assistance with registering for classes from the outreach staff, counselors, and advisors.

<u>Summer Transition Enrichment Program (STEP)</u> – The STEP program invites new, first-time college students to take a summer counseling course (COUN 1 Introduction to College) to assist their transition from high school to college. The benefits include fulfilling their orientation requirement, completing their first college class, receiving personalized help from counselors on course selection, learning specific strategies to help them be successful in college, and connecting with other new students.

<u>Career/Transfer Workshops</u> –These workshops are offered during the fall and spring each academic year. They include:

- UC Transfer Guarantee (TAG) Workshops
- UC and CSU Application Workshops
- College Fairs
- UC Essay Workshops
- Career and Life Planning Workshops
- A+ Interviews: Tips and Techniques That Work
- The Great Resume and Application Workshops
- Career Fairs
- Mock Interviews: Practice Makes Perfect

<u>Triage Services</u> – During high impact periods, counselors and advisors are immediately available to assist students with questions, troubleshoot student issues, and efficiently determine which students need to meet individually with a counselor.

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.**

Counselors provide educational, career, and personal counseling in individual counseling sessions. These sessions may be offered in person or online. The counseling process may include assessment of the individual student's needs, interests, strengths and weaknesses, and goals through an intake interview, administration and interpretation of standardized assessment instruments, and provision of counseling support throughout the decision making process. Counselors are available to assist students with personal issues as they relate to the student's educational goals and needs in the educational setting.

Access and Availability of Counseling Services
Individual counseling sessions are available during each semester and during winter and summer intersessions. Counseling services are available during daytime and evening hours. Counseling sessions are offered as scheduled appointments, and drop-ins are available on a regular basis. Students may schedule counseling appointments online, in-person, or by telephone, with the average wait time of approximately two weeks. For drop-in counseling, the average wait time is approximately 20 minutes but varies based on the particular time of academic year. The ratio of general, full-time counselors to student population is approximately 1:1,700, compared to the Academic Senate for California Community Colleges' recommended ratio of 1:900.

Paraprofessional Services
The college employs paraprofessional advising staff with the title educational advisor to assist students who have declared a program of study in selecting required courses and provide group workshops on transfer information and processes. Educational advisors inform students of certificate, degree, and transfer requirements and assist with registration procedures. Paraprofessional advising personnel make counseling referrals for students who are undecided, on probation, or otherwise at-risk.

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

Students will be provided opportunities to develop an abbreviated student education plan. An abbreviated student education plan of one to two terms in length addresses the individual student's needs by assisting the student to embark on a course of study related to the student's education and career goals and guided by sound counseling principles and practices. The content of the plan shall include, but not be limited to, appropriate course load, assessment for placement, basic skills courses, appropriate counseling courses, prerequisites or corequisites, and relevant interests and skills.

All non-exempt, first-time students* shall be afforded the opportunity to develop, at a minimum, an abbreviated student education plan after completion of an in-person New Student Orientation and assessment for course placement within the first semester. Students may be afforded the opportunity to develop an abbreviated education plan through the college's other programmatic efforts including Connect 4, Summer Bridge, DSPS, EOPS, ACES, and other special student programs. Educational planning may occur in one-on-one or group counseling sessions, as well as in appropriate counseling courses.
*First time student is defined in Title 5 as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and does not include concurrent enrollment during high school.

During 2014-2015, all new, non-exempt students will be encouraged to complete an abbreviated SEP. Abbreviated SEP services will be offered as follows:

- New Mt. SAC Students – Non-exempt, first-time students to Mt. SAC will be able to complete an abbreviated SEP during the NSO or educational planning workshop, which are delivered in group formats. During the

sessions, students will learn about educational pathways, available educational planning services, associate degree and transfer general education patterns, and available assistance with identifying course of study and will complete an abbreviated SEP.

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.**

As with an abbreviated education plan, a comprehensive plan is intended to address the individual student's needs by assisting the student to accomplish a course of study related to a student's education and career goals, guided by sound counseling principles. As defined by Title 5, Section 55524, a comprehensive student education plan takes into account a student's interests, skills, career and education goals, major, potential transfer institutions, and the steps the student needs to take on their educational path to complete their identified course of study. The comprehensive plan includes, but is not limited to, addressing the education goal and course of study requirements, such as the requirements for the major, transfer, certificate, program, applicable course prerequisites or corequisites, the need for basic skills, assessment for placement results, and the need for referral to other support and instructional services as appropriate.

Furthermore, a comprehensive plan is the result of the ongoing career development process and can range from three terms to final completion, provided it incorporates all elements as defined above. A final, complete plan will always be comprehensive. However, a comprehensive plan may not always be a final, complete plan, as every comprehensive plan is subject to modification, revision, or update as a part of the educational counseling and student development process.

Upon completion of 15 degree applicable units or prior to the end of the third term, within a reasonable time period, non-exempt students who have completed new student orientation and assessment for course placement, participated in counseling, and identified a course of study based on an informed decision at the college, shall complete a comprehensive student education plan. The college shall make a reasonable effort to afford the student the opportunity to develop a comprehensive student education plan.

The Counseling Center shall be responsible for notifying, in a timely manner, the identified students regarding the need to develop a comprehensive student education plan. Educational planning may occur in one-on-one or group counseling sessions, as well as in appropriate counseling courses.

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).**

Counseling faculty provide counseling, advising, and education planning services to students. The total number of full-time credit counseling faculty serving credit students and special programs is 31, with 20 assigned to the Counseling Center, three assigned to EOPS, five assigned to DSPS, two assigned to the Bridge Program, and one assigned to the ACES program (grant funded, non-tenure track). Counseling faculty perform professional and academic duties that include educational, career, and personal counseling, and teach curriculum assigned to the counseling discipline. The total number of part-time counseling faculty working in the counseling center is thirteen. Full-time Counseling faculty work 11 months (195 days), 1248 hours a year, 32 student contact hours per week. Total Full-Time Equivalent Counselors (full-time + part-time) = 14.72

- Counselors/Full-Time (20 general full-time, 24,960 total hours of assigned time – actual contract hours; 12.00 full-time equivalent). Counselors provide educational, career, transfer, and personal counseling services to the student population.
- Counselors/Adjunct (13 part-time, 5,660 total hours of assigned time, 2.72 full-time equivalent). Counselors provide educational, career, transfer, and personal counseling services to the general student population.
- Educational Advisors (3.5 in counseling department; two in Financial Aid; one in Bridge; one in DSPS; one in Arise). Provide assistance to students by providing information regarding certificate and degree program requirements and transfer requirements.

- Student Services Program Specialist (1 in counseling department) – Performs a variety of complex technical duties related to SSSP components in the counseling department.
- Secretaries in counseling department (2) - Assist with scheduling SSSP component activities. Clear student holds as needed. Provide overall clerical support to dean, associate dean, counselors, and educational advisors in support of SSSP activities.
- Clerical Specialists in counseling department (2) - Record SSSP activities in SARS scheduling system. Clear student holds as needed. Input student exemptions as students are approved. Provide overall clerical support to dean, associate dean, counselors, and educational advisors in support of SSSP activities.
- High School Outreach Supervisor (1) – Coordinates assessment, orientation, and information sessions with high school students; coordinates training and dissemination of information with high school officials
- High School Outreach Specialists (5) – Provide information to students and high school officials regarding the required core services of assessment, orientation, counseling, and education planning.
- SARS Program Coordinator (1) - Oversees all SARS scheduling of student services activities, including counseling appointments and data tracking relevant to MIS.
- IT Staff (2.5) – Provide technical support for implementation of SSSP requirements, including MIS reporting, online services, tracking of particular services, implementation of electronic educational planning software, and web page services for student access/self service functions.
- Dean and Associate Dean of Counseling (2) – Provide administrative oversight for all aspects of the counseling department and Student Services regarding implementation of SSSP requirements.

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.**

Technology tools used in the education planning and counseling process include both online and computer-scored career assessment instruments.

- Counseling Appointments – SARS is a tool used by the counseling division to schedule student appointments and activities, track counseling services data, and store counselor notes. The vendor is SARS Software Products, Inc.
- Online Counseling Appointment (Student Use) – eSARS allows students to schedule an appointment with a counselor or advisor to update their SEPs. The vendor is SARS Software Products, Inc.
- Online Counseling – Online counseling via email allows students to submit questions regarding any academic issue.
- MAP - The college has implemented DegreeWorks (Mountie Academic Plan), which is primarily a degree audit program with course listing capability to electronically store student course sequence plans. MAP provides the following services:
  o Maps student's term by term sequence of courses
  o Identifies various relevant GPA for CSU, UC, and local degree- applicable units
  o Summarizes student's progress toward Transfer General Education completion
  o Summarizes students' progress toward associate degree requirements including competencies, G.E., and major completion
  o Provides an opportunity for students to conduct a "what if" scenario, which detail the requirements for any Mt. SAC associate degree major or certificate program
  o Allows counselor to click and drag courses from the data list and drop into sequential term by term plan
  o Identifies when a selected course will be offered in upcoming terms
  o Allows students to view the degree audit function and education plans developed with their counselors
  o Lists courses transferred in from other colleges if that course was previously approved by local discipline faculty
  o Displays assessment and placement information

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.**

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.

Target Audience
Per title 5, section 55525, the target student audience consists of students enrolled in basic skills courses, students who have not identified an education goal and course of study (undecided), or students who are on academic or progress probation or facing dismissal.

Estimate Targeted Audience: 10,688

Basic Skills
Basic skills students are those who place into and/or are enrolled in non-degree applicable English writing, math, or reading courses. Annually, approximately 56-60% of Mt. SAC students place into basic skills courses. These students are identified upon completion of the math, English, and reading assessment tests administered by Mt. SAC. Students are able to obtain their placement test scores via their student portal or in person at the Assessment Center.

Undecided
At the time of application, students must select an intended major or program of study as well as an educational goal for which they may select undecided and/or undecided on goal. At Mt. SAC there are approximately 2,546 students who fall into one or both of these categories. They are identified via the coding system used by Banner at the time of application.

Continued Probation
Students who are placed on Continued Academic Probation are those students that are in their second consecutive semester of earning a cumulative GPA below 2.0. Students who are placed on Continued Progress Probation are those students who are in their second consecutive semester of earning 50% or more of Withdrawals (W), Incompletes (I), and No Pass (NP). On average, Mt. SAC has 3,500 students on both Probation and Continued Probation every semester. Of those 3,500 students, at least 1,000 students are on Continued Probation. Students are identified by Admissions and Records upon recording of grades at the end of each semester.

a) Types of services are available to these students; how they are notified and when.

Basic Skills
During both the in-person and online New Student Orientations, basic skills students are given information about campus resources and student services, including Mt. SAC's various tutorial services and counseling and educational planning services offered through the Counseling Center. This content is also included in the Mt. SAC Catalog, Schedule of Classes, and Student Handbook, which are distributed at the orientation. The information is also available in the student portal. Basic skills students also have the opportunity to participate in various learning communities that link basic skills courses with counseling courses, which provide students with academic, career, and success strategies, including those in the affective domain. Graduating high school students in Mt. SAC's service area are informed about these programs by Mt. SAC's HSO office. Additionally, these and other students placing into basic skills courses are recruited to enroll in the English and Math Bridge basic skills learning communities during the academic year. Various in-class presentations and stand-alone

workshops are offered to basic skills students to encourage their success as students and provide them with essential information about support services.

Additionally, the Basic Skills Coordinating Committee allocates funds to support on-campus initiatives that directly assist basic skills students including tutoring and supplemental instruction in the Writing Center, Math Activities Resource Center, and Learning Assistance Center. Additionally, English language learners are also supported through tutoring, learning workshops, and other interventions.

Undecided
Undecided students are given information about resources and student services during the in-person and online New Student Orientations, including the variety of career counseling, career assessment and research, and educational planning services offered in the Counseling Center. Students are encouraged to enroll in the Career and Life Planning course (COUN 5) offered by counseling. This content is also included in the Mt. SAC Catalog, Schedule of Classes, and Student Handbook, which are distributed at the orientation. In addition, email announcements are sent to students in their portal from the Career and Transfer Center notifying them of upcoming career and/or major workshops as well as an undecided workshop series. Undecided students are contacted and encouraged to attend counseling appointments and workshops to assist them in deciding on a particular course of study, followed by completion of an education plan.

Students on Probation and Continued Probation
Students on Probation (first semester) and Continued Probation (second semester) are notified through communication (email and/or messages posted to the probation channel in the student portal) of their probation status and counseling intervention mandates. Students' registration dates are moved to the last day of registration until they complete an online success workshop for probation students and an in-person success workshop for continued probation students. Original registration dates are restored once the workshop has been completed. Additionally, students on probation are limited to 12 units for enrollment. During the success workshops for continued probation students, probation policy, time management and procrastination, career indecision, stress management, and support services on campus are discussed. Students are also encouraged to make an in-person counseling appointment and submit an academic progress report to be completed by their professors. Further communication with probation and continued probation students occurs via the probation channel in the student portal.

Special student support programs (DSPS, EOPS, Bridge, ACES, Arise, and Aspire) conduct direct follow-up and progress checks with students to monitor their statuses. Additionally, the college's Financial Aid office tracks SAP to ensure students are meeting federal regulations regarding academic progress. Educational advisors directly interact with these students and conduct follow-up activities. A Board of Appeals Committee works directly with students on SAP probation to assist in resolving their issues.

b) Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.

Career counseling services cover the entire range of the career counseling process which includes, but is not limited to, intake interviews, career assessment, online research, informational interviews, and job shadowing. At this time, the possibility of an undecided channel in the portal is being explored with IT as a means of communicating more directly with this student population. Ideally, communication with this group would include inviting them to schedule an appointment with a counselor to address career and education goals, providing them with information about career planning courses scheduled for the upcoming term, and directing them to the Counseling Center's website for information and links related to career development and choosing a major.

Workshops are offered during the semesters on topics related to educational goal setting and preparing for transfer to universities.

c) How the services identified in "a" and "b" above are provided (online, in groups, etc.).

Services are provided through online and in-person sessions, counseling course curriculum, and in workshop format.

Probation workshops are provided online for students on initial probation and in an in-person group format for students on Continued Probation.

