# Counseling Faculty's Contribution to the Student Success and Support Program (SSSP) Plan: Spring 2014

The Student Success and Support Program Plan Template, located on the Chancellor's Office Student Services Division website, is divided into the following sections:

I. Student Success and Support Program Plan Signature Page
II. Student Success and Support Program Services
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        ii. Assessment
        iii. Counseling, Advising, and Other Education Planning Services
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III. Policies and Professional Development
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IV. Attachments

(Budget Plan is now a separate form)

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.).

The target audience is nonexempt prospective new students to Mt. SAC, which is an estimated number of 10,000 (need to verify #) annually. The estimated annual number of first time college students, as defined by title 5, to be served is (##). First-time students who have never attended an institution of higher education will be directed to attend the in-person, on campus group orientation prior to registration. First-time Mt. SAC students who have attended another institution of higher education will be mandated to complete orientation and directed to complete the comprehensive online orientation prior to registration. Counseling faculty develop and facilitate both in-person and online orientations. Both orientation formats include the following components:

1. Academic expectations and progress and probation standards pursuant to section 55031
2. Maintaining registration priority pursuant to section 58108
3. Prerequisite or c-requisite 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
9. Time management
10. Campus resources
11. College culture

The online orientation is interactive and includes checks (quizzes) on learning, videos of campus resources, and links to college information.

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

Counseling faculty, including those assigned to special programs (DSP&S, EOP&S, Bridge, Athletics, etc.), provide the College's New Student Orientations. Each orientation session is facilitated by two or more counselors.

        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

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under development, including any annual subscription or staff support requirements.

An interactive online orientation that was developed by Cynosure in consultation with the college's counseling faculty and with college IT support will be used.

Technologies used in the in-person orientation include Luminus portal, DegreeWorks (MAP), and internet resources.

Defer to Administration for ongoing costs related to technologies.

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 required for new students to the College since the year 1994 and is continuously reviewed for quality of service. Refer to response #i.1. for more information.

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.

College policies and procedures to be addressed include implementing college application deadlines.

Other issues to consider include changing registration timelines.

Resources needing to be addressed:
    Personnel: additional support personnel, additional counseling faculty

<span style="text-decoration: underline;">Non-personnel</span>: dedicated counseling facilities, technological support, equipment
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.

Refer to Budget Plan document to be done by Administration.

   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.).

All prospective students are notified of the assessment component of their Matriculation requirements.  However, the assessment practices differ based on whether they are (1) students still in high school; or (2) students who are not currently attending high school.

The administration of assessment instruments differs based on the students' academic circumstances.  Those students still attending high school would be assessed at their respective schools or at Mt.SAC through the coordination of the High School Outreach office.

Students who are not currently attending high school are notified about assessment as soon as their application for admissions to Mt.SAC is processed.  At that time, a letter from the Admissions and Records office is sent to the students' portal notifying them of the expectations set from Matriculation that they complete orientation, assessment and counseling requirements before they enroll in courses.  Students are then instructed to follow-up by contacting the appropriate departments, including the Assessment Center, where they can arrange to take the various placement tests.

Defer to Assessment and Matriculation Committee for verification of complete and accurate response with regards to technical information.

         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.

The college's Assessment Center staff administers all assessment for placement instruments.

Defer to Director of Assessment and Matriculation.

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 expected to take the Assessment of Written English (AWE). The AWE is scored following specific criteria, which have been designed by three departments (English, American Language and Learning Assistance) and reviewed annually by both the Assessment and Matriculation Committee and by the Chancellor's Office. Based on the outcome of the assessment test(s), students are placed into: American Language courses (for non-native speakers), Learning Assistance (developmental English), English 67 and English 68 and English 1A (college composition).

Placement into mathematics: Four levels of mathematical ability are assessed - ranging from basic arithmetic to calculus and analytic geometry. The assessment instruments include: MATH (Basic Math, from arithmetic to Elementary Algebra); MDT2 (Geometry and Intermediate Algebra); MDT3 (College level math, and subtest for placement into Trigonometry and Pre-calculus); and MDT4 (General Calculus and Business Calculus).

