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

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

INTRODUCTION

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

More specifically, colleges are to:

1. Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
2. Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students[2].
3. Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
4. Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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

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

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

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

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

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

GENERAL INSTRUCTIONS

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

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

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

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: _____

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

Name: Dr. Audrey Yamagata-Noji_____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Dr. Irene Malmgren_____ Date: _____

Signature of College Academic Senate President: _____

Name: Jeff Archibald_____ Date: _____

Signature of College President: _____

Name: Dr. William Scroggins_____ Date: _____

Signature of District Chancellor: _____

Name: _____Date: _____

Contact information for person preparing the plan:

Name: James Ocampo   Title: Director of Assessment and Matriculation
Email: jocampo@mtsac.edu Phone: 909-274-5670

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, first time students to Mt. SAC, which is estimated between 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. All efforts are made to channel students into the orientation session after completing assessment. The in-person orientations also facilitate students developing an abbreviated education plan as part of the orientation.

Delivery Methods and Activities
Mt. SAC offers two orientations: (1) In-person; and (2) Online. Mt. SAC utilizes a comprehensive delivery method as demonstrated below :

(1) In-Person: The Mt. SAC New Student Orientation (NSO) serves first-time students who have never attended an institution of higher education who 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 meet all required Student Success and Support Program (SSSP) services, including assessment and placement, orientation, educational planning, and follow-up services for at-risk students (i.e. academic probation, progress probation). The orientation includes the following components topics:

Assessment and Placement:
• Importance preparation
• Verification of completion (impact on registration)
• Benefits of early completion
• Understanding test results (i.e. Math, English, Reading) and the academic flowchart for each subject

- Importance of placement results as it relates to course of study

Orientation:
- Mt. SAC Mission Statement
- College culture
- Academic expectations
- Time and effort management (exercise)
- Student portal & registration process (hands-on learning)
- Understanding prerequisite or co-requisite challenge process pursuant to section 55003
- Maintaining registration priority pursuant to section 58108
- Academic and Student Services Resources
- Programs and services (i.e. EOPS, DSPS, ACES, Learning Communities)
- Support services (i.e. tutoring, career and transfer center) o Financial Assistance (i.e. FAFSA eligibility & filing, BOGW, Scholarships)
- Campus facilities (i.e. Student Life Center, Athletics, Bookstore)
- Academic calendar and important timelines

Educational Planning:
- Abbreviated Student Education Plan (1 - 2 term course plan)
- Available education planning services
- Counseling faculty hours and services
- DegreeWorks (Mountie Academic Plan- online service)
- Course of study pathways (i.e. Associate degrees, transfer)
- Career planning options

Follow-up services for at-risk students:
- Academic expectations and progress and probation standards pursuant to section 55031
- Maintaining Board of Governors Fee Waiver (BOGW) eligibility pursuant to section 58612 (pending developing guidelines)
- Description of available programs, support services, financial aid assistance, campus facilities, and how they can be accessed

(2) Online: The existing online orientation is offered to all students who are unable to attend the in-person orientation. 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. 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 new online orientation in the 2014-2015 year to more fully incorporate necessary changes based on the new SSSP regulations.

The current orientation includes the following components:
- Mt. SAC Mission Statement
- College culture
- Academic expectations
- Time and effort management
- Student portal & registration process
- Understanding prerequisite or co-requisite challenge process pursuant to section 55003
- Maintaining registration priority pursuant to section 58108
- Academic and Student Services Resources
- Programs and services (i.e. EOPS, DSPS, ACES, Learning Communities)
- Support services (i.e. tutoring, career and transfer center)
- Financial Assistance (i.e. FAFSA eligibility & filing, BOGW, Scholarships)

- Campus facilities (i.e. Student Life Center, Athletics, Bookstore)
- Academic calendar and important timelines

Educational Planning:
- Available education planning services
- Counseling faculty hours and services
- Degree Works (Mountie Academic Plan - online service)
- Course of study pathways (i.e. Associate degrees, transfer)
- Career planning options

Follow-up services for at-risk students:
- Academic expectations and progress and probation standards pursuant to section 55031
- Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612 (pending developing guidelines)
- Description of available programs, support services, financial aid assistance, campus facilities, and how they can be accessed