Undecided and continued probation students may participate in career and educational counseling services in one-to-one counseling sessions, small group sessions, and via online counseling.

d) How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

The counseling department faculty are directly involved in every aspect of probation monitoring and follow-up. In Fall 2013, Tutorial Services implemented an early alert referral system available on the faculty portal. Faculty can use the early alert system to refer students in danger of not passing to tutoring. Currently, faculty can fill out a paper copy of the Writing Center's early alert form and give it to the student, or professors can use the online portal to refer students to tutoring and/or counseling. If faculty use the online notification, students will receive an e-mail. During 2013-2014, there were approximately 425 referrals to tutoring (mostly from English and math faculty). A multifaceted approach is planned for enhancing the online tutoring referral system including the following:

- A template detailing services offered, usage instructions, and suggestions for syllabus language will be provided to faculty to help them promote this resource.
- A check all button is proposed to be added to the class roster in the faculty portal tutoring referral window to simplify the process of referring multiple students to tutoring at one time. For example, if a number of students in class perform poorly on a quiz, the instructor can select and recommend multiple students for tutoring at the same time.
- A modification to the tutoring center check-in system. When a student signs-in/checks-in for tutoring services, the system will ask for the name of the person who originally made the referral in order to clarify whether an instructor or counselor made the request.
- A letter from the Vice President of Instruction will be emailed to all faculty emphasizing the importance of referring students to tutoring as early as possible.

Finally, it is proposed that the tutoring referral process is modified to make it easier for faculty to monitor whether or not students have met with tutors. Currently, this information is available online; however, it is a self-service process where instructors must access a separate database in order to search for the time students have accumulated with tutors. Ideally, a record of time students spend with tutors would be integrated into the tutoring referral system in order to generate automatic updated reports that would be emailed to faculty.

Most recently, an early alert system has been implemented with IT support with the intent of enabling all teaching faculty to refer students in their classes to the Counseling Center for academic, career and personal counseling. A more robust early alert program is planned and under development. Campus-wide marketing of the referral system to teaching faculty is underway to increase awareness of the Counseling Center's services to support student success.

The Academic Senate also supports early alert efforts. In 2013, the Senate approved and disseminated recommendations from a task force on best practices for providing feedback to students. In 2014, the Senate will convene a task force to recommend additional early alert activities to faculty.

Students in the learning communities programs, EOPS, and other specialized programs are required to complete academic progress reports. All other students in basic skills courses may be referred by teaching faculty on a case-by-case basis.

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

- Counselors/Full-Time (31) – This includes counselors assigned to special programs (DSPS, EOPS, Bridge, ACES. Provide educational, career, and personal counseling services to the student population.
- Counselors/Adjunct (21) – This includes adjunct counselors assigned to special programs (DSPS, EOPS, Bridge, ACES). Provide educational, career, and personal counseling services to the student population.
- Educational Advisors (8.5) –This includes all advisors on campus (DSPS, Bridge, Arise, and Financial Aid). Provide assistance to students by providing information regarding certificate and degree program requirements and transfer requirements.
- Secretaries to Counseling (2) - Assist with scheduling SSSP component activities. Clear student holds as needed. Provide overall clerical support to dean, associate dean, counselors, and educational advisors in support of SSSP activities.
- Clerical Specialists in Counseling (2) - Record SSSP activities in SARS scheduling system. Clear student holds as needed. Input student exemptions as students are approved. Provide overall clerical support to dean, associate dean, counselors, and educational advisors in support of SSSP activities.
- SARS Program Coordinator (1): Oversees all SARS scheduling of student services activities.
- IT Staff (3.5) – Provide technical support for implementation of SSSP requirements, including MIS reporting.
- Dean and Associate Dean of Counseling – Provide administrative oversight for all aspects of the counseling department and implementation of SSSP requirements.
- Director of DSPS – Provides administrative oversight for all aspects of the DSPS department and SSSP requirements for students with disabilities who require specialized services or modifications to services.

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

Counseling faculty use the MT. SAC website, DegreeWorks (Mountie Academic Plan), and Banner as support tools for educational counseling and planning, including counseling students who are on probation, undecided, and at the basic skills level. Luminus portal is used by the counselors to communicate with students via email and channels regarding matters related to their education and success. The portal is also used by teaching faculty for early alert.

An online student success workshop developed in-house is used for students on probation. Cynosure New Media, Inc. is working on producing new online probation workshop interface for Mt. SAC. Additionally, online counseling conducted by Mt. SAC counseling faculty is offered to students needing follow-up services.

Plans are underway to develop and/or purchase additional technological support to better engage students in their understanding of their progress toward their goals. Personalized student notification systems and interactive processes to track (dashboard visualization) and to push out personalized messages including recommendations, referrals, and follow-up check list items to students are planned.

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.**

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.**

Direct assistance from the college's Research and Institutional Evaluation (RIE) department is provided to measure, track, and assess the effectiveness and implementation of various aspects of SSSP. The Assessment and Matriculation Committee (currently designated as the college's SSSP Advisory Committee), which makes recommendations to the Student Preparation and Success Council, will recommend to the Director of RIE what information and data are to be collected, stored, and analyzed for SSSP purposes. Research results are used as a

basis to continuously improve services for students.

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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 Student Services team works directly with IT to implement various technological aspects of SSSP. Most notably, this collaboration has provided for the successful implementation of DegreeWorks (Mountie Academic Plan) that provides degree audits, what if scenarios, academic planning, and critical information related to course requirements, GPA, and units for students. The Admissions and Records office has been able to utilize the degree audit function to automate the awarding of certificates and degrees. At the present time, students do not need to submit a separate application to receive a certificate through the modified auto-award aspect of the current system.

The counseling department has implemented several online features (as described previously) including orientation, student success workshops, counseling, and making appointments for counseling, assessment, and orientation. Utilization of SARS and eSARS has enabled departments to save time and improve on show rates for students attending counseling appointments. Additionally, these functions enable more reliable and accurate measurement of service utilization.

Additionally, implementation of follow-up services for basic skills, undecided, and probationary students is possible through early alert systems, student notifications, and the future development of directed student messaging and dashboard tracking.

The Student Services team and IT have also partnered to define, develop, and train staff on the implementation of the new MIS data elements effective July 2014.

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 is being used for district match.**

The college has provided fiscal resources to assist in the full implementation of automated applications (CCC Apply), articulation and career planning, information technology, and institutional research. Specific salaries, software costs, equipment purchases, and operational expenses related to these activities and areas will be included in the district match as directed and approved by the Chancellor's Office (per Budget Workshop, July 2014).

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1.   <u>Exemption Policy</u>
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.

Board Policy 5050 Student Success and Support Program – pending approval
References:
Education Code Sections 78210 et seq.; Title 5 Sections 55500 et seq., Board Policy 3255

Student Success and Support Program Exemption Criteria
Title 5 requires each community college district governing board to adopt policies specifying the grounds for exemptions for student participation in orientation, assessment, and counseling and advising. Orientation, counseling and advising exemption criteria are: 1) enrollment in community services classes only; 2) possession of an Associate or higher degree from a regionally accredited institution; 3) attainment of 60 units or more from a regionally accredited institution; 4) selection and enrollment in a general interest class only. All students must meet course prerequisites.

Additional exemption criteria (pending adoption in Administrative Procedure 5050)
Assessment: verification of English or math eligibility based on course work at Mt. San Antonio College or other regionally accredited institutions; verification of other test scores accepted by Mt. San Antonio College.

Orientation, assessment, counseling, advising, and student education plan development: Mt. SAC does allow students to request exemption from participation in the above activities. Students requesting an exemption from orientation, assessment, counseling, advising and student education plan development must identify the basis of their request. The following reason(s) have been identified as meeting the exemption requirement as identified in amended Section 55532 of article 4 of subchapter 6 of chapter 6 of division 6 of title 5 of the California Code of Regulations (pg. 90):

- The student has graduated with an Associate degree or higher from a regionally accredited institution. The student must provide a copy of transcripts as documentation of degree attainment.

- The student has enrolled at the college for a reason other than career development or advancement, transfer, attainment or a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence.

- The student has earned 60 units or more from a regionally accredited institution. The student must provide a copy of transcripts as documentation of units earned from another institution.

- The student is enrolled at Mt. SAC solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standings.

- The student is enrolled as a special admit student pursuant to Education Code section 76001.

All Matriculation Exemption forms and related Mt. SAC materials (e.g., catalog, student handbook, Admissions and Records website) must be amended to include above criteria.

2. **Appeal Policies**
Describe the college's student appeal policies and procedures.

Appeal process for loss of enrollment priorities:
A student may appeal to the Dean of Counseling the loss of priority enrollment status due to extenuating circumstances, significant academic improvement, and participating in counseling intervention for students on probation. Disabled students who applied for, but do not receive, reasonable accommodation in a timely manner may appeal the loss of priority enrollment to an administrator within ~~the~~ DSPS.

Other student appeals (units, probation, financial aid) are handled by various deans, departments, and the Board of Appeals Committee.

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.

- BP 4260 - Prerequisites, Corequisites, and Advisories

- AP 4260 Prerequisites, Corequisites, and Advisories
- The Academic Senate's Content Review Implementation Plan, and
- The college catalog outlines the establishment and review of the requisites and the ability of students to challenge prerequisites.

Discipline faculty recommend to the Mt. SAC Educational Design Committee (Curriculum) the prerequisites, corequisites, and advisories to courses through either content review alone or content review with statistical validation using the processes outlined in the Content Review Implementation Plan.

Courses that have prerequisites, corequisites, and advisories that are required by statute or regulation; or that are part of a closely related lecture-laboratory course pairing within a discipline; or are required by four-year institutions; or where baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite [Title 5 §55003(e)] are exempt from content review. It is the faculty's responsibility to document the exemption at the time of course submission.

Professors agree (in accordance with their contract) to teach to the course outline of record (COR). This applies specifically to those aspects of the course outline that serve as the basis for justifying the establishment of prerequisites, corequisites, or advisories. Department chairs will ensure that the most current COR is made available to every faculty member.

As a regular part of the non-CTE program review process, or at least every six years, the college shall review each prerequisite, corequisite, advisory, and limitation on enrollment to establish that each is still supported by the faculty in the discipline or department and by the Educational Design Committee and is still in compliance with all other provisions of board policy and with the law.

As a regular part of the CTE program review process, or at least every two years, the college shall review each prerequisite, corequisite, advisory, and limitation on enrollment to establish that each is still supported by the faculty in the discipline or department and by the Educational Design Committee and is still in compliance with all other provisions of this policy and with the law.

Prerequisite Challenge Process
In accordance with Title 5 Section 55003(p) and (q), Student Challenge of Prerequisites or Corequisites, students may challenge a prerequisite or corequisite for a course. A prerequisite or corequisite cannot be waived, but students have the ability to demonstrate that they meet the prerequisite or corequisite on the following criteria, and course eligibility may be granted. The challenge must be based on at least one of the following specific grounds:

- The college will accept prerequisite or corequisite courses from regionally accredited colleges and universities in the United States. (The student will meet with the department chair.)
- A student may request a prerequisite or corequisite variance to demonstrate that the student has the knowledge or ability equivalent to the prerequisite or corequisite for the course in question, but has not formally met the established prerequisite or corequisite. (The student will meet with the department chair.)
- The prerequisite or corequisite course has not been made reasonably available, and waiting until the prerequisite or corequisite is offered will create an undue delay in meeting educational goals. (The student will meet with the Director of Assessment and Matriculation.)
- The prerequisite or corequisite is being applied in a discriminatory manner. (The student will meet with the Director of Assessment and Matriculation.)
- The prerequisite violates the provisions of the State Education Code. (The student will meet with the Director of Assessment and Matriculation.)

4. **Professional Development**
   Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.
   The college will continue to develop, implement, and provide professional development and training opportunities

for college faculty, staff, and managers to fully understand the various elements and requirements of SSSP and to continue their involvement in the tracking, measurement, and further development of SSSP program activities, requirements, and interventions. In the 2013-14 academic year, counseling faculty met for a total of 14 meetings for an approximate total of 51 hours to provide direct input for the development of the SSSP Plan and to review, discuss, and implement various aspects related to SSSP, especially orientation and education plans. Additionally, training was provided to other faculty, staff, and managers to assist them in understanding and utilizing various tools and management information systems and in implementing various services and activities related to SSSP. The annual Student Services Division retreat in May 2014 was dedicated to the implementation of SSSP. Two presentations were made at campus-wide professional development days to update faculty on the implementation and requirements of SSSP. Additional faculty flex presentations focused on the implementation of early alert systems and DegreeWorks (Mountie Academic Plan). Two presentations were made to update the Board of Trustees about the college's progress on SSSP. These efforts will continue in 2014-15 to enable the entire campus community to become knowledgeable about the intent, requirements, and functionality of SSSP.

Professional development and training of staff and faculty directly engaged in the implementation of SSSP will also continue through attendance at outside training and conferences, internal planning and effectiveness review sessions, and provision of materials, webinars, and on-campus presentations, meetings, and discussions. Additional communication and professional development activities are planned to better inform the campus community about changes to processes and regulations based on the implementation of SSSP. Portal links and web page information will be developed for both college employees and students to keep them informed of changes to policies and procedures as well as available support services.

Continued collaboration with the Academic Senate Faculty Professional Development Committee and the college's Professional Development Council will focus on the provision of training and development related to the enhancement of student success. A presentation at college division meetings is planned.

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

    The Academic Senate's Student Preparation and Success Council oversees and supports the work of the Assessment and Matriculation Committee, the Student Equity Committee, and the Basic Skills Coordinating Committee to ensure campus-wide coordination and collaboration with regard to SSSP, student equity, and basic skills. The SSSP Plan, the Student Equity Plan, and the Basic Skills Plan are reviewed and recommended for approval to the Academic Senate by the Student Preparation and Success Council. This allows for the coordination of SSSP, student equity, and basic skills through the college's governance process. Additionally, members of the council and all three committees participate in the college's campus wide planning and evaluation efforts which include the Accreditation Self-Study, educational master plan, strategic plan, and institutional effectiveness (program review). The Student Preparation and Success Council has developed a Mt. SAC Student Success Plan that is integrated with the college's planning documents.

    In 2012-13 and 2013-14, campus-wide meetings were held to discuss and study issues and requirements related to student success and student equity. Participation was excellent, which has allowed for the direct input and involvement of faculty, staff, and managers across the campus. These efforts will continue throughout 2014-15 and beyond.

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.