Placement into reading: The reading assessment instruments are the DRP (Degree of Reading Power) and COMPASS which indicate the placement of the students into various levels of reading courses. A score of 65 on the DRP establishes placement into read 100 (college reading). A score lower than 65 on the DRP places students at Read 70, Read 80 or Read 90. Non-native English speaking students with specific scores on the COMPASS places them into AMLA 31R, AMLA 32R or AMLA 33R. Although reading prerequisites have not been established across the curriculum in the same way that English prerequisites have been, students' reading ability is assessed along with writing and math.

Defer to Assessment and Matriculation Committee for verification of complete and accurate response with regards to technical information.

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

When placement is inconclusive, multiple measures are used to discern accurate placement. This system employs a questionnaire developed by the Assessment and Matriculation Committee. The survey serves to gather information regarding the students' past academic history (e.g., High School GPA, life situation and possible ability to undertake the rigor expected of college level courses). Based on that information, students' initial placement may be altered, possibly to a higher level.

When the specific test scores are inconclusive, multiple measures which were established through the collaboration between the Mathematics Department faculty and counseling faculty to determine appropriate placement (i.e., high school courses taken

and grades earned). Based on this information, the Math department and counselors can assess the more appropriate math level for the student.

The course placement derived from the reading assessment does not employ multiple measures.

The current practice of employing multiple measures for course placement into English, mathematics, and credit English as a Second Language courses (AMLA) does not meet the multiple measures requirement as established in title 5 sections 55502 and 55522.

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

Not applicable.

- 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.).

Not applicable.

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 the district.

Defer to Assessment and Matriculation Committee for verification of complete response with regards to technical information.

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.

There is no current policy on pre-test practice or preparation for the English placement assessment. Students may access information regarding the placement test through the Assessment Center's website. Their information section also includes samples of writing for each of the placement levels with comments illustrating the criteria used in the scoring.

There is no current policy on pre-test practice or preparation for the math placement assessment. However, students can obtain sample questions for each of the specific placement tests. New efforts are being directed into disseminating information to the High Schools regarding the importance of students preparing before taking the placement tests. Furthermore, given new funding, testing software with interactive

preparation components (e.g. ALEKS) are being examined for use in the very near future.

There is no current policy on pre-test practice or preparation for the reading placement assessment.

Defer to Assessment and Matriculation Committee for verification of complete response, however consider offering suggestion to do some sort of "Test Readiness" as part of New Student Orientation.

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

Students must wait a time period of three months before re-taking the AWE, DRP, and COMPASS. Students must also wait three months before taking the same level math placement test again. However, there are no time restrictions for students to be able to take a different level math placement test.

Defer to Assessment and Matriculation Committee to verify complete and accurate response with regards to technical information.

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

Mt. SAC placement test scores expire after two years have elapsed.

Defer to Assessment and Matriculation Committee to verify complete and accurate response with regards to technical information.

      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?

Defer to Assessment and Matriculation Committee to verify complete and accurate response with regards to technical 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 assessment instruments or other technology tools specifically for assessment.

Refer to Budget Plan document to be done by Administration.

   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 and (c) other education planning services. Describe what these services are, the services delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.).

The target student audience is first-time college students, students enrolled in basic skills courses, students who have not identified an education goal and course of study, and students who are on academic or progress probation or facing dismissal. The annual number is estimated to be approximately (##) of the student population. Academic, career, personal counseling and crisis intervention are provided by counseling faculty, including those faculty assigned to special programs (e.g., EOP&S, DSP&S, etc.). Service delivery methods include individual counseling sessions, small group presentations/workshops, counseling courses, and online counseling. Counselors also 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 providing class presentations related to educational goal setting and planning and conducting workshops related to career awareness. Students receive educational counseling and advising pre- and post-registration.