Partnerships
In addition, Mt. SAC partners with all feeder high school districts in offering the Connect 4 program to graduating seniors every summer. 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 an application to the college, completion of assessment (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, assessment workshops for students to prepare for assessment testing and conduct assessment (placement) testing.   Transportation for students to complete assessment at the college is provided by the college. Connect 4 orientation services are provided to students throughout the month of June and July prior to fall registration. During registration, HSO staff and counselors are available to assist student via phone or in-person. Approximately 1,800 students participate in Connect 4 each year with a goal to increase 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/CARE, 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 comprehensive counseling for academic, career, transfer, and personal counseling services to the general student population. Will provide orientation, counseling, and follow - up services.
- Counselors/Adjunct (13) - Provide comprehensive academic, career, transfer, and personal counseling services to the general student population. Will provide orientation, counseling, and follow -up services.
- Educational Advisors (3.5) - Assist students with information and support to select courses and achieve educational goal.
- Secretary to Counseling (2) - Schedule SSSP component activities. Clears student holds as needed. Provides clerical support to dean, associate dean, counselors, and educational advisors in support of SSSP activities.
- Clerical Specialist (2) - Record SSSP activities in SARS scheduling system, clear student holds, inputs student exemptions, 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 our district.
- Assessment Center Staff (4) - Assist high school outreach with coordination of testing students either on the Mt.

SAC campus or on 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.
- 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 the orientations as well as 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 campus to utilize technological resources 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 Information Technology (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 mandated 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.

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:
- Assistance in the preparation, organization, delivery and follow-up of NSOs
- Increased numbers of counseling faculty in order to provide NSOs in a timely fashion
- Expanded facilities dedicated to counseling in support of interactive orientations
- Increased technological support for the development of automated processes
- Increased supplies and equipment to provide technological support to students in completing NSO
- Incorporate college orientation requirements with specialized/categorical program orientations (EOPS, DSPS, ACES, International Student Program)

- 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.

Programmatic costs include:
- Printing of Student Handbooks which include the Orientation Guidebook: $47,750
- Programming costs related to Cynosure for the online Orientation: $115,000
- Costs associated with DegreeWorks (Mountie Academic Plan) – software licensing, programming, and training: $10,757
- iClickers and other devices used in Orientations: $12,147
- Computers and printers for labs associated with Orientations: $72,000

The positions below include statutory benefits and health and welfare:
- Counselors/Full-Time (20): $2,422,302
- Counselors/Adjunct (13): $271,700
- Educational Advisors (3.5): $267,864
- Secretary to Counseling (2): $116,100
- Project/Program Coordinator (1): $77,024
- Clerical Specialist (2): $113,670
- Student Services Program Specialist (1): $67,169 (Position will be filled in Fall 2014)
- High School Outreach Supervisor (1): $85,704
- High School Outreach Specialists (5): $214,692
- Assessment Center Staff (4): $213,120
- SARS Program Coordinator (1): $74,091
- Educational Research Assessment Analyst: $85,515 (Position will be filled in Fall 2014)
- IT Staff (2)– System Analyst and IT Specialist & Portal Content: $198,844 (Position will be filled in Fall 2014)
- Web Developer (52.5%): $33,562
- Dean and Associate Dean of Counseling (2): $284,387

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
Mt. SAC has been utilizing a mandatory assessment and placement process, utilizing validated instrument, cut scores, and procedures for over 20 years.

Target Student Audience
All new non-exempt students are targeted and are 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 completed. 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
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 have a choice between two topics and have 45 minutes to respond. For math assessment, students can choose one of four levels of math tests. Assessment is computerized and test results are immediately available upon completion of a test.

(Students can choose to take a math test via 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. 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 take part in assessment, orientation, and educational planning.

Partnerships
Mt. SAC has established strong partnerships with our area high schools. Mt. SAC's HSO Department coordinates testing at all 47 high schools within our 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. We offer writing and math placement testing at the high schools. If time allows, students are also assessed in reading. Otherwise, students are directed to take their reading test the 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 provided with assessment on their high school campus.

Annual Number to be Assessed
Approximately 13,000 – 15,000 students (unduplicated) are assessed annually. The Assessment Center administers approximately 37,000 tests annually, including re-tests. 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 of these students come to assess during the spring semester and summer session in preparation for enrollment in summer and fall term classes. A large number of students complete testing throughout the fall semester to begin classes. Our testing schedule also accommodates our returning and re-entry students who for various reasons have decided to attend Mt. SAC.