    N/A

SECTION IV. ATTACHMENTS

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

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

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

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

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

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

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

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

Attachment A
Student Success and Support Program Plan Participants

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

Name: Audrey Yamagata-Noji   Title: Vice President, Student Services

Stakeholder Group: Student Preparation and Success Council

Name: Daniel Smith   Title: Academic Senate President

Stakeholder Group: Student Preparation and Success Council

Name: Jeff Archibald   Title: Academic Senate Vice President

Stakeholder Group: Student Preparation and Success Council

Name: James Ocampo   Title: Director of Assessment and Matriculation (SSSP Coordinator)

Stakeholder Group: Student Preparation and Success Council

Name: Thomas Mauch   Title: Dean of Counseling

Stakeholder Group: Student Preparation and Success Council

Name: George Bradshaw   Title: Dean of Enrollment Management

Stakeholder Group: Student Preparation and Success Council

Name: LeAnn Garrett   Title: Systems Librarian

Stakeholder Group: Student Preparation and Success Council

Name: Barbara Gonzales   Title: Faculty, Reading

Stakeholder Group: Student Preparation and Success Council

Name: Kristina Allende   Title: Faculty, English

Stakeholder Group: Student Preparation and Success Council

Name: Glenda Bro   Title: Faculty, American Language/Basic Skills Coordinator

Stakeholder Group: Student Preparation and Success Council

Name: Alina Hernandez   Title: Counselor

Stakeholder Group: Student Preparation and Success Council

Name: Matthew Judd   Title: Dean of Natural Sciences

Stakeholder Group: <u>Student Preparation and Success Council</u>

Name: <u>Linda Diaz</u>   Title: <u>Educational Advisor</u>

Stakeholder Group: <u>Student Preparation and Success Council</u>

Name: <u>Wanda Fulbright Dennis</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Anabel Perez</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Angel Lujan</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Antoine Thomas</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Barbara Quinn</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Chan Ton</u>   Title: <u>Faculty</u>
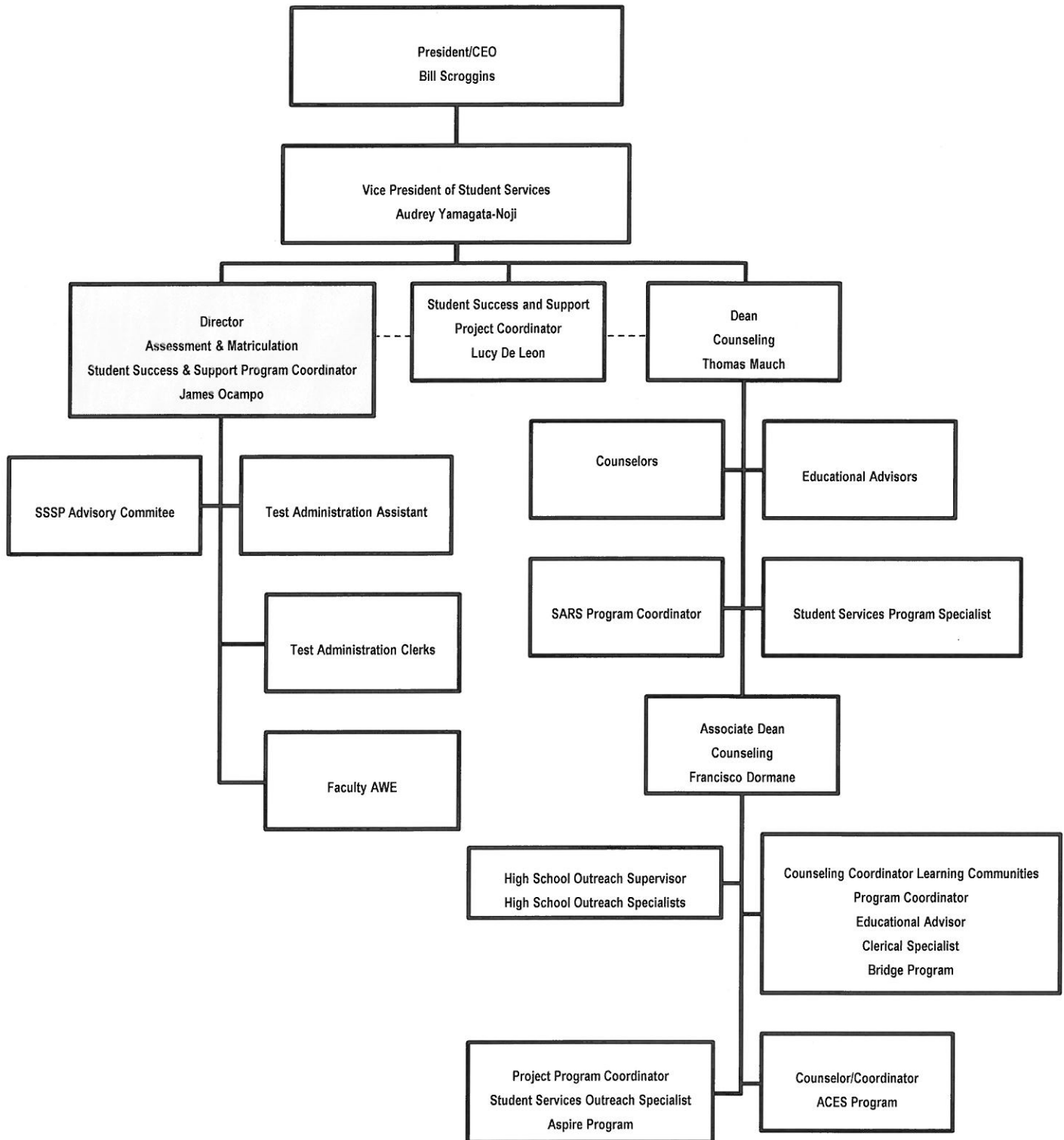
Stakeholder Group: <u>Counseling Department</u>

Name: <u>Cynthia Burnett</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Diana Felix</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Eddie Lee</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Eloise Mejia</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Hector Sanchez</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Jamaika Fowler</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Jeremy Hart</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>James Smith</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>John Pellitteri</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Julie K. Bradley</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Julie Perez-Garcia</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Lina Soto</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Laura Muniz</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Lyssette Trejo</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Nancy King</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Patricia Maestro</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Randy Wilson</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Sam Nassar</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Shane Poulter</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Counseling Department</u>

Name: <u>Silver Calzada</u>   Title: <u>Faculty</u>

Stakeholder Group: Counseling Department

Name: Stanley Mbuthi   Title: Faculty

Stakeholder Group: Counseling Department

Name: Susan Wright   Title: Faculty

Stakeholder Group: Counseling Department

Name: Toni Rivas   Title: Faculty

Stakeholder Group: Counseling Department

Name: Tim Engle   Title: Faculty

Stakeholder Group: Counseling Department

Name: Vicki L. Greco   Title: Faculty

Stakeholder Group: Counseling Department

Name: Will Daland   Title: Faculty

Stakeholder Group: Counseling Department

Name: Michelle Dougherty   Title: Faculty

Stakeholder Group: English

Name: Art Nitta   Title: Faculty

Stakeholder Group: Math

Name: Diane Rowley   Title: Faculty

Stakeholder Group: Learning Assistance

Name: Evelyn Hill-Enriquez   Title: Faculty

Stakeholder Group: American Language

Name: Nico Martinez   Title: Test Administrative Assistant

Stakeholder Group: Assessment & Matriculation Department

Name: Deejay Santiago   Title: Matriculation Coordinator, Non-Credit

Stakeholder Group: English as a Second Language

Attachment B
Mt. SAN ANTONIO COLLEGE
Organizational Chart
2014 - 2015

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┌─────────────────────────────┐
│        President/CEO        │
│        Bill Scroggins       │
└─────────────────────────────┘

┌─────────────────────────────────────┐
│   Vice President of Student Services │
│        Audrey Yamagata-Noji         │
└─────────────────────────────────────┘
```

- Director
  Assessment & Matriculation
  Student Success & Support Program Coordinator
  James Ocampo
- Student Success and Support
  Project Coordinator
  Lucy De Leon
- Dean
  Counseling
  Thomas Mauch

- SSSP Advisory Commitee
- Test Administration Assistant
- Counselors
- Educational Advisors

- Test Administration Clerks
- SARS Program Coordinator
- Student Services Program Specialist

- Faculty AWE
- Associate Dean
  Counseling
  Francisco Dormane

- High School Outreach Supervisor
  High School Outreach Specialists
- Counseling Coordinator Learning Communities
  Program Coordinator
  Educational Advisor
  Clerical Specialist
  Bridge Program

- Project Program Coordinator
  Student Services Outreach Specialist
  Aspire Program
- Counselor/Coordinator
  ACES Program

Attachment C
SSSP Advisory Committee

Name: <u>James Ocampo</u>   Title: <u>Director, Assessment and Matriculation (SSSP Coordinator)</u>

Name: <u>Michelle Dougherty</u>   Title: <u>Faculty, English</u>

Name: <u>Evelyn Hill-Enriquez</u>   Title: <u>Faculty, American Language</u>

Name: <u>Antoine Thomas</u>   Title: <u>Faculty, Counseling</u>

Name: <u>David Beydler</u>   Title: <u>Faculty, Math</u>

Name: <u>Nona Stokes</u>   Title: <u>Faculty, American Language</u>

Name: <u>Dianne Rowley</u>   Title: <u>Faculty, Learning Assistance</u>

Name: <u>Donna Necke</u>   Title: <u>Faculty, Adult Basic Education</u>

Name: <u>Deejay Santiago</u>   Title: <u>Classified, Non-Credit ESL</u>

Name: <u>Maria Tsai</u>   Title: <u>Classified, Research</u>

Name: <u>Tom Mauch</u>   Title: <u>Dean of Counseling</u>

OTHER Attachments

1. Mt. San Antonio College Governance Process
2. Mountie Academic Plan (MAP) Handout
3. Student Roadmap to Success Handout
4. Mt. San Antonio College Student Services Guide to Success
5. Mountie STARS Info Session (Student Transition and Resource Services) Reference Guide
6. Mountie STARS Info Session (Student Transition and Resource Services) PowerPoint Presentation
7. Math Placement Test Selection Handout
8. Level 1 Mt. SAC Math Placement Test
9. Level 2 Mt. SAC Math Placement Test
10. Level 3 Mt. SAC Math Placement Test
11. Level 4 Mt. SAC Math Placement Test
12. English Test - Assessment of Written English (AWE)
13. Frequent Asked Questions regarding AWE
14. Helpful Resources Handout for AWE
15. Tips for AWE Preparation PowerPoint Presentation
16. AWE and AWE NN Rubric
17. Reading Test – COMPASS/ESL Reading Test
18. Sample COMPASS/ESL Reading Test Passage
19. Reading Test – Degree of Reading Power (DRP)
20. Sample Standard DRP Test Passage

Mt. San Antonio College
Governance Process