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 academic, career, and personal counseling in individual counseling sessions both in person and online during each regular semester and during summer and winter intersessions. 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. Counseling services are available during daytime and evening hours. Counseling sessions are

offered as scheduled appointments, and drop-ins are available at certain times each term. Students may schedule counseling appointments online, in person, by telephone, with the average time out being 2 weeks. For drop-in counseling, the average wait time is approximately 20 minutes but varies based on time of academic year. The ratio of full-time counselors to students is approximately (#:##), compared to the Academic Senate for California Community Colleges' recommended ratio of 1:900. 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 to provide group workshops on transfer information and processes. Paraprofessional advising personnel refer to counselors those 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.

An abbreviated student education plan of one to two terms in length may be developed, especially as it is often both necessary and appropriate to do so. When an abbreviated student education plan is developed, it shall be in the context of addressing the individual student's needs by assisting the student to accomplish a course of study related to a student's education and career goals and guided by sound counseling principles and practices. Factors to consider shall include, but are not limited to, appropriate course load, assessment for placement, including multiple measures, basic skills, appropriate counseling courses, prerequisites or co-requisites, interests, skills, and appropriate referrals to other support and instructional services.

All nonexempt first time students* shall be afforded the opportunity to develop, at a minimum, an abbreviated student education plan after completion of new student orientation (in person) and assessment for course placement within the first semester. Educational planning may occur in one-on-one or group counseling sessions, as well as in appropriate counseling courses. However, failure to develop an abbreviated student education plan shall not result in a hold placed on registration nor loss of originally assigned registration date.

*First time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and does not include concurrent enrollment during high school

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 and 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 helps the student achieve their 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 co-requisites, 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, nonexempt 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. However, failure to develop a comprehensive student education plan shall not result in a hold placed on registration nor loss of originally assigned registration date.

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 all counseling, advising, and education planning services to students. The total number of full-time credit counseling faculty serving credit students is 31, with 20 assigned to the Counseling Center, 3 assigned to EOP&S, 5 assigned to DSP&S, 2 assigned to the Bridge Program, 1 assigned to the ACES program (grant funded, non-tenure track). Counseling faculty perform professional and academic duties that include academic, career, and personal counseling, and teach curriculum assigned to the counseling discipline. The total number of part-time counseling faculty is (##). Full-time counseling faculty work 11 months (195 days), 32 student contact hours per week. (detail full time equivalent FT / PT counseling hrs divided by 2080).

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.

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. DegreeWorks provides the following:

- Tool for mapping a student's term by term sequence of courses
- Identifies various relevant GPA for CSU, UC, and local degree-applicable units
- Summarizes student's progress toward Transfer General Education completion
- Summarizes students' progress toward associate degree requirements including competencies, G.E., and major completion
- 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
- Allows counselor to click and drag courses from the data list and drop into sequential term by term plan
- Can identify when a selected course will be offered in upcoming terms
- Students have ability to view the degree audit function and education plans developed with their counselors
- Can also list courses transferred in from other colleges if that course was previously approved by local discipline faculty
- View assessment for placement scores

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.

Refer to Budget Plan document to be done by Administration.

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:

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.

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, Mt. SAC has approximately (##) students who place into basic skills courses. These students are identified upon completion of the math, English, and reading assessment tests administered at Mt. SAC. Students are able to obtain their placement test scores via their student portal or in person at the Assessment Center. These students may also be identified in Banner.

Undecided
At the time of application, students must select an "Intended Major or Program of Study" as well as an Educational Goal" at which point they may select "Undecided" and/or "Undecided on goal". At Mt. SAC there are approximately (##) 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 3500 students on both Probation and Continued Probation every semester. Of those 3500 students, at least 1000 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 students are given information about campus resources and student services during the live and online New Student Orientations, including Mt. SAC's various tutorial services and the counseling and educational planning services offered through the Counseling Center. This content is provided in the New Student Orientation and is also included in the Mt. SAC Catalog, Schedule of Classes, and Student Handbook, which are distributed in the orientation. The information is also available on the student portal.

Basic skills students may 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 the affective domain.