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 direct 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, assuring that proper data is being collected and compiling reports (i.e., placement stats) for the director.

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

High School Outreach Staff (5): Coordinate testing of high school students either at the high school campuses or at 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 and interpretation of their results.

Faculty Assessment of Written English (AWE) Facilitators (3): Provide faculty AWE readers with direction on proper rubric interpretation and application, schedules readers and 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 in appropriate English class 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). Our faculty have determined that the most effective way to assess a student's writing ability is to evaluate a writing sample because this 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 currently approved by the Chancellor's Office. Based on student's writing ability as measured through the AWE, students are placed into: noncredit ESL, American Language (AmLa) 41W, 42W, 43W (credit ESL), LERN 81 (Learning Assistance developmental English), English 67, English 68 or English 1A (freshman composition).

Placement into Mathematics**:** 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 which measures Basic Math, from Arithmetic to Elementary Algebra, Mathematics Diagnostic Testing Project (MDTP) Elementary Algebra Tests for placement in Intermediate Algebra and Geometry, MDTP Intermediate Algebra Test for college level math, and 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 currently approved by the Chancellor's office.

Placement into Reading: The reading assessment instruments are 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 READ 70, READ 80, READ 90 and 100 (college reading). The COMPASS ESL test places non-native speaking students into noncredit ESL, AmLa 31R, AmLa 32R or AmLa 33R. Assessment Center staff members explains the difference between the two tests to all students by explaining to students that if their primary (not necessarily native) language is English, they should take the DRP. For students whose primary language is other than English, advice is given to them to take the COMPASS reading test.   Students then self-screen as to which test to take. Both tests have been validated and 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.**

For English Placement:
Each AWE writing sample is scored by at least two readers. If the scores do not match, the sample goes to a third reader. However, the need for a third reader is rare, as inter-rater reliability rates are 74% after two reads and 99% after three reads. Only one percent of student papers go to a fourth reading 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.

Utilization of Multiple Measures
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 LERN, the Director of Assessment and Matriculation, and the Assessment and Matriculation Committee. The survey serves to gather multiple measures 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. Two years ago, the faculty readers along with their respective departments re-addressed the issue of using multiple measures and looked at ways to positively

affect more student placements.   The utilization of multiple measures criteria will be automated to improve the applicability for all students.

In the last academic year, faculty from AmLa and English met several times and collaborated on revising the grading rubric for the AWE. There were significant changes in order to make the scoring process more efficient and more accurate. Changes included eliminating overlapping language between levels and making criteria more definitive. Since implementation of the new rubric and the new approach in considering multiple measures, there has been an 11% increase in ENGL 1A placements. The AWE facilitators work closely with the Assessment and Matriculation Committee and Research to review data frequently. English Department faculty are also working on adding a third prompt. Currently, both topics ask students to reflect on personal experiences. The third prompt would ask students to read a quote and write an expository piece responding to the idea in the quote

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

For Reading Placement: When the specific test scores are borderline, multiple measures are utilized. These were established by reading faculty and the Director of Assessment and Matriculation to determine appropriate placement in 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 more appropriate reading level for the student and apply multiple measures when student placement scores are one point below established cut scores for the next highest level.

Future plans include automated implementation of multiple measures which may result in a higher placement and/or competency 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.**

  <u>Course Enrollment Through Articulation</u>
  Although not a placement alternative, students may be enrolled in sequential courses based on completion of prerequisite courses and based on a 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.).**

  Other than what is described above, the college is in the process of automating the multiple measures process. Students will be required to complete a multiple measures survey through their 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 to determine accurate course placement (Assessment, Department/Division Offices, Counseling).

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 test we use. This is limited to three advanced levels of math placement tests – the MDTP Elementary Algebra Test (for placement in intermediate algebra), the MDTP Intermediate Algebra Test (for placement in college level math), and the MDTP Pre-Calculus Test (for placement in calculus). Mt. SAC will use the cut scores developed by faculty, not the placement received at another college, for placement. Mt. SAC faculty have developed the AWE for English placement,

	and the Mt. SAC Math Placement Test for placement in basic math 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. Reading 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 students take. 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 math preparation workshop to prepare students to take the math placement test. Math faculty have also begun piloting the use of ALEKS for preparing students for taking their math placement test. 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 all of these efforts to better serve students and to prepare them to take our placement tests
	
	Re-take
	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 have elapsed.