```
┌─────────────────────────────────────┐
│          Institutional              │
│             Review                  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│        SSSP Advisory Committee      │
└─────────────────────────────────────┘
                  ↕
┌─────────────────────────────────────┐
│  Student Preparation and Success    │
│             Council                 │
└─────────────────────────────────────┘
                                  ↕
```

Academic Mutual Agreement Council
Vice President, Instruction
Vice President, Student Services
President and Vice President, Academic Senate

←→ **Academic Senate**

↕

President Cabinet

↕

Institutional Review

↕

President Cabinet ←→ **To Board of Trustees for Adoption or as an informational Item**

Put **YOURSELF** on the

MAP
MOUNTIE ACADEMIC PLAN
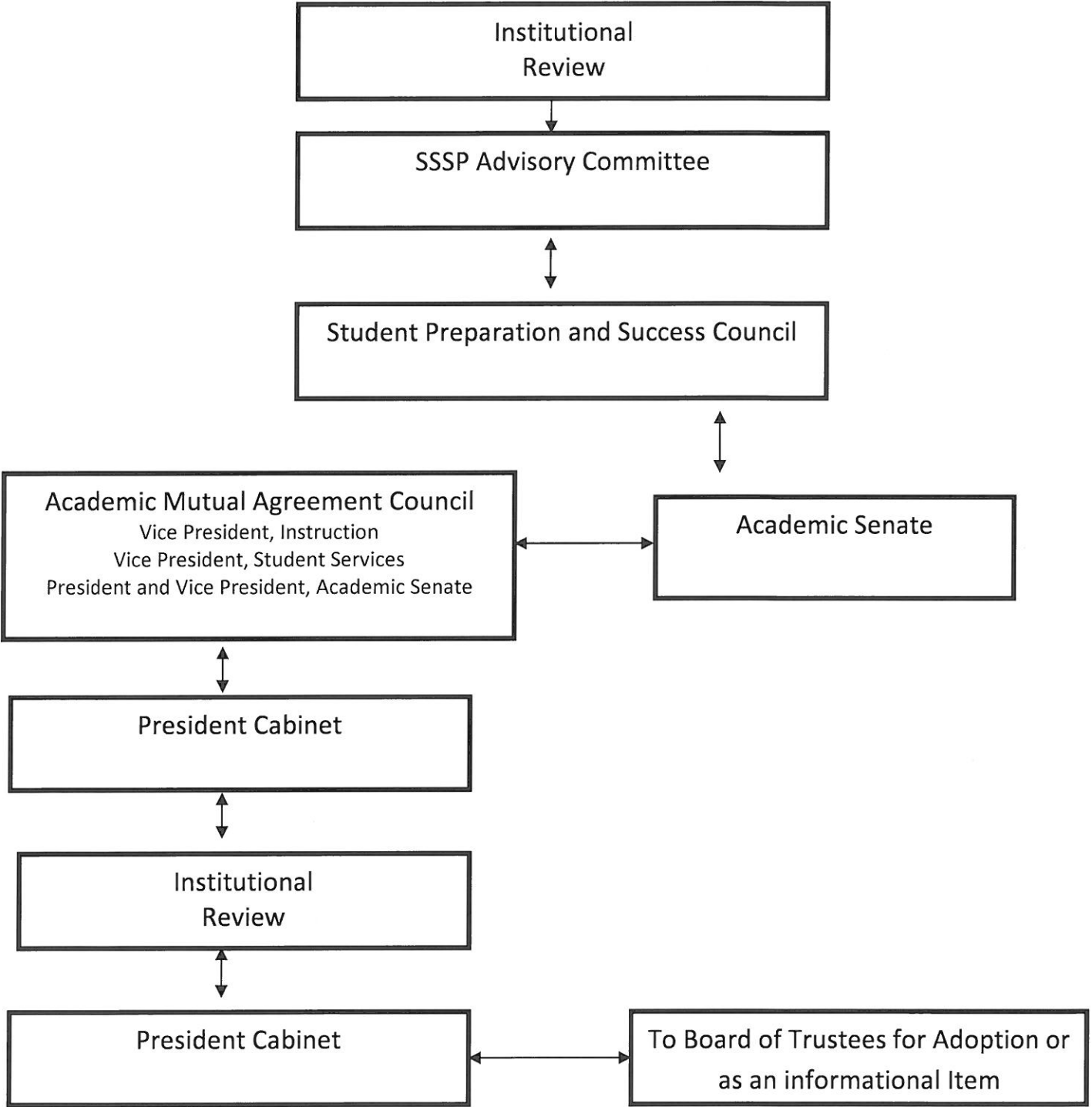
. . . and **track** your **degree** and **academic progress** *online!*

With the *MOUNTIE ACADEMIC PLAN* (**MAP**), you can:

✔ View your **educational plan** as developed with your counselor.

✔ **Track your** CSU, UC, and Mt. SAC degree-applicable **GPA**.

✔ **Track how close** you are to earning a **certificate** or **graduating** and **transferring** to your university of choice.

✔ View your **degree audit worksheet**, which will detail your progress—course by course—towards your declared degree objective at Mt. SAC.

Get on the **MAP** and **stay on track:**
http://map.mtsac.edu

MT. SAC
Mt. San Antonio College

follow your . . .
STUDENT
ROADMAP
to SUCCESS

Get Help

Get Tutoring

Get Started

Get Involved

Get Going

Get A Plan
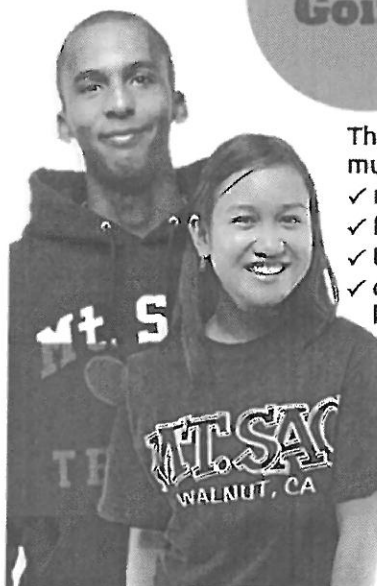
Thanks to **Roadmap**, you no longer have to search multiple places on our website for information about:
- ✓ registration
- ✓ financial aid
- ✓ tutorial services
- ✓ counseling & educational planning
- ✓ student life
- ✓ campus job
- ✓ university transfer
- ✓ graduation

Roadmap is your one-stop site, designed with your convenience and success in mind.

Visit: *http://roadmap.mtsac.edu*

MT.SAC
Mt. San Antonio College

MT. SAC
Mt. San Antonio College

Student Services

a guide to success

Achieving in College, Ensuring Success (ACES)

The ACES program helps low-income students, foster youth, students with disabilities, and students who are the first in their family to attend college to be successful at Mt. SAC. ACES offers: one on one counseling, tutoring, cultural enrichment activities, and campus tours.

Location: Bldg. 16B Miracle Mile   Phone: 909-274-4411

ASPIRE

Aspire is a dynamic program designed to provide essential educational support and services to increase the academic success, retention, degree completion, and transfer rates of African-American and other students enrolled at Mt. San Antonio College. We accomplish this through monthly workshops, mentoring, and learning communities.   Location: Bldg. 9D   Phone: 909-274-6396

Bridge Program

The Bridge Program offers several learning communities designed to increase your academic and personal success. Students in the learning communities are enrolled in "linked" or "clustered" classes. Various learning communities are offered, including: Summer Bridge, Math Bridge, and English Bridge. The Bridge Program is perfect for students who are underprepared academically, economically disadvantaged, or need additional support during their first year at Mt. SAC.

Location: Bldg. 9D   Phone: 909-274-5392

California Work Opportunity and Responsibility for Kids (CalWORKs)

The CalWORKs program provides educational/training assistance to students who receive cash-aid through Temporary Assistance to Needy Families (TANF), including self-initiated participants (SIPs) and GAIN referrals. CalWORKs offers: one on one counseling, GAIN assistance, work-study jobs, tutoring, and a lending library.

Location: 9B, lower level   Phone: 909-274-4755

Career and Transfer Services

This program provides a variety of services, activities, events and resources to help students transfer to universities, solidify their career goals, sharpen their job acquisition skills, and acquire part– and full-time employment.

Location: Bldg. 9B, upper level   Phone: 909-274-4510

Cooperative Agencies Resources for Education (CARE)

Cooperative Agencies Resources for Education (CARE), is a state-funded program designed to recruit and assist single parents who are heads of household with children 13 years old and under and who are CalWORKs recipients attending community college. CARE students receive additional support through counseling, tutoring, assistance with books and supplies, grants, and other services designed to help them complete their educational goals. CARE is provided through EOPS; students interested must also qualify for EOPS.

Location: Bldg. 9B, lower level   Phone: 909-274-4500

Disabled Student Programs & Services (DSP&S)

Disabled Student Programs & Services provides services above and beyond services that may be available elsewhere on campus. The services may be in-classroom (e.g. a note taker) and/or outside of the classroom (e.g. tram service). Services may be directly related to an approved educational accommodation (e.g. note taker, tram service, sign language interpreting, etc.). Others may be a specialized version of a traditional student service. (e.g. counseling, advising, community liaison with outside agencies).

Phone (Voice): 909-274-4290   Video Phone (ASL users): 909-274-6634
Location: Bldg. 9B, lower level

Extended Opportunity Programs & Services (EOPS)

Extended Opportunity Programs and Services (EOPS) provides educational and financial support services to eligible students who have historically experienced economic and educational disadvantages. Our program goes "over and above" other college services by offering counseling, tutoring, financial assistance, and other support services designed to help students meet their personal and educational goals.

Location: Bldg. 9B, lower level   Phone: 274-4500

Honors Program

The Honors Program offers honors sections of transferable general education courses. These courses provide an enriched curriculum, seminar-type classes, close interaction with honors program faculty, and special projects and activities. Honors courses strengthen students' college transcripts and increase their chances for transfer to four-year institutions.

Location: Bldg. 26A—1680   Phone: 274-4665

High School Outreach

High School Outreach provides programs and services designed to help students successfully transition into Mt. SAC. In addition to working with our local in-district high schools, High School Outreach provides general campus tours, Mountie STARS Info Sessions, registration assistance, and the Information Counter.

Location: Bldg. 9B, lower level   Phone: 909-274-5906

Student Health Center

The Student Health Center helps keep students physically and emotionally healthy so they can perform at their best. Professionals available include physicians, nurse practitioners, chiropractors, counselors, nurses, health education, and clerical support staff. The licensed professionals evaluate and treat minor, temporary physical and emotional conditions that require short term care.

Location: Bldg. 67B   Phone: 909-274-4400

Veteran Resource Center (VRC)

The VRC project established an innovative, collaborative effort to ease the transition for our student Veterans as they navigate our community college system. Today Mt. SAC continues to demonstrate both its motivation to meet the needs of Student Veterans and an ability to marshal resources to meet those needs through the VRC. Amongst its services, the VRC offers a lounge, computer lab, scholarship assistance, educational/career counseling, and one-on-one assistance with: FAFSA, VA Educational Benefits, portal navigation.

Location: Bldg. 16C   Phone: 909-274-4520

WIN Program

The WIN Program is a Student Athlete Tutorial Program that offers a variety of academic services. The program is designed to assist student-athletes in maintaining academic eligibility and to prepare for transfer to a four-year university. Student-athletes can obtain the assistance of skilled tutors, counseling, and a place to complete homework assignments near athletic fields. Additional services include: computer labs, small group study sessions, onsite counseling services, as well as assistance with registration and resume creation.

Location: Bldg. 45   Phone: 909-274-4239

Student Life Office

The Student Life Office is the hub for all student activities at Mt. SAC. Students can receive information on how to get involved on campus through student government, leadership programs, and student clubs. The Student Life Office provides services through the Student Life Center, which provides a relaxing environment where students can play table tennis, foosball, watch TV, and/or play Nintendo Wii or a variety of board games. The Student Life Office also provides leadership opportunities through the Associated Students, student government. Students who pay the current student activities fee also benefit from being able to purchase discounted tickets for places like Disneyland, Six Flags Magic Mountain, and even movie theaters.

Location: Bldg. 9C   Phone: 909-274-4525

Admissions & Records

The Admissions and Records Office is where students start and finish their educational journey at Mt. SAC. Our staff is available to assist students in navigating and maintaining their academic records. We are dedicated to help you succeed! Services provided at the Admissions & Records office include: admissions applications, academic records, transcript and enrollment verification requests, residency reclassification, as well as graduation and certificate petitions.

Location: Bldg. 9B   Phone: 909-274-4415

Assessment Center

The Assessment Center administers placement and competency tests. The assessment and placement process has been established to enable all students an opportunity to take the appropriate coursework to further their academic success. Students may take an English, Math, Reading, and Chemistry Placement test. The assessment center provides math and English guides to help prepare students for the test. To schedule an appointment, you may visit, call, or schedule it online through your student portal.

Location: Bldg. 9B, lower level   Phone: 909-274-4265

Counseling Department

Not sure how to chart your path to your academic and career goals? Need help in creating your educational plan? Do you just need someone to talk to? The Mt. SAC Counseling Department is here to help!

We deliver essential academic and career counseling services to our diverse student population. If you are experiencing personal issues that are affecting your academic performance, we can listen and direct you to the appropriate resources as needed.

We also conduct new student orientations, probation workshops, and participate in community and high school outreach. We are involved in numerous programs that are designed to ensure your success: Bridge Program, Teacher Preparation, International Students, Student Athletes, and Career Institutes. We are here to help you succeed!

Location: Bldg. 9B, upper level   Phone: 909-274-4380

Financial Aid & Scholarships

The Financial Aid Office provides information and assists students in applying for financial assistance in the form of grants, loans, scholarships, enrollment fee waivers, and work study opportunities. The Financial Aid office helps students apply for the Free Application for Federal Student Aid (FAFSA), as well as for the California DREAM Act, and the Board of Governor's Fee Waiver. Moreover, the scholarships counter provides students with information about scholarships available within Mt. SAC, as well as external scholarship opportunities available throughout.

Location: Bldg. 9B, upper level   Phone: 909-274-4450

Bursar's Office

The Bursar's Office is located in Building 4, Lower Lever (west entrance). The Bursar's Office serves as the one stop location to pay for all of your academic fees. Students may pay for: registration, parking permits, parking citations, enrollment verifications, and production cards at the Bursar's Office. The office also assists students with processing refunds (when applicable) for classes dropped, and setting up their HigherOne cards.

Location: Bldg. 4, lower level   Phone: 909-274-4960

Childcare Services

The Mt. SAC Child Development Center offers childcare to students while attending class. We provide high quality full and part day early childhood education services to your children. Our nationally accredited program serves children aged three months through five years. After-school care for kindergarteners is available as well. Parents and children must meet eligibility requirements, and children must attend for a minimum of 3 hours per day, at least twice a week. For requirement specifications, and pricing information, contact the center directly.

Location: Bldg. 73   Phone: 909-274-4920

Library

Mt. SAC's full-service library offers a wide range of books, periodicals, media resources, and reference materials (online and printed formats) to meet your research and information needs. The library also offers group study rooms, computer labs, and a collection of textbooks on reserve.

Location: Bldg. 6   Phone: 909-274-4289

SacBookRac

The SacBookRac is the campus book store where you may buy or rent textbooks, purchase supplies and services to meet your academic needs. The Bookstore is also a place to get college-related supplies and services uniquely tailored to Mt. SAC student needs. In addition, this is the location where you can get you Mt. SAC student ID.

Location: Bldg. 9A   Phone: 909-274-5611
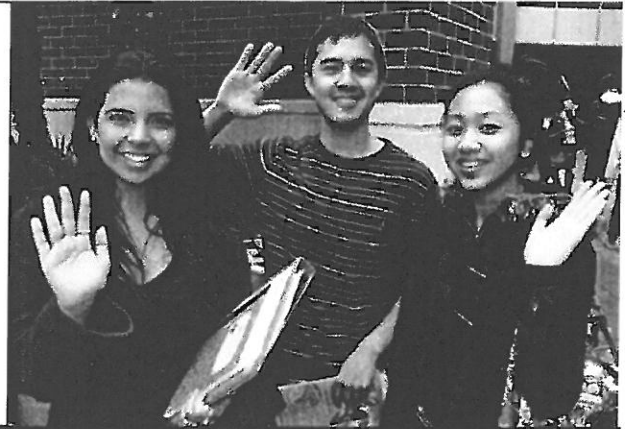

MT. SAC
Mt. San Antonio College

1100 N. Grand Ave.,
Walnut, CA 91789
Phone: 909.274.7500
TTY: 909.594.3447

Language Learning Center (LLC)

The LLC offers a wide variety of language learning software for students learning a foreign language, American Sign Language, or ESL/American Language. Enrollment is open to everyone throughout the semester. Register at the LLC counter or visit: http://llc.mtsac.edu

Location: Bldg. 6—264   Phone: 909-274-5611

Learning Assistance Center (LAC)

The LAC gives students a personal approach to academic success. We offer tutorial services, up-to-date technology, and courses designed around research on teaching and learning. The department also has campus-wide partnerships to support learning communities. Core services include: Tutorial Services, Learning Lab, and the Skills Lab.

Location: Bldg. 6—101   Phone: 909-274-4300

Math Activities Resource Centers (MARC & TMARC)

The **Math Activities Resource Center** (MARC) and **Transfer-MARC** (TMARC) offers services including free tutoring, study spaces, tutorial software, calculator rentals, textbooks, solution manuals, and handouts. The MARC serves students in Math 50 to Math 71, whereas the TMARC serves students in Math 100 or above. Online Tutoring Available for Math

MARC Location: Bldg. 61—1318   Phone: 909-274-5014