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Graduating high school students in Mt. SAC's service area are informed about these programs by Mt. SAC's High School Outreach Office.

Undecided students are given information about resources and student services during the live 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 contained within the orientation but is also included in the Mt. SAC Catalog, Schedule of Classes, and Student Handbook, which are distributed in the orientation. In addition, email announcements are sent to students in their portal from the Career/Transfer Center notifying them of upcoming career and/or major workshops as well as undecided workshop series.

Students on Probation and Continued Probation are notified by Admissions and Records of their Probation status and of counseling intervention mandates via an email in their portal as well as the Probation Channel in the student portal. Students' registration dates are moved to the last day of registration until they complete an ONLINE Success Workshop for Probation students and a LIVE Success workshop for Continued Probation students. Original registration dates are restored once the workshop has been completed. They are limited to 12 units for enrollment. During the LIVE Success workshops for Continued Probation students, probation policy, time management and procrastination, career indecision, stress management and support services on campus are discussed. Also, students are 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.

> 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 website links related to career development and choosing a major.

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

<ol type="a" start="3">
<li>How the services identified in "a" and "b" above are provided (online, in groups, etc.).</li>
</ol>

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

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

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.

<ol type="a" start="4">
<li>How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.</li>
</ol>

Students in the learning communities 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. At this time, an early alert system has been implemented with IT support which enables all teaching faculty to refer students in their classes to the Counseling Center for academic, career and personal counseling. 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.

<ol start="2">
<li>Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).</li>
</ol>

<u>Counseling Faculty:</u>  Professional faculty who provide academic, career and personal counseling and teach counseling courses.
- -#Full-time: 31
- -#Part-time: (##)

<ol start="3">
<li>Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.</li>
</ol>

Counseling faculty use the MT. SAC website, DegreeWorks, 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.

Some career counseling technology tools include web-based career assessments and resources like the Career Café, EUREKA, Strong Interest Inventory, Myers-Brigg Type Indicator, and ONET. Educational counseling technology tools include web-based resources such as ASSIST and College Source. Additionally, online counseling conducted by Mt. SAC counseling faculty is offered to students needing follow-up services.

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

Refer to Budget Plan document to be done by Administration.

IIb. Related Direct Program Services (District Match Funds only)
   i. Instructional Research
   1. Describe the types of Institutional Research [that] will be provided that directly relate to the provision or evaluation of SSSP Services.

Be mindful of any evaluation process not infringing on the counseling faculty rights and due process. Otherwise, defer to appropriate Institutional Research processes, with full counseling faculty participation.

   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.

Types of services provided through the use of technology include online orientation, online counseling, educational counseling and planning using DegreeWorks (MAP).

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 current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Defer to appropriate district processes.

III. Policies & Professional Development
   1. Exemption Policy

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

As part of the matriculation process, orientation, assessment, counseling, advising and student education plan development are provided to all students. However, 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):

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

2.  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.

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

4.  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.

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

Per Section 55531 of article 4 of subchapter 6 of chapter 6 of division 6 of title 5 of the California Code of Regulations, part (d), Districts may establish a policy providing that a nonexempt student may have a hold placed on registration or lose registration priority pursuant to section 58108 if a student fails to fulfill the responsibilities set forth in section 55530 (b) and (c). Therefore, Mt. SAC students who do not complete the matriculation process shall not have a hold placed on their registration or lose registration priority so an appeals process is not necessary at this time.

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

> 2. Appeals 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 did not receive, reasonable accommodation in a timely manner may appeal the loss of priority enrollment to an administrator within the Disabled Student Program and Services (DSPS).

### 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.

Defer to appropriate college committees such as Content Review Committee and Assessment and Matriculation Committee, with full counseling faculty participation.

### 4. Professional Development

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

Refer to FPDC and POD with counseling faculty playing a key role.

### 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.

Defer to respective governance committees with counseling faculty's participatory role in the coordination of efforts.

### 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.

Not applicable.

SSSP Plan: Counseling Contribution