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 AP and 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.** Director, Assessment and Matriculation (1): $166,152 Test Administration Assistant (1): $85,812

Test Administration Clerks (3): $126,007
Research Staff (1): $85,515
Faculty Readers: $71,638
AWE Faculty Coordinator (1): 12 LHE = $18,202
AWE Faculty Assistant Coordinator (2): 6 LHE/each = $20,185
Short/term hourly: $32,652
Supplies: $3,000
Mileage: $300
Maintenance: $2,200
Test Instruments: $12,700 (Includes licensing costs)
Licenses: $3,000
Mandated fees: $800
Computer/Tech related services: $5,000

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.)**

   Overview
   Counseling, advising and education planning services are provided across the campus by faculty counselors and educational advisors. These functions take place in the college's Counseling Center as well as through categorical, grant-funded and specialized support programs (DSPS, EOPS, ACES, Bridge, Aspire, Arise, Financial Aid, and International Student Program).

   Target Audience
   The target student audience includes all credit students, with special emphasis on 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. All non-exempt students are eligible and directed to receive services which include counseling, advising, and education planning. The estimated annual number of non-exempt first-time students requiring assessment, orientation and an abbreviated Student Education Plan (SEP) is approximately 12,000. This number is based on students who participated in assessment and orientation in 2013-14. Approximately 1,800 high school graduates are provided with New Student Orientations through the Connect 4 program. There are an estimated 5,500 students who are considered non-exempt and first-time who have identified a course of study, completed an assessment, completed an orientation, completed an abbreviated SEP, and have completed 15 semester units of degree applicable credit courses and are enrolled in their third semester of enrollment 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 undecided about their major
   - 5,547 who are enrolled in one or more non-degree applicable basic skills courses

   An estimated 40,000 counseling and advising contacts in the Counseling Center will be required to minimally meet the needs of the targeted student population.

Service Description

Academic, 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). 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.

Delivery Methods

The following describes the current format of services:

<u>Connect 4</u> - Approximately 1,800 students participate in Connect 4 each year. Mt. SAC partners with 47 feeder high schools within our district boundaries, serving graduating seniors by providing the core services of assessment, orientation and initial education planning. Our HSO Specialists work with high school staff in the fall and spring to prepare students to enter college. Information, application, and financial aid workshops along with parent information sessions are provided both at the high schools and at the college. Counselors provide Connect 4 students with the NSO and HSO Specialists provide support during registration.

<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>Mountie STAR Information Sessions</u> – Prior to assessment, orientation and registration, STAR sessions provide information on initial college processes including financial aid, assessment, and student portal navigation.

<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>Probation Workshops</u> – Provides information regarding probation and dismissal, support services, success skills, and improving academic standing. Completion of this workshop is required of all students who are on continued academic and/or progress probation.

<u>Career/Transfer Workshops</u> – are offered 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, to trouble shoot student issues, and to efficiently determine which students need to meet individually with a counselor.

<u>Educational Planning Services</u>

The College has implemented an electronic educational planning and degree audit program called Mountie

Academic Plan (MAP) to do the following:
- MAP a student's term by term sequence of courses
- Identify GPAs and local degree-applicable units
- Summarize student's progress toward transfer general education completion
- Summarize student's progress toward associate degree requirements including competencies, general education requirements, and major completion
- Provide an opportunity for students to conduct a "what if" scenario, which details the requirements for any Mt. SAC associate degree major or certificate program
- Click and drag courses from a data list and drop into sequential term by term plan (counselor function)
- Identify when a selected course will be offered in upcoming terms
- View the degree audit function and education plans developed with counselors
- List courses transferred in from other colleges if that course was previously approved by local discipline faculty
- View assessment scores and placement eligibility

Counseling Courses
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

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.**

Online Services
- Online Orientation- Orientation is required of all new students. Failure to complete the orientation will result in a registration hold and lower registration priority. Students who have attended another college or university, as well as students who are unable to attend an in-person orientation, are directed to complete orientation online. The online orientation covers the same topics as the in-person orientation and has a quiz function to determine the student's comprehension of the information presented.
- Online Student Success Workshop – This workshop provides information regarding probation or dismissal, support services, success skills, and how to improve academic standing. Completion of this workshop is required of all students who are placed on academic or progress probation or who have been dismissed.
- Online Counseling Appointment – Students can schedule an online appointment with a counselor or advisor.
- Online Counseling Service – Online counseling provides an opportunity for students to remotely interact with a counselor to receive counseling services.