TMARC Location: Bldg. 61-1314   Phone: 909-274-5389

The Writing Center

The Writing Center is dedicated to helping Mt. SAC students across the curriculum improve their writing and critical thinking skills. For incoming students, the writing center offers a workshop designed to prepare students to take the AWE placement test. In addition, the writing center offers tutoring services (in-person and online), workshops, and a computer lab. The workshops range in topics, such as: grammar, organization & development, research writing, documentation, and special topics.

Location: Bldg. 26B   Phone: 909-274-5325

Mountie STARS Info Session
(Student Transition and Resource Services)

Fall 2014 Quick Reference Guide

STAR Dates	
DROP WITHOUT A "W" DEADLINE	Drop dates vary by course. To see a specific date, check the "Student Schedule/Receipt" on your "My Mt. SA C Student Account" or click the blue CRN link in Class Search.
DROP UNWANTED CLASSES BEFORE DEADLINES	
REFUND DEADLINE	
DROP FOR NONPAYMENT	Friday, August 15th by 8:00 p.m. & Friday, August 22nd by 8:00 p.m.
ADD CODE AUTHORIZATION EXPIRATION	Unique date; printed on instructor's roster
LAST DATE FOR PARKING REFUND	September 5, 2014
LATE ADD—NO PETITION REQUIRED	September 5, 2014

Registration Tips	
ISSUES WITH CLAIMING YOUR "MY MT. SAC STUDENT ACCOUNT" OR FORGOTTEN PASSWORD	Call the IT Help Desk at 909-274-4357 (Mon.– Fri. 7:00am to 4:30pm)
USER NAME PROBLEMS	For your username, go or call Admissions and Records at 909-274-4415. For LOGIN assistance, contact the IT HELP DESK at 909-274-4357.
REGISTRATION HOLDS	Reasons vary – check your My Mt. SAC Student Account – Student Tab #8 Registration Appointment/Hold for further details
WAIT LIST ADDING	If seats are available, instructors will add students from their wait list first. Once ALL waitlist students have been accommodated, students may be added based on registration appointments if space remains available. Students must show a copy of their "Student Schedule/Receipt" showing their registration date to instructor.
PLACEMENT TESTING	Appointment needed for all tests. Walk-ins are only allowed if space permits. Test results are available online (student portal) or at the Assessment Center.
ORIENTATION	Orientations are available online and by appointments. Contact the Counseling department at (909) 274-4380.

FEES & TUITION
$46 per unit

HIGHER ONE CARDS (MT SAC CARD)	You must set up your Higher One account – You can opt to either use the Higher One card for financial aid, or to receive a check. The Higher One Card is automatically mailed to your house in a GREEN envelope. The card is mailed to your residence on file within 10 days of registration.
REFUNDS	If there is a balance (due to dropping a/ class) the fees will be applied to a newly added class if the add is processed prior to the class refund date.
PHOTO ID CARDS	Must have registered for classes and paid all fees prior to getting ID card (Book Store).
PARKING	Parking: $40, $20 for student with BOGW fee waiver. Permits purchased on line will be MAILED. ALL students (credit and non credit) may purchase parking permits at Bursar Office (Bldg. 4).
PARKING TICKETS	Students may park at the STUDENT lots during the first two weeks of school without a parking permit. Parking tickets may be paid at Bursar Office (Bldg. 4).
BUS PASSES (FOOTHILL TRANSIT PILOT PROGRAM)	Available through the bookstore for all CREDIT students for Fall 2014 ONLY – students may receive a "Class Card" enabling them to ride Foothill Transit buses to college for FREE.
BOARD OF GOVERNORS WAIVER	Waives enrollment fees; reduces cost of health fee and parking. Apply online at **www.cccapply.org/finaid**
FAFSA APPLICATION	Students should apply at this site: **www.fafsa.ed.gov** for Pell grants and work study
CALIFORNIA DREAM ACT	The California DREAM Act of 2011 allows students who meet AB540 eligibility to apply for and receive funds from certain state and institutional financial aid programs. You should apply online at **https://dream.csac.ca.gov/**
FINANCIAL AID INFORMATION FOR STUDENTS	- Click the "Financial Aid Status" link on the portal to find out about documents required and received, award information, satisfactory academic progress status, and disbursement dates. -Financial Aid refunds will be credited to students' HigherOne cards approximately 7 days after disbursement.
COLLEGE POLICIES	
NEW REPEAT POLICY IN EFFECT	Students can only take the same class 3 times with any combination of W, D, F, no pass/no credit.
NEW ENROLLMENT PRIORITIES EFFECTIVE SUMMER 2014	Students who have more than 100 degree applicable units and/or who have been on probation for two or more consecutive semesters will receive a later priority registration date.

REVISED by CM/TR 7/30/14

MT. SAC
Mt. San Antonio College

Mountie STARS
Info Sessions
Student Transition And Resource Services

Agenda

❑ Welcome to Mt. San Antonio College

❑ Ice Breaker

❑ 6 Steps to Registration

❑ The student experience (Things I wish I'd have known)

❑ Campus Resources

❑ Mini-tour

❑ Review Game

❑ Q & A

❑ Evaluation

Mt. San Antonio College

The mission of Mt. San Antonio College is to support students in achieving their educational goals in an environment of academic excellence.

Mt. SAC Quiz

- Let's take a quick Mt. SAC quiz, so that we can tailor the presentation to meet your needs

- Please answer the following questions using the iClickers

---

1. How are you feeling about starting school at Mt. SAC?

A. Nervous

B. Anxious

C. Ready

D. Excited

---

2. How many steps are there in the registration process?

A. 5

B. 8

C. 6

D. I don't know

3. Which step is recommended that you complete before orientation?

A. Take an assessment exam
B. Visit the counseling center
C. Get your student ID
D. Enroll in classes

4. Where can you pay your student fees?

A. In person at the Financial Aid Office
B. Online through the "My Mt. SAC Student Account"
C. In person at the Bursar's Office
D. Both B & C

5. How often should you apply for financial assistance (FAFSA or California DREAM Act)?

A. Every semester you plan to attend school
B. Only during your first semester at school
C. Every year you plan to attend school
D. Never
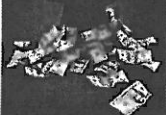
6. When can you get your Mt. SAC ID card?

A. Whenever you want
B. During orientation
C. Any time after enrolling and paying fees
D. On the first day of classes

Ice Breaker

PEOPLE BINGO

Instructions:

- Each square __must__ be signed by a __different__ person
- Win by connecting a: vertical, horizontal, or diagonal line
- Prizes available for the first three winners

Student Tab

Registration Process

Six easy steps to becoming a Mt. SAC Mountie

1. Apply
2. Get Assessed
3. Attend Orientation
4. Get Counseling
5. Register
6. Pay Fees

Get Assessed – Step 2

- Take an English, Math, and Reading Placement Test
- The Assessment Center is located in Bldg. 9B
- Appointments may be scheduled online or over the phone
- Sample exams are available online at http://www.mtsac.edu/assessment/testinfo.html
- Test scores are valid for two years
  - Students may take the same test after three months
  - Students may take a different level exam immediately upon availability
- Test scores may be viewed on your "My Mt. SAC Student Account" -> Student Tab -> #14: View Assessment/Placement Test Scores

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Taking the Test

Requirements for Testing:

- Schedule an appointment
- Bring Photo ID (e.g. Driver's License or HS ID)
- Bring your Mt. SAC ID Number (e.g. A01234567)
- Arrive 15 Min. Early

Attend Orientation – Step 3

- Orientation is required for all new students who are enrolling at Mt. SAC

Two types of orientation:

- In Person Orientation: Schedule an appointment through the Counseling Center.
  - In person (Bldg. 9B upper level) or by phone 909.274.4380
- Online Orientation: "My Mt. SAC Student Account" -> Student Success Tab -> Online Orientation -> Go to Online Orientation
- It is recommended that students complete the assessment test prior to Orientation

---

Online Orientation

Get Counseling – Step 4

Counselors are available to help you if you:

- Are undecided about your major or career goal
- Need assistance in planning your educational and/or career goal - Mountie Academic Plan (MAP)
- Need assistance in choosing a transfer institution
- Have personal problems that impact your college success

Register – Step 5

- Check your registration appointment through your "My Mt. SAC Student Account"
  - Student Tab -> #8. Registration Appointment/Hold

- Search the Schedule of Classes
  - Plan your class schedule, have alternative options
  - Use the Search for Classes Function
  - http://www.mtsac.edu/searchforclasses/

- Register through your "My Mt. SAC Student Account"
  - Student Tab -> #4. Register (Add or Drop) Classes

- Print your schedule
  - Student Tab -> #11. Print your Schedule/Receipt

Registration Appointment/Holds

Registration Tips
- Searching for Classes:

Registration Tips
- Searching for Classes:

Registration Tips Cont.
- Searching for classes (cont.):

Registration Tips Cont.
- Searching for classes (cont.):

Registration Tips Cont.

- Enrolling in classes through "My Mt. SAC Student Account" :

Current Schedule

Add Classes Worksheet

MT. SAC

What if the class I want is full?

- Add yourself to wait list
- Attend the first day of class
- Ask the professor for an add code
  - Be persistent
- Consider enrolling at a different time, or taking a different class

MT. SAC

Getting on The Waitlist

Current Schedule

Add Classes Worksheet

MT. SAC

Pay Fees – Step 6

- Enrollment Fees vary depending on residency status
  - Residents: $46/unit
  - International & Non-Resident Students: $262/unit
    - Eligible Non-Residents may submit the AB 540 Affidavit to pay for resident fees
- Drop-for-Nonpayment
  - Payment for all fees is due upon registration
  - Failure to pay before the established deadlines will result in being dropped from classes
- Financial Assistance is available for students who qualify

MT. SAC

Where to pay

- In-person: Bursar's Office in Building 4
- Online: Log into your "My Mt. SAC Student Account" at my.mtsac.edu
  - Student Tab -> # 25: Account Summary by Term -> Pay Fees by Credit Card -> Select a Term -> Submit

MT. SAC

Financial Aid – Apply Yearly!

- Free Application for Federal Student Aid
  - Mt. Sac Federal School Code: 001245
- California DREAM Act
- Board of Governor's (BOG) Fee Waiver

Types of Aid

- **Grants** (i.e. Cal Grant): Free to students who qualify; do not need to be paid back
- **Scholarships:** Free to students who qualify; do not need to be paid back
- **Loans** (subsidized): Students interested in receiving loans must complete the FASFA to determine eligibility, and meet additional requirements. Loans are only available for the fall & spring semester. Loan seminar must be attended. Loans must be paid back, and will accrue interest.

MT. SAC

Mt. SAC Card

https://mtsaccard.higheroneaccount.com/

The Student Experience: Things I wish I'd known...

- What are your educational goals? How has Mt. SAC prepared you for them?
- What are some of the highlights you've experienced at Mt. SAC?
- Have you encountered any obstacles while attending college? If so, how did you overcome these?
- What advice do you have for new students at Mt. SAC?

Campus Resources

- Packet of campus resources available in your folder

Mini Campus Tour

- Please follow our student ambassador on a mini campus tour
- Key Areas:
  - Assessment Center
  - Counseling Office
  - Financial Aid Office
- Prepare questions for when you return

Mt. SAC Quiz

- Please answer the following questions using the iClickers

1. How are you feeling about starting school at Mt. SAC?

A. Nervous

B. Anxious

C. Ready

D. Excited

10/10/2014

2. How many steps are there in the registration process?

A. 5

B. 8

C. 6

D. I don't know

3. Which step is recommended that you complete before orientation?

A. Take an assessment exam

B. Visit the counseling center

C. Get your student ID

D. Enroll in classes

4. Where can you pay your student fees?

A. In person at the Financial Aid Office

B. Online through the student "My Mt. SAC Student Account"

C. In person at the Bursar's Office

D. Both B & C

5. How often must you apply for financial assistance (FAFSA or California DREAM Act)?

A. Every semester you plan to attend school

B. Only during your first semester at school

C. Every year you plan to attend school

D. Never

6. When can you get your Mt. SAC ID card?

A. Whenever you want

B. During orientation

C. Any time after enrolling and paying fees

D. On the first day of classes

Your turn to ask questions

? ? ? ¿

7

Please complete a brief
evaluation of this workshop.

Results are:

- Used for program improvement

MT. SAC

Math Placement Tests

Please select one of four math placement tests below before taking the test. Refer to the table below to assist you determining which test is appropriate for you.

Previous Math Background	Recommended Test Level	Course Placement (Minimum Score Required)
Never taken Algebra, or took Algebra more than one year ago and need to review it.	Level 1 (Mt. SAC Math)	LERN 48: Basic Math Skills Review LERN 49: Math Skills Review (9) Math 50: Pre-Algebra (17) Math 51: Elementary Algebra (25)
One year of Algebra and/or one year of Geometry completed recently.	Level 2 (Intermediate Algebra)	Math 61: Plane Geometry Math 71: Intermediate Algebra (25)
One year of Geometry and two years of Algebra completed recently.	Level 3 (College Level Math)	Math 100: Survey of College Mathematics* Math 110: Elementary Statistics Math 120: Finite Mathematics Math 130: College Algebra Math 150: Trigonometry* Math 160: Precalculus (with Trigonometry Supplement Test score of 6 or higher) (21)
Two years of Algebra, one year of Geometry, Trigonometry, Math Analysis, or Precalculus completed recently.	Level 4 (Calculus)	Math 140: Calculus for Business (30) Math 180: Calculus and Analytical Geometry (35 with trigonometry subscore of 4 or higher.)

Please refer to class schedule for other prerequisites.

Additional Information

- If your score is below the minimum score, please take a lower level test. You have to wait three months to take the same level test again.

- Test scores are valid for two years.

- Calculators are not permitted.

For more information on the placement test, please go to
http://www.mtsac.edu/assessment/testinfo.html

Level 1

Mt. SAC Math Placement Test

For placement into:

LERN 48 - **Basic Math Skills Review**
LERN 49 - **Math Skills Review**
MATH 50 - **Pre-Algebra**
MATH 51 - **Elementary Algebra**

Mt. San Antonio College Mathematics Department wishes that you have a pleasant experience and success with your math classes at Mt. SAC.

The test is **45 minutes** long and consists of **35 questions**. **Calculators are not permitted.** Your score will be used to help determine your math placement according to the following:

Score	Eligibility
0 - 8	LERN 48: Basic Math Skills Review
9 - 16	LERN 49: Math Skills Review
17 - 24	Math 50: Pre-Algebra
25 - 35	Math 51: Elementary Algebra