In Person Services
- Individual Appointment Sessions – Appointments with a counselor include academic, career, personal and transfer counseling, reinstatement after being dismissed, creating an SEP, and reviewing assessment and placement information. Other services provided by counselors include individual career counseling, personality assessments, academic major exploration, referral to the career resource library and career counseling courses, and résumé writing assistance

The counseling session may include assessment of the individual student's needs, interests, strengths and weaknesses, and goals. The process is done 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.

Educational advisors inform students of certificate, degree and transfer requirements, update existing SEPs, assist with registration procedures, and process graduation applications.

- Drop-in Services – The counseling center provides services by counselors and advisors for students who have questions regarding pre-requisite clearances, general class information, unit increase requests, transfer and degree requirements, assessment and placement issues, and probation status checks. This service is offered throughout the year for students without an appointment. Students are seen in the order that they check-in.

<u>Access and Availability of Counseling Services</u>
Counselors provide academic, career, and personal counseling during individual counseling sessions. These sessions can be either in person or online throughout the academic year, including summer and winter intersessions. Counseling services are available during daytime and evening hours. Counseling sessions are offered as scheduled appointments or drop-in meetings. 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.

<u>Paraprofessional Services</u>
The college employs paraprofessional advising staff with the title educational advisor to assist students who have declared a program of study. They assist students in selecting required courses and creating educational plans. In addition, advisors provide group workshops on transfer information and processes. Advising personnel refer students who are undecided, on probation, or otherwise at-risk to counselors.

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 an abbreviated student education plan through a variety of means. The majority will receive this as they enter the college. 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 co-requisites, 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 new student orientation (in person) and assessment for course placement within the first semester. Other students are 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.

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

- <u>New Mt. SAC Students</u> – Non-exempt, first-time students 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, understanding associate degree and transfer general education patterns, assistance with identifying course of study, and will

complete an abbreviated SEP.

- <u>Continuing Students</u> – Non-exempt, continuing students will be encouraged to either meet with a counselor or attend an educational planning workshop. Individual sessions and workshops will be tailored to meet the needs of the students and will include information regarding educational pathways, available educational planning services, understanding associate degree and transfer general education patterns, assistance with identifying course of study, and evaluating prior college units. The goal of the appointment or workshop is to complete an abbreviated or comprehensive 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 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, 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 academic, 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). The Mt. SAC Faculty Association Agreement does not solely include student contact hours. Assigned time may include, but is not limited to, student contact, student assessment, assigned

projects, program coordination, group advising, on-line counseling, teaching, and other assigned activities. This also includes off campus functions on an assigned day. Counselors provide comprehensive academic, career, transfer, and personal counseling services to the general student population.

- Counselors/Adjunct (13 part-time, 5,660 total hours of assigned time, 2.72 full-time equivalent). Assigned time does not solely include student contact hours. Assigned time may include, but is not limited to, student contact, student assessment, assigned projects, program coordination, group advising, on-line counseling, teaching, and other assigned activities. This also includes off campus functions on an assigned day. Counselors provide comprehensive academic, 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 educational advising and related services, enhance retention, and otherwise assist students with information/requirements and support to select courses and achieve their educational goals. Educational advisors assist students in completing education plans.
- Student Services Program Specialist (one in Counseling Department) – Performs a variety of complex technical duties related to SSSP components in the Counseling Department.
- Secretary in Counseling Department (2) - Assists with scheduling SSSP component activities. Clears student holds as needed. Provide overall clerical support to Dean, Associate Dean, Counselors, and Educational Advisors in support of SSSP activities.
- Clerical Specialist in Counseling Department (2) - Record SSSP activities in SARS scheduling system. Clear student holds as needed. Inputs 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 assessment, orientation, counseling, and education plans.
- 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, 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.

- <u>Counseling Appointments</u> – 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.
- <u>Online Counseling Appointment (Student Use)</u> – eSARS allows students to schedule an appointment with a counselor or advisor to update their SEPs. The vendor is SARS Software Products Inc.
- <u>Online Counseling</u> – Online counseling via email allows students to submit questions regarding any academic issue.
- <u>MAP</u>- 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:
  o Tool for mapping a 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 Can identify when a selected course will be offered in upcoming terms
- o Students have ability to view the degree audit function and education plans developed with their counselors
- o Can also list courses transferred in from other colleges if that course was previously approved by local discipline faculty
- o View 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.**

The positions below include statutory benefits and health and welfare.
- Counselors/Full-Time (20): $2,422,302
- Counselors/Adjunct (13): $271,700
- Educational Advisors (3.5): $267,864
- Secretary to Counseling (2): $116,105
- Project/Program Coordinator (1): $77,024
- Clerical Specialist (2): $113,670
- Student Services Program Specialist (1): $67,169 (Position will be filled in Fall 2014)
- High School Outreach Supervisor (1): $85,704
- High School Outreach Specialists (5): $214,692
- Assessment Center Staff (4): $213,120
- SARS Program Coordinator (1): $74,091
- Educational Research Assessment Analyst: $85,515 (Position will be filled in Fall 2014)
- IT Staff (2): System Analyst and IT Specialist & Portal Content: $198,844 (Position will be filled in Fall 2014)
- Web Developer (52.5%): $33,562
- Dean and Associate Dean of Counseling (2): $284,387

Operating costs:
Counseling
- Short-term hourly: $40,000
- Instructional Supplies: $10,000
- SARS Annual Renewal: $6,600
- Cynosure: $115,000

High School Outreach:
- Short-term hourly: $40,000   [Mountie STAR Sessions for new students]
- Supplies: $5,000

Aspire:
- Short-term hourly: $10,000
- Hourly counseling: $15,000
- Student Travel: $1,000
- Staff Conference & Travel: $3,000
- Textbooks: $2,000
- Supplies: $2,000
- Catering : $1,000
- Contracted Services: $3,000

ACES:
- Student Travel: $6,000

Bridge: (expansion costs)
- Instructional Supplies: $5,000
- Textbooks: $10,000
- Short-term Hourly: $8,000

Vice President (coordination):
- Short-term hourly: $15,000
- Supplies- Administrative: $4,000
- Promotional Items: $20,000
- Publishing/Advertising: $70,000 [cost for student handbooks]
- Travel/Conference: $15,000 [Student Success Conference; SSSP Summit; related professional development]

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, Mt. SAC has approximately 56-60% of Mt. SAC 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 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.

<u>Basic Skills</u>
During both the live 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 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. Graduating high school students in Mt. SAC's service area are informed about these programs by Mt. SAC's HSO Office. Over 1,000 graduating high school seniors who place into basic skills courses at Mt. SAC annually apply for the college's Summer Bridge Program. This program has a success rate of over 90% of basic skills students passing basic skills courses. 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 presentations and workshops are offered to Basic Skills students both in their classes and separately to encourage their success as students and to provide them with essential information about support services.

Additionally, the Basic Skills Committee funds and supports several on-campus initiatives that directly assist Basic Skills students including tutoring and supplemental instruction in the Writing Center, Math Academic Resource Center and Learning Assistance Center. Additionally, English language learner students are also supported through tutoring, learning workshops, and other interventions.

<u>Undecided</u>
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 and Transfer Center notifying them of upcoming career and/or major workshops as well as undecided workshop series. Undecided students will be contacted and encouraged to attend counseling appointments and workshops to assist them in deciding on a particular course of study, followed by completing an education plan.

<u>Students on Probation and Continued Probation</u>
Students on probation (first semester) and continued probation (second semester) are notified through communication (email, portal messages posted to the probation channel in the student portal) of their probation status and of 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. 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.

Special student support programs (DSPS, EOPS, Bridge, ACES, Arise, and Aspire) conduct direct follow-up and progress checks with students to monitor their status. These programs have a high rate of return for students completing progress reports and responding for follow up services. Additionally, the college's Financial Aid office tracks SAP to ensure students are meeting federal regulations regarding academic progress. Educational

advisors directly interface 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 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.

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

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.