The material in the placement test is generally covered in a typical pre-algebra course in high school. You will want to refer to the six sample questions that follow. If you wish to consult a reference prior to taking the placement test, you might consult the current Math 50 textbook, available at the Mt. SAC bookstore for purchase, or any pre-algebra textbook.

A SAMPLE OF 6 QUESTIONS CAN BE FOUND ON THE BACK OF THIS PAGE

Sample Test Questions

The sample questions that follow are designed to inform you of the format and level of expertise required for the placement test. This sample is much shorter than the actual test and does **not** represent all of the topics covered in the test. **Being able to correctly answer these questions does not necessarily guarantee success on the test**.

1. Round $15{,}764$ to the nearest hundred. a. $16{,}000$ b. $15{,}700$ c. $15{,}800$ d. $15{,}000$ e. $15{,}760$	2. Solve for x : $-3x+10=-41$ a. $\dfrac{31}{3}$ b. -17 c. -48 d. 17 e. $-\dfrac{31}{3}$	3. During a bowling tournament, David bowled games of 210, 195, 213, 201, 226, and 155. What was his average score for the six games? a. 200 b. 1200 c. 226 d. 201 e. none of these
4. Simplify: $-9-(-14)+5\!\left(4^2-3\right)$ a. 42 b. 70 c. 23 d. 30 e. 10	5. Simplify: $(5x-7)(3x+4)$ a. $15x^2+x-28$ b. $15x^2+x+28$ c. $14x-28$ d. $15x^2+41x-28$ e. $15x^2-x-28$	6. Evaluate if $x=-3$ and $y=\dfrac{2}{3}$: $-5x^2+3y-x$ a. 50 b. -48 c. 230 d. -40 e. 44

Additional sample test questions are available at
http://www.mtsac.edu/assessment/testinfo.html

Answers: 1. c   2. d   3. a   4. b   5. e   6. d

For more information on the placement test, please go to
http://www.mtsac.edu/assessment/testinfo.html

Level 2

Intermediate Algebra Placement Test

For placement into:

Math 61 - Plane Geometry
Math 71 - Intermediate Algebra

Mt. San Antonio College Mathematics Department wishes that you have a pleasant experience and success with your classes at MT. SAC, in particular those offered by the Math Department

The material in the **Intermediate Algebra Placement Test** is generally covered in the typical first course in Algebra. The topic areas are:

I. Arithmetic Operations, including Signed Numbers, Fractions, Decimals & Percents	V. Graphing
II. Polynomials, including their Operations & Factoring	VI. Rational Expressions and their Operations
III. Linear Equations and Inequalities	VII. Exponents and Square Roots
IV. Quadratic Equations	VIII. Geometric Measurement, including Areas, Perimeters Circumference, and the Pythagorean Theorem

If you wish to consult a reference prior to taking the placement test, you might consult the current Math 51 textbook, available at the Mt. SAC bookstore for purchase, or any elementary algebra textbook.
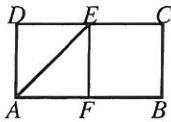
The test is **45 minutes** long and consists of **50 questions**. Calculators are **NOT** permitted. Your score will be used to help determine your placement according to the following:

SCORES	Eligibility
0 - 24	You most likely will not be successful in Math 61 / Math 71. Please take the **Mt. SAC MATH PLACEMENT TEST** to determine the appropriate placement into LERN 48 / LERN 49 / Math 50 / Math 51
25 - 50	Math 61, Math 71

A SAMPLE OF 10 QUESTIONS CAN BE FOUND ON THE BACK OF THIS PAGE

NOTE

The following set of 10 questions is a sample, whose sole purpose is to inform you of the format and level of expertise required for the **Intermediate Algebra Placement Test**. This sample is much shorter than the test and does NOT represent all of the topics mentioned on the other side of this page. BEING ABLE TO CORRECTLY ANSWER THESE QUESTIONS DOES NOT NECESSARILY GUARANTEE SUCCESS ON THE TEST.

---

1. $\dfrac{2}{3} - \dfrac{3}{4} + \dfrac{5}{6} = ?$

   a. $\dfrac{4}{13}$

   b. $-\dfrac{6}{13}$

   c. $\dfrac{3}{4}$

   d. $-\dfrac{11}{12}$

   e. $\dfrac{4}{5}$

2. $\sqrt{72} - \sqrt{18} = ?$

   a. $3\sqrt{6}$

   b. $3\sqrt{2}$

   c. 3

   d. $3\sqrt{10}$

   e. $9\sqrt{2}$

3. If $x = 5$ and $y = 3$, then $\dfrac{4x - y^2}{xy - 7} = ?$

   a. $-\dfrac{29}{22}$

   b. $-\dfrac{29}{8}$

   c. $\dfrac{11}{8}$

   d. $-\dfrac{7}{11}$

   e. $-\dfrac{1}{2}$

---

4. In rectangle $ABCD$ below, $AB = 12$ and $AD = 7$, with square $BCEF$. What square is the area of triangle AFE ?

   a. 42
   b. 24.5
   c. 84
   d. 17.5
   e. 38

5. $\dfrac{3}{2x} + \dfrac{x}{2x-6} = ?$

   a. $\dfrac{3x}{4x-6}$

   b. $\dfrac{x+3}{4x-6}$

   c. $\dfrac{3}{2x-4}$

   d. $x^2 + 3x - 9$

   e. $\dfrac{\left(x^2 + 3x - 9\right)}{\left(2x^2 - 6x\right)}$

6. The point $(?,-3)$ is on the graph of $5x - y = 3x - 5$.

   a. $(-1,-3)$
   b. $(5,-3)$
   c. $(29,-3)$
   d. $(-4,-3)$
   e. $\left(-\dfrac{8}{5},-3\right)$

---

7. If $3x + y = 9$ and $x = y + 11$, then $y = ?$

   a. 5
   b. 6
   c. −6
   d. −1
   e. −12

8. $\dfrac{x^4 y^9}{xy^{-3}} = ?$

   a. $x^4 y^6$

   b. $x^3 y^6$

   c. $x^3 y^{12}$

   d. $x^4 y^{12}$

   e. $x^4 y^{-3}$

9. $(2x-5)(3x+2) - \left(x^2 - 3x - 8\right) = ?$

   a. $5x^2 - 14x - 18$
   b. $5x^2 - 8x - 2$
   c. $5x^2 - x - 18$
   d. $5x^2 + 3x - 2$
   e. $5x^4 - 8x^2 - 2$

---

10. One of the solutions of the equation $3x^2 - 2x - 8 = 0$ is ?

    a. $-\dfrac{4}{3}$

    b. −2

    c. $\dfrac{2}{3}$

    d. $\dfrac{4}{3}$

    e. −4

Additional sample test questions are available at
http://www.mtsac.edu/assessment/testinfo.html

Answers: 1. c   2. b   3. c   4. d   5. e   6. d   7. c   8. c   9. b   10. a

For more information on the placement test, please go to
http://www.mtsac.edu/assessment/testinfo.html

Level 3

College Level Math Placement Test

For placement into:

Math 100 - Survey of College Mathematics (Please refer to class schedule for other prerequisites.)
Math 110 - Elementary Statistics
Math 120 - Finite Mathematics
Math 130 - College Algebra
Math 150 - Trigonometry (Please refer to class schedule for other prerequisites.)
Math 160 - Precalculus (Trigonometry Supplemental Test may also be required.)

Mount San Antonio College Mathematics Department wishes that you have a pleasant experience and success with your classes at Mt. SAC, in particular those offered by the Math Department.

The **College Level Math Placement Test** is intended to be taken by students who have completed 3 years of High School mathematics courses, including Algebra I, Plane Geometry, and Algebra II.

The material examined in this test is generally covered in the typical Intermediate Algebra course. The topic areas are:

I. Sets, number systems, properties of real numbers, order of operations, absolute value, and algebraic expressions.	VII. Quadratic and higher order equations and inequalities (including graphing and rational inequalities).
II. Linear equations and inequalities.	VIII. Conic sections (including second-degree inequalities).
III. Operations on Polynomials (including factoring).	IX. Linear and non-linear systems of equations (including Cramer's Rule).
IV. Rational expressions (including synthetic division and rational equations).	X. Exponential and logarithmic functions and equations.
V. Exponents and radical expressions (including rational exponents, radical equations, and complex numbers).	XI. Sequences and series (including the binomial theorem).
VI. Linear relations and functions (including graphing, distance formula, and variation).	

If you wish to consult a reference prior to taking the placement test, you might consult the current Math 61 and Math 71 textbook, available at the bookstore for purchase, or any Plane Geometry and Intermediate Algebra textbook.

The test is **45 minutes** long and consists of **45 questions**. **Calculators are NOT permitted.** Your score will be used to help determine your placement according to the following:

Scores	Eligibility
0 - 20	You most likely will not be successful in Math 100, Math 110, Math 120, Math 130, Math 150 or Math 160. Please take the **Intermediate Algebra Placement Test** to determine appropriate placement.
21 - 45	Math 110, Math 120, Math 130. For Math 100 & Math 150, please refer to class schedule for other prerequisites. For Math 160, Trigonometry Supplemental Test may also be required.

A SAMPLE OF 11 QUESTIONS CAN BE FOUND ON THE BACK OF THIS PAGE

NOTE

The following set of 11 questions is a <u>sample</u>, whose sole purpose is to inform you of the format and level of expertise required for the **College Level Math Placement Test**. This sample is much shorter than the test and does <u>NOT</u> represent all of the topics mentioned on the other side of this page. BEING ABLE TO CORRECTLY ANSWER THESE QUESTIONS DOES NOT NECESSARILY GUARANTEE SUCCESS ON THE TEST.

---

1. If $3 - |2x + 4| = -1$, then

   a. *there is no solution*

   b. $x = 4 \; or \; -4$

   c. $x = 0$

   d. $x = 0 \; or \; -4$

---

2. If $S = 2wh + 2wL + 2Lh$, then $h = ?$

   a. $2S - 2(w + 2L)$

   b. $S - 2wL - 2Lh - 2w$

   c. $\dfrac{S - 2wL}{2w + 2L}$

   d. $\dfrac{S}{2}$

---

3. $\dfrac{x^{-2} - y^{-2}}{x^{-1} + y^{-1}}$

   a. $\dfrac{1}{x - y}$

   b. $\dfrac{y - x}{xy}$

   c. $\dfrac{1}{x + y}$

   d. $\dfrac{x + y}{x^2 - y^2}$

---

4. $\left(3x^{\frac{1}{5}} \right)\left(8x^{-3} \right)^{-\frac{2}{3}} =$

   a. $\dfrac{3x^{\frac{11}{5}}}{4}$

   b. $-16x\dfrac{2}{5}$

   c. $-12x\dfrac{11}{15}$

   d. $\dfrac{3x^{\frac{2}{5}}}{4}$

---

5. If $2x^2 - x - 3 = 0$, then $x =$

   a. $-\dfrac{3}{2}$

   b. $\dfrac{1 \pm 2\sqrt{6}}{4}$

   c. $\dfrac{3}{2} \; or \; -1$

   d. $\dfrac{1}{4} \pm \dfrac{5i}{4}$

---

6. If $f(x) = x^2 - 5x + 1$, then $f(b - 1) =$

   a. $b^2 - 7b + 7$

   b. $b^2 - 5b + 5$

   c. $b^2 + 3b - 3$

   d. $b^2 - 5b + 6$

---

7. The equation

   $$x^2 - 8x - y^2 + 6y + 6 = 0$$

   is the equation of:

   a. *a parabola*

   b. *a circle*

   c. *a hyberbola*

   d. *an ellipse*

---

8. In the system of equations:

   $$3x - y = 4$$
   $$3x + 2y = -5$$, $x = ?$

   a. 3

   b. -3

   c. 1

   d. $\dfrac{1}{3}$

---

9. If $\log(x) + \log(x + 3) = 1$, the solution is:

   a. $x = 2$

   b. $x = -5$

   c. $x = 2 \; or \; -5$

   d. $x = \dfrac{7}{2}$

---

10. What are the values of x for which $(2x - 5)(x + 3) < 0$?

    a. $x < -3 \; or \; x > \dfrac{5}{2}$

    b. $-3 < x < \dfrac{5}{2}$

    c. $-3 \le x \le \dfrac{5}{2}$

    d. $x > -3$

---

11. The equation of the line through $(9, 8)$ and $(3, 6)$ is:

    a. $y = 3x - 3$

    b. $y = -\dfrac{1}{3}x + 11$

    c. $y = \dfrac{1}{3}x + 5$

    d. $y = \dfrac{1}{3}x - 1$

Online practice test is available at
http://www.mtsac.edu/assessment/testinfo.html

Answers: 1. d   2. c   3. b   4. a   5. c   6. a   7. c   8. d   9. a   10. b   11. c

For more information on the placement test, please go to
http://www.mtsac.edu/assessment/testinfo.html

Level 4

Calculus Placement Test
For placement into:
Math 140 - Business Calculus
Math 180 - Calculus and Analytic Geometry

Mt. San Antonio College Mathematics Department wishes that you have a pleasant experience and success with your classes at Mt. SAC, in particular those offered by the Math Department.

The Calculus is a challenging course of study, largely because it demands that the student recall and successfully use the algebraic and trigonometric skills developed in the prerequisite math courses. Recency of these prerequisite math experiences is quite often a factor in the student's ability to quickly recall and apply these skills in developing an understanding of the Calculus. Even with a satisfactory score on the "Placement Test", it is **strongly recommended** that the prospective Calculus student extensively review the appropriate topics in Algebra and Trigonometry prior to taking the class.

The test used for placement into the Calculus or Business Calculus will survey your knowledge of topics generally covered in a typical Precalculus course.

THE ALGEBRAIC TOPIC AREAS ARE:		THE TRIGONOMETRIC TOPIC AREAS ARE:	
I.	Basic algebraic operations: Polynomials, Rational Expressions, and Radical Expressions.	I.	The definitions of the six Trigonometric Functions as related to both: (a) Angles in standard position in the Cartesian coordinate plane, and (b) Right Triangles.
II.	Functions and Functional Notation; including Logarithms and Exponentials.	II.	Degree and Radian Measures, including the exact values of the six functions with respect to special angles.
III.	Solving Equations and Inequalities. These equations may involve Polynomials, Rational Expressions, Absolute Values, Logs, Exponentials, Radicals, and Systems with several variables.		Example: $\sin 240° = \dfrac{\sin 4\pi}{3} = -\dfrac{\sqrt{3}}{2}$
IV.	Graphing in the Cartesian Coordinate Plane	III.	The basic and general graphs of the trig functions.
		IV.	Fundamental Identities, including the "Basic Eight"; "Sum /Difference of Angles"; "Double and Half Angles".
		V.	Solving Trigonometric Equations.

If you wish to consult a reference prior to taking the placement test, you might consult the current Math 160 textbook, available at the Mt. SAC bookstore for purchase, or any college level Precalculus text that includes both algebraic and trigonometric topics.

The test is **90 minutes** long and consists of **60 questions**. **Calculators are NOT permitted**. Your score will be used to help determine your placement according to the following:

Scores	Eligibility.
0 - 29	You most likely will not be successful in Math 140/Math 180. Please take the **College Level Math Placement Test** to determine appropriate placement.
30 - 34	Math 140
35 - 60	Math 140 Math 180 **WITH** qualifying trigonometry subscore of 4 or higher.

On the back of this page are 14 sample questions, whose sole purpose is to give you information concerning the format and typical level of expertise required for the Calculus Placement Test. This sample does NOT represent all of the topics on the test. BEING ABLE TO CORRECTLY ANSWER THESE QUESTIONS DOES NOT NECESSARILY GUARANTEE SUCCESS ON THE ACTUAL TEST.

1. In the system of equations:
$$\begin{cases} x-3y=-3 \\ 2x+y=8 \end{cases}, \quad y=$$

   a. -3 b. -2 c. 0

   d. 2 e. 3

2. $\left(27x^{-3}y^6\right)^{\frac{1}{3}} =$

   a. $\dfrac{27y^2}{x}$ b. $\dfrac{3y^2}{x}$ c. $\dfrac{y^2}{3x}$

   d. $\dfrac{x}{3y^2}$ e. $3xy^2$

3. $\dfrac{-1}{w+1}-\dfrac{w+1}{w-1} =$

   a. $\dfrac{2-w}{w-1}$ b. $\dfrac{-w-2}{w+1}$ c. $\dfrac{-w(w+3)}{w^2-1}$

   d. $\dfrac{-w(w-3)}{w^2-1}$ e. $\dfrac{-w(w-2)}{w^2-1}$

---

4. $\sqrt[5]{\sqrt{3^{-25}}} =$

   a. $\dfrac{1}{9\sqrt{3}}$ b. $\dfrac{1}{3\sqrt{9}}$ c. $-9\sqrt{3}$

   d. $\dfrac{1}{3^{20}}$ e. $\dfrac{1}{3}$

5. If $f(x)=\dfrac{3}{x+1}$, for what value of x does $f(x)=2$?

   a. 1 b. $\dfrac{5}{2}$ c. $\dfrac{1}{2}$

   d. 2 e. $\dfrac{2}{5}$

6. The inequality $x^2-9>0$ is equivalent to:

   a. $x>3$ b. $x<-3$ c. $-3<x<3$

   d. $x>0$ or $x<3$ e. $x<-3$ or $x>3$

---

7. Which of the following could be a portion of the graph of $y=3^x$?

   a.   b. $y=3$ c.   d.   e.

---

8. The circumference of a circle is directly proportional to the length of its radius, and its area is directly proportional to the square of the length of its radius. If the circumference of a circle is multiplied by 6, then its area is multiplied by:

   a. $\dfrac{1}{6}$ b. 6 c. $\dfrac{1}{36}$

   d. 36 e. 12

9. If the point $P(2,-5)$ is on the terminal side of angle θ when θ is in standard position, then $\sin\theta=$

   a. $\dfrac{2}{\sqrt{21}}$ b. $\dfrac{-5}{2}$ c. $\dfrac{-5}{\sqrt{21}}$

   d. $\dfrac{-5}{\sqrt{29}}$ e. $\dfrac{2}{\sqrt{29}}$

10. One of the roots of $2y^2+3y-11=0$ is:

   a. $\dfrac{-3+\sqrt{97}}{4}$ b. $\dfrac{3-\sqrt{79}}{4}$ c. $\dfrac{3+\sqrt{79}}{2}$

   d. $\dfrac{-3+\sqrt{79}}{2}$ e. $\dfrac{3-\sqrt{97}}{2}$

---

11. The graph of $y=f(x)$ is shown in the figure to the right. Which of the following is a graph of $y=f(-x)$? $y=f(x)$

   a.   b.   c.   d.   e.

---

12. $\dfrac{a^{-2}-b^{-2}}{a^{-1}+b^{-1}} =$

   a. $a^{-1}+b^{-1}$ b. $\dfrac{1}{a-b}$ c. $a-b$

   d. $\dfrac{b-a}{ab}$ e. $-\left(\dfrac{ab}{a-b}\right)$

13. If $0\le\theta\le\dfrac{\pi}{2}$ and $\sec^2\theta=2$, then $\theta=$

   a. 0 b. $\dfrac{\pi}{6}$ c. $\dfrac{\pi}{4}$

   d. $\dfrac{\pi}{3}$ e. $\dfrac{\pi}{2}$

14. If $\ln t=\dfrac{1}{3}\ln r-\ln s$, then $t=$

   a. $\dfrac{\sqrt[3]{r}}{s}$ b. $\dfrac{rs}{3}$ c. $\dfrac{1}{3}r-s$

   d. $\sqrt[3]{r}-s$ e. $\dfrac{s}{3r}$

Online practice test is available at
http://www.mtsac.edu/assessment/testinfo.html

Answers: 1. **d**   2. **b**   3. **c**   4. **a**   5. **c**   6. **e**   7. **a**   8. **d**   9. **d**   10. **a**   11. **c**   12. **d**   13. **c**   14. **a**

For more information on the placement test, please go to
http://www.mtsac.edu/assessment/testinfo.html

English Test

Assessment of Written English

Test Overview

The Assessment of Written English (AWE) is a placement test that asks you, the student, to give an example of your **best** writing. The AWE measures your writing abilities in order to place you in a writing course where you will experience academic success. At least two professors will be evaluating your paper using these four categories:

1. ORGANIZATION: the logical arrangements of ideas
2. DEVELOPMENT: sufficient support for your ideas
3. LANGUAGE: use of vocabulary, grammar and punctuation
4. REASONING and IDEAS: logical response to the topic

Course Placement

The AWE is required for placement in English, American Language and for all courses requiring English eligibility. It will place you in one of the following writing courses:

- English as a Second Language (ESL)
- American Language (AmLa)
- LERN 81: Improving Writing
- English 67: Writing Fundamentals
- English 68: Preparation for College Writing
- English 1A: Freshman Composition

Test Directions

You may choose one of two topics to write on. You will have 45 minutes for your writing. Here is a sample topic:

Sample Topic

What was the worst kind of work you ever did? This might have been anything: a paying job, household or school-related chores, volunteer work, etc. Describe the work, explain why you found it unpleasant, and discuss ways that would have made it more satisfying.

Examples of complete writing samples are available at *http://www.mtsac.edu/assessment/testinfo.html*

Test Results

English test results availability is announced during the test, please check with Assessment staff. Test results are available at ***https://myportal.mtsac.edu/*** or the Assessment Center. Test results are not available over the telephone.

(please see reverse for FREQUENTLY ASKED QUESTIONS)

English Placement Test – Assessment of Written English (AWE)

Frequently Asked Questions (FAQ)

1. **What type of format/structure does the writing need to be?**

    No specific format or structure is required, but good writing is organized. There should be a clear beginning (introduction), middle (development), and end (conclusion) to your writing. If you have taken writing classes before, as you plan your response, think about what you learned about paragraph and essay structure.

2. **Do I have to write 5 paragraphs?**

    While many writing courses teach the five-paragraph essay, you are not required to write a certain prescribed number of paragraphs. Instead, read the prompt/topic carefully and organize your response so you address all parts of the question. This may take more or less than five paragraphs. Keep in mind that a paragraph needs a clear, single topic. Do your best to respond as completely and clearly as you can.

3. **What is the required length of the writing?**

    While there is no stated or minimum length, you need to make sure to answer the question clearly and completely. You need a clear topic, organization, well-chosen examples or development, and original ideas. Remember that critical thinking and development are essential, so make sure to write enough to give an example of your best work.

4. **Can I write in cursive, printing or all capital letters?**

    You may write in any style.

5. **Do I have to use the entire 45 minutes?**

    No, but it is recommended that you use the allotted time and review your work.

6. **Will I get marked down for crossing things out or for using white-out?**

    No, but make sure that your writing is as legible as possible.

7. **Do I have to write or can I use a computer to complete my writing?**

    You have a choice of using pen and paper to write or use a computer to type your essay.

8. **If I choose typing, is there spell or grammar check?**

    Spell and grammar check are not available.

9. **Can I get a copy of my writing or review it when I get the results?**

    For test security, we do not give a copy of the writing to students. Also, the writing is not marked for errors.

10. **If I need to finish a sentence or a word after time is up, can I finish?**

    You must finish within 45 minutes.

11. **Can I use pencil or a different color pen?**

    You must use a black pen.

Helpful Resources:

Websites for Grammar and Writing - Native English Writers:

- http://owl.english.purdue.edu/owl/

- http://writing.wisc.edu/

Websites for Grammar and Writing - Non-Native English Writers:

Grammar:

- http://www.englishclub.com/grammar/

- http://www.englishpage.com/verbpage/verbtenseintro.html

- http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/grammar/

- http://www.manythings.org/rs/

- http://www.bbc.co.uk/worldservice/learningenglish/grammar/grammar_challenge/index.shtml

- http://www.englishpractice.com/

- http://a4esl.org/q/h/

- http://www.chompchomp.com/menu.htm

Writing:

- http://www.paragraphpunch.com/

- http://owl.english.purdue.edu/

TIPS FOR A.W.E. PREPARATION
MT. SAN ANTONIO COLLEGE

AWE Tips: OVERVIEW

1. What is the purpose of the AWE?
2. How does it work?
3. What is at stake?
4. What can I do before, during, and after?
5. What are the evaluators looking for?
6. English 1A Placement Writing Sample
7. Example Prompts #1, #2, #3
8. Resources

WHAT IS THE PURPOSE OF THE AWE?
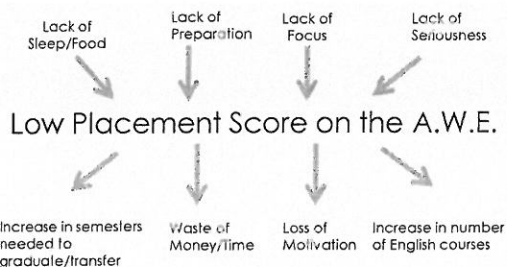
Student success is the purpose.

The purpose of the AWE is to place a student into the writing course where the student has the best chance of success.

Students do not pass or fail the AWE. The placement score is used to place students in the class where they will be successful.

HOW DOES THE AWE WORK?

- A student can choose to use a computer (which has no spell or grammar check) or pen and paper to write.
- This is a 45-minute timed writing test.
- A student chooses one of the topic options given.
- A student completes the Multiple-Measure Success Survey on the last page of the assessment packet. The information on this survey can be used to place students in an appropriate class.
- Two or more AWE Readers will score the writing sample to determine a placement.
- Placement results will be available in 24-72 hours at the Mt. SAC portal or at the Assessment Center.

WHAT'S AT STAKE?
CAUSE/EFFECT

Lack of Sleep/Food

Lack of Preparation

Lack of Focus

Lack of Seriousness

Low Placement Score on the A.W.E.

Increase in semesters needed to graduate/transfer

Waste of Money/Time

Loss of Motivation

Increase in number of English courses

ENGLISH COURSES AT MT.SAC

The AWE placement score determines where a student begins the progression of English courses at Mt. SAC:

ENGLISH PLACEMENT

AWE

ESL** → AMLA 41W → AMLA 42W → AMLA 43W

LERN 81** → ENGL 67 → ENGL 68 → ENGL 1A
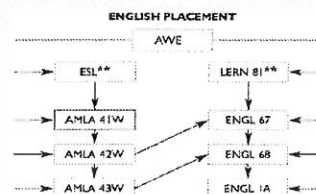
BEFORE WRITING

1. Look over the rubric, which readers use to score papers. Be familiar with the four categories to be scored: Organization, Development, Language, Reasoning & Ideas.

2. Read over the AWE writing samples on the Assessment Center website.

3. Read over Sample Prompts #1, #2, and #3.

4. Get enough rest and eat a balanced meal before writing for the AWE.

BEFORE WRITING Continued -

5. Arrive early.

6. Plan to spend one hour and a half total time at the test location for the AWE placement test so that you do not feel rushed.

7. Keep yourself motivated with positive thoughts before and while writing.

8. Reduce stress by taking deep breaths, closing your eyes for a minute, or pausing to relax your shoulders and arms.

WHILE WRITING -

1. Read the topics fully and listen as they are being read aloud.

2. You will then have an opportunity to ask questions related to them. Your questions must be for clarification of topics only. Questions related to content or organization will not be answered.

3. Select the topic that will allow you to give an example of your best writing.

4. Keep in mind that the prompt is more than one simple question; a good essay requires critical thinking. Read the entire prompt and keep all the parts in mind as you write.

WHILE WRITING - Continued

5. You will have 45 minutes to complete your writing. While there is no required length, you should write enough to address all points in the topic completely.

6. Your piece of writing needs a strong topic and focus. Think about this in advance.

7. You may use the scratch paper given to brainstorm or create an outline.

8. Pace yourself to make the best use of your time as you write.

AFTER WRITING -

Finally, read what you wrote. Look for places

- that need punctuation
- that are not clear
- that need more detail
- that need more precise words
- that need examples
- that need more explanation

** Editing in all these areas can make a difference in being placed higher or lower.

STUDENT VIDEO TESTIMONIALS

Click on the link to hear Mt. SAC students talk about their AWE Placement Test experiences:

Student Testimonial Videos

WHAT ARE THE EVALUATORS LOOKING FOR?

Your best writing should include attention to these four (4) areas:

1. **Organization:** Use a standard format that the reader will be able to follow to develop your topic.

2. **Development:** Use specific details and examples to support general ideas.

WHAT ARE THE EVALUATORS LOOKING FOR? Continued –

3. **Language:** Use correct grammar and appropriate vocabulary.

4. **Reasoning & Ideas:** Use ideas that are clear and reasoning that is clear.

** These four areas can be improved with editing.

** Leave some time to go over your work and make corrections before time is up.

STUDENT WRITING SAMPLE:

PROMPT:

Many people play a sport. You might have played soccer, tennis, basketball, or ping pong, informally with friends or formally as part of a team. Discuss the positive effects this experience has had on your life. Focus on this sport's lasting effects.

English 1A Placement Writing Sample

At six years of age, ice hockey became my sport of focus. From skating lessons to shooting drills, passing drills to checking drills and learning the rules of the game, I worked extremely hard to accomplish my goal of becoming an all-around hockey player—pushing myself harder and harder every practice just so it paid off when I had that extra step to go around a defender and score the winning goal. Ice hockey has been a lot more than just a sport; it has helped me on many occasions, such as when my mother passed away, when handed drugs I was smart enough to pass, or even after breaking up with a girl I really liked. Playing hockey has provided me with a team environment where I can set high standards and goals which I fully intend to meet.

In the case of my mom passing away, hockey gave me a place to go and have fun, talk to people, and even let

1A Sample Continued – 2

some suppressed aggression out. If I ever felt depressed, the hockey rink was a perfect place because I had many friends there to have fun with. I could talk to other parents that I believed were like parents to me, too. Out on the ice, taking out aggression was no issue since checking is a legal part of the game.

When the topic of drugs came to pass, there was no possible way because the goals I set for myself couldn't be accomplished if I weren't in the correct state of mind. Hockey is a very demanding sport physically and mentally so I needed to be on my toes at all times. Laziness and depression would just stand in my way of reaching those high standards and goals. Trying my best at all times got me into semi-pro leagues, and I still continue to have my dream to play professionally.

1A Sample Continued - 3

Break-ups are always painful, especially if you are completely emotionally attached. This is where hockey again plays a huge part in my life to help me not think of that person, focus on healthier attitudes, and get over the situation that much quicker. Again to compare, there is checking in ice hockey so any aggression that might have been felt was appropriately dealt with.

To conclude, hockey has provided a great learning and caring environment in which I could do my absolute best while getting over personal problems that I carried at the time. Without this sport, I know that I would not be as physically and emotionally fit as I am today.

EXAMINING THIS 1A SAMPLE:

- <u>What do you notice about the organization?</u>
  - Clear thesis statement, topic sentences clearly stated for each paragraph, clearly stated concluding sentences.

- <u>What does the writer do to develop the supporting detail ideas?</u>
  - Examples included.

- <u>What do you notice about the language in this piece?</u>
  - Variety in sentence structure, some punctuation errors but clear evidence of correct punctuation, few spelling errors.

- <u>What does the writer do to demonstrate critical analysis?</u>
  - Comparison of sport and life, clear benefits.

AWE Sample Prompt #1:

- What was the worst kind of work you ever did? This might have been anything: a paying job, household or school-related chores, or volunteer work. Describe the work. Explain why you found it unpleasant, and discuss ways that would have made it more satisfying.

AWE Sample Prompt #2:

- Cell phones are everywhere in our lives. They are used to keep in touch with friends and family and for emergencies. Write about how you use your cell phone. Focus on the advantages and disadvantages of your cell phone use.

AWE Sample Prompt #3:

- Many people play a sport. You might have played soccer, tennis, basketball, or ping pong, informally with friends or formally as part of a team. Discuss the positive effects this experience has had on your life. Focus on this sport's lasting effects.

HELPFUL RESOURCES

- Assessment Center