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. Across the campus, the early alert system is in the development stage. 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 hard 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 for tutoring (mostly from English and math faculty). A multifaceted approach is planned for enhancing the online tutoring referral system including the following:

- A template including services offered, usage instructions, and rationale will be provided to faculty for inclusion in their syllabi in order to 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.
- Another proposed technological enhancement is 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 which enables 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 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 all counselors on campus (DSPS, EOPS, Bridge, ACES, and Continuing Education). Provides comprehensive academic, career, transfer, and personal counseling services to the general student population. Will provide orientation, counseling, and follow-up services.
- Counselors/Adjunct (21) – This includes all adjunct counselors on campus (DSPS, EOPS, Bridge, ACES, and Continuing Education). Provides comprehensive academic, career, transfer, and personal counseling services to the general student population. Will provide orientation, counseling, and follow-up services.
- Educational Advisors (8.5) –This includes all advisors on campus (DSPS, Bridge, Arise, Financial Aid) Provides educational advising and related services to support SSSP, enhance retention, and otherwise assist students with information and support to select courses and achieve educational goal.
- Secretary to Counseling (2) - Assists with scheduling SSSP component activities. Clears student holds as needed. Provide overall clerical support to Dean, Associate Dean, Counselors, and Educational Advisors in support of SSSP activities.
- Clerical Specialist in Counseling (2) - Records SSSP activities in SARS scheduling system. Clear student holds as needed. Inputs 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 – Provide administrative oversight for all aspects of the DSPS department and SSSP requirements as related to DSPS students.

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 currently working on producing new on-line probation workshops 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.**

The positions below include statutory benefits and health and welfare:
- Counselors/Full-Time (20) – $2,422,302
- Counselors/Adjunct (13) - $271,700
- Educational Advisors (3.5) - $267,864
- Secretary to Counseling (2) - $116,105
- Clerical Specialist (2) - $113,670
- Student Services Program Specialist (1) - $88,557 (Position will be filled in Fall-2014)
- High School Outreach Supervisor (1) – $85,704
- High School Outreach Specialists (5) – $214,692
- Assessment Center Staff (4) = $213,120
- SARS Program Coordinator (1) - $74,091
- IT Staff (3.5)– $232,406
- Dean and Associate Dean of Counseling (2) – $284,387

Direct costs for technology tools and implementing technology-related follow-up services:
- Computer Equipment: $72,000
- Consultant time and training costs: $30,000
- Related maintenance fees: $10,000
- SARS: $6,600
- Degree Works (MAP): $10,757
- Software: Cynosure: $115,000

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. Student Services administrators, faculty and staff collaborate with RIE and IT to track data, service utilization, outcome data, and conduct assessments of the overall effectiveness of SSSP efforts. Research results are used as a basis to continuously improve services for students.

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 technologically-related 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, units, etc. for students. The Admissions and Records office has been able to utilize the degree audit functions 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 online orientation, online student success workshops, online counseling, making online appointments for counseling, assessment and orientation. Utilization of SARS and E-SARS 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 in 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. **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.

   Board Policy (BP) 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, counseling, or advisement.
   Orientation, counseling, advisement 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 (AP) 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 (Page 8) outline 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.

<u>Prerequisite Challenge Process</u>
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 to the development of the SSSP Plan, 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, management information systems, and in implementing various services and activities related to SSSP. The annual Student Services Division retreat in May of 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 board presentations were made to update the board 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 staff 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 to college division meetings is planned.

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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 College's Academic Senate Council, Student Preparation and Success, 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 have developed a Mt. SAC Student Success Plan that is integrated with the college's planning documents.

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

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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: <u>Audrey Yamagata-Noji</u>   Title: <u>Vice President, Student Services</u>

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

Name: <u>Daniel Smith</u>   Title: <u>Academic Senate President</u>

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

Name: <u>Jeff Archibald</u>   Title: <u>Academic Senate Co-President</u>

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

Name: <u>James Ocampo</u>   Title: <u>Director of Assessment and Matriculation</u>

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

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

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

Name: <u>George Bradshaw</u>   Title: <u>Dean of Enrollment Management</u>

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

Name: <u>LeAnn Garrett</u>   Title: <u>Systems Librarian</u>

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

Name: <u>Barbara Gonzales</u>   Title: <u>Faculty, Reading</u>

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

Name: <u>Kristina Allende</u>   Title: <u>Faculty, English</u>

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

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

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

Name: <u>Alina Hernandez</u>   Title: <u>Counselor</u>

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

Name: <u>Matthew Judd</u>   Title: <u>Dean of Natural Sciences</u>

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>

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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>

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

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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: Silver Calzada   Title: Faculty

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

RESOURCES

- ➢ Senate Bill 1456

- ➢ California Code of Regulations, Online

- ➢ Student Success and Support Program Student Equity Plan

- ➢ Accrediting Commission for Community and Junior Colleges

- ➢ Chancellor's Office Basic Skills web site