  Student Services Center
  (909) 274-4265
  Office Hours: Mon-Thu 8 a.m.-7 p.m. Fri 8 a.m.-4:30 p.m.

- Mt. SAC's Assessment Center Website
  http://www.mtsac.edu/assessment/

- Learning Assistance Center Lab (Bldg. 6)
  http://lac.mtsac.edu

- Mt. SAC's Writing Center Website
  http://www.mtsac.edu/instruction/humanities/writingcenter/

WEBSITES FOR GRAMMAR AND WRITING

- http://owl.english.purdue.edu/

- http://writing.wisc.edu/

WEBSITES FOR NON-NATIVE ENGLISH WRITERS

- **Grammar**
- http://www.englishclub.com/grammar/
- http://www.englishpage.com/verbpage/verbtenseintro.html
- http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/grammar/
- http://www.manythings.org/rs/
- http://www.bbc.co.uk/worldservice/learningenglish/grammar/grammar_challenge/index.shtml
- http://www.englishpractice.com/
- http://a4esl.org/q/h/
- http://www.chompchomp.com/menu.htm

- **Writing**
- http://www.paragraphpunch.com/
- http://owl.english.purdue.edu/

This Powerpoint
"Tips for AWE Preparation"
was a collaborative effort by:

The Mt. SAC Assessment Center

The Mt. SAC Writing Center

AWE Faculty Facilitators

The Mt. SAC Matriculation & Assessment Committee

Mt. SAC High School Outreach

AWE RUBRIC - September 2013

Placement

	3 - LERN 81	4 - English 67	5 - English 68	6 - English 1A
Reader Compensation & Comprehensibility	Some to large degree of reader compensation for comprehensibility may be required	Some reader compensation for comprehensibility required	Little reader compensation for comprehensibility required	Very little reader compensation for comprehensibility required
Organization	1. May have some to no attempts at organization; may have a nonacademic format 2. Main idea may be present or attempted	1. Some organization may be present but may be inconsistent or illogical 2. Main idea may be present but moderately successful	1. Adequately organized 2. Main idea present and generally successful	1. Generally well organized 2. Main idea clear and effective
Development	1. May have some to no coherence 2. May have some to no specific details 3. May have some to no sustained development 4. May have some sense of audience; may be conversational	1. Somewhat coherent 2. Details are present though some may be ineffective 3. Some difficulty sustaining development 4. Some sense of audience	1. Generally coherent 2. Details are provided and are generally effective 3. Occasional difficulty sustaining development 4. Generally appropriate sense of audience	1. Coherent. 2. Details are provided and are effective 3. Generally sustained development 4. Appropriate sense of audience
Reasoning & Ideas	1. May have superficial to cursory critical thinking 2. May have some to no logical reasoning 3. May address few to some elements in prompt; may misinterpret prompt	1. Some critical thinking is attempted but may lack sophistication 2. Logic may have some inconsistencies 3. Addresses the prompt unevenly	1. Some critical thinking is evident 2. Logic is mostly clear 3. Addresses most aspects of the prompt	1. Critical thinking is evident 2. Logic is clear 3. Effectively addresses the prompt
Language	1. May have some to frequent sentence boundary issues: FS, CS, fragments 2. Syntax/sentence structure is mostly correct but may be simple. 3. Generally appropriate word choice; may be simple/informal	1. May have some sentence boundary issues, including FS, CS, and frag 2. Syntax/sentence structure is mostly correct but may be simple 3. Generally appropriate word choice	1. May have occasional sentence boundary issues 2. Syntax/sentence structure is generally correct with some attempts at variety 3. Purposeful and mostly appropriate word choice	1. May have infrequent sentence boundary Issues 2. Syntax/sentence structure is clear and may be sophisticated 3. Purposeful word use

AWE NN RUBRIC - September 2013

Reader Directive: Consider the entire paper; pay particular attention to positive characteristics of the writing and the risks the writer is taking

Placement

	NN0 - ESL	NN1 - AmLa 41W	NN2 - AmLa 42W	NN3 - AmLa 43W
Reader Compensation & Comprehensibility	Excessive degree of reader compensation for comprehensibility required	Large degree of reader compensation for comprehensibility required	Reasonable degree of reader compensation for comprehensibility required	Little or no reader compensation for comprehensibility required
Organization	1. Little to no organization 2. No clear main idea expressed	1. No or inadequate organization 2. Main idea may be expressed but may be inadequate	1. Inadequate organization 2. Main idea may be expressed but may be simplistic	1. Some organization may be present but with limited success 2. Main idea may be expressed but moderately successful
Development	1. No or interrupted coherence 2. No or few specific relevant details 3. No or little development	1. Limited coherence 2. Few or some specific relevant details 3. Insufficiently developed	1. Inconsistent coherence 2. Some specific relevant details 3. Difficulty sustaining development; may have repetition of ideas	1. Generally consistent coherence 2. Some to many specific relevant details 3. Some difficulty sustaining development
Reasoning & Ideas	1. No critical thinking 2. Little to no logical reasoning 3. Misinterprets or partially addresses prompt	1. May attempt critical thinking 2. Inadequate logical reasoning 3. Misinterprets or addresses prompt simply	1. Cursory critical thinking 2. Limited evidence of logical reasoning 3. Addresses prompt simply	1. Some critical thinking 2. Some logical reasoning 3. Addresses most elements introduced in prompt but unevenly
Language	1. Short sentences or word groups 2. Incomprehensible syntax/sentence structure with some to many missing elements (e.g. subjects, verbs) 3. Inconsistent and/or inaccurate use of simple tenses* 4. Generally no coordination/subordination 5. Limited vocabulary. Use of basic verbs (have, do, go) 6. Frequent inappropriate use of prompt language 7. Chronic errors in articles, plurals, prepositions 8. Revert to primary language *simple present, past, future (dance, danced, will dance)	1. Some basic sentence structure (S+V+O) 2. Confusing syntax/sentence structure 3. Some correct use of simple tenses.* 4. Coordination/subordination limited and/or incorrect 5. Simple vocabulary 6. Some inappropriate repetition of prompt language 7. Many errors in articles, plurals, prepositions *simple present, past, future (dance, danced, will dance)	1. Generally accurate use of basic sentence structure (S+V+O) 2. Generally clear syntax/sentence structure 3. Generally correct use of simple verb tenses* with some attempts at more complex verb tenses** 4. Coordination/subordination present & sometimes successful 5. Inconsistent use of appropriate vocabulary 6. Some appropriate use of prompt language 7. Some errors in articles, plurals, prepositions *simple present, past, future (dance, danced, will dance) **complex verb tenses: present perfect, past progressive, past perfect, modals (have learned, was learning, had learned, should/can learn)	1. Mostly accurate use of basic sentence patterns (S+V+O) 2. Mostly correct syntax/sentence structure 3. Consistent use of simple tenses* and often accurate attempts at complex tenses* 4. Coordination/subordination present & often successful 5. Expanded vocabulary with some purposeful (perhaps idiomatic) word use and some inappropriate word choices 6. Mostly appropriate use of prompt language 7. Some to few errors in articles, plurals, prepositions *simple present, past, future (dance, danced, will dance) **complex verb tenses: present perfect, past progressive, past perfect, modals (have learned, was learning, had learned, should/can learn)

	NN0/NN1/NN2/NN3 Non-Native Placements	3/4/5/6 Placements
Gen 1.5 Writers	• Limited or incorrect use of idiomatic language (I was boring, I feel like to study) • VT/VF often incorrect • Multiple errors in prepositions/articles/plurals that interfere with meaning	• Expanded use of idiomatic language (I was mixed up, I feel like studying) • Largely correct VT/VF (occasional missing-ing/ed/s) • Some acceptable errors in prepositions/articles/plurals

September 2013

Mt. San Antonio College
Assessment Center
Student Services Center
909-274-4265

For more information on the placement test, please go to
http://www.mtsac.edu/assessment/testinfo.html

Reading Test

COMPASS/ESL Reading Test

Test Overview

The **COMPASS/ESL Reading Test** is an assessment test that measures students' abilities to comprehend and use standard American English. The test measures both literal and inferential reading skills. This test is specifically made for students whose first language is **NOT** English.

Course Placement

Based on your test results, you may be advised to enroll in one of the American Language Reading classes at Mt. San Antonio College. This placement will help you to increase your reading and vocabulary skills, which will help you to be successful in your academic courses. You may be advised to take one of the following courses:

Score	Eligibility
0 - 49	You are advised to take ESL courses.
50 - 69	AmLa 31R: Basic Reading
70 - 79	AmLa 32R: Intermediate Reading
80 - 91	AmLa 33R: Advanced Reading
92 - 99	You are advised to take the DRP test.

Test Directions

This is a computerized test, which means that you will first listen to and interact with a set of directions that explains how to answer the questions using the computer. Once you have finished the test directions, you will read some passages and answer questions about what you read. You should read and answer the questions carefully. Once you have finished a passage and have gone to the next passage, you cannot go back to change your answers. The test is not timed. Each student reads differently. Some students may finish in a short time, and others may take longer to finish. The test automatically ends when you have completed enough questions to get an accurate score of your reading ability.

Test Results

Test results are available immediately after you complete the test. Test results are available at *https://myportal.mtsac.edu/* or the Assessment Center. Test results are not available over the telephone.

An example of the type of reading on the test is on the back of this paper.

Sample COMPASS/ESL Reading Test Passage

Read the paragraph about the emporium in Galveston.

Shoppers enter the emporium, which is on the ground floor, through the original 14-foot doors. You can eat a sandwich inside while sitting on a wooden seat at an umbrella-covered table, or you can buy meats and cheeses by the pound for a picnic on the beach. There is also a wide selection of Texas foods, beers, chocolates, books, baskets, and specialty coffees and teas. A wine room features Texas, U.S., and international wines.

1. In the passage, what does the highlighted word "emporium" mean?

    ❑ **A.** Store
    ❑ **B.** Beach
    ❑ **C.** Bar
    ❑ **D.** Hotel

2. What can you buy at the emporium?

    ❑ **A.** 14-foot doors
    ❑ **B.** Wooden seats
    ❑ **C.** Meats and cheeses
    ❑ **D.** Ground floors

Answers: 1. A   2. C

For more information on the placement test, please go to
http://www.mtsac.edu/assessment/testinfo.html

Reading Test

Degrees of Reading Power

TEST OVERVIEW

Degrees of Reading Power (DRP) is an assessment test that evaluates reading comprehension.

COURSE PLACEMENT

Based on your test results, you may be advised to enroll in one of the reading classes at Mt. San Antonio College. This placement will help you increase your reading skills, which will help you experience academic success in your college classes. You may be advised to take one of the following courses:

Score	Eligibility
15 - 38	READ 70: Improving Reading Comprehension
39 - 53	READ 80: Developing Reading Comprehension
54 - 64	READ 90: Preparing for College Reading
65 - 97	READ 100: Analysis and Critical Reading

TEST DIRECTIONS

This is a test to find out how well you read. The test contains passages for you to read. Words are missing from the passages. Wherever a word is missing, there is a blank line with a number on it. Next to the passage you will find the same number and five words. Choose the word that makes the best sense in the blank. On your answer sheet, find the same number as the blank. Mark the letter for the answer you have chosen. The test is not timed, but plan on 45-60 minutes to complete it.

TEST RESULTS

Test results are available within 24 hours. Test results are available at *https://myportal.mtsac.edu/* or the Assessment Center. Test results are <u>not</u> available over the telephone.

An example from the test is on the back of this paper

Sample Standard DRP Test Passage

Bridges are built to allow a continuous flow of highway and railway traffic across water lying in their paths. But engineers cannot forget that river traffic, too, is essential to our economy. The role of ____1____ is important. To keep these vessels moving freely, bridges are built high enough, when possible, to let them pass underneath. Sometimes, however, channels must accommodate very tall ships. It may be uneconomical to build a tall enough bridge. The ____2____ would be too high. To save money, engineers build movable bridges.

1 a) wind   b) boats
   c) weight   d) wires
       e) experience

2 a) levels   b) cost
   c) standards   d) waves
       e) deck

In the swing bridge, the middle part pivots or swings open. When the bridge is closed, this section joins the two ends of the bridge, blocking tall vessels. But this section ____3____. When swung open, it is perpendicular to the ends of the bridge, creating two free channels for river traffic. With swing bridges, channel width is limited by the bridge's piers. The largest swing bridge provides only a 75-meter channel. Such channels are sometimes too ____4____. In such cases, a bascule bridge may be built.

3 a) stands   b) floods
   c) wears   d) turns
       e) supports

4 a) narrow   b) rough
   c) long   d) deep
       e) straight

Bascule bridges are drawbridges with two arms that swing upward. They provide an opening as wide as the span. They are also versatile. These bridges are not limited to being fully opened or fully closed. They can be ____5____ in many ways. They can be fixed at different angles to accommodate different vessels.

5 a) crossed   b) approached
   c) lighted   d) planned
       e) positioned

In vertical lift bridges, the center remains horizontal. Towers at both ends allow the center to be lifted like an elevator. One interesting variation of this kind of bridge was built during World War II. A lift bridge was desired, but there were wartime shortages of the steel and machinery needed for the towers. It was hard to find enough ____6____. An ingenious engineer designed the bridge so that it did not have to be raised above traffic. Instead it was ____7____. It could be submerged seven meters below the surface of the river. Ships sailed over it.

6 a) work   b) material
   c) time   d) power
       e) space

7 a) burned   b) emptied
   c) secured   d) shared
       e) lowered

Answers: 1. b   2. b   3. d   4. a   5. e   6. b   7. e