



Credit

Student Success and Support Program Plan

2015-16

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

College: **Mt. San Antonio College**

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page 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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

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* and *California Education Code* sections 78210-78219.

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: Daniel Smith Date: _____

Signature of College President: _____

Name: Dr. William Scroggins Date: _____

Contact information for person preparing the plan:

Name: James Ocampo Title: Director of Assessment and Matriculation

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SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under Title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning**1. a. Describe the planning process for updating the 2015-16 SSSP Plan.**

Mt. San Antonio College's Student Success and Support Program Plan for 2015-16 was vetted through the college's governance system which included approval from the Board of Trustees. As a core team, the following individuals met to divide responsibilities among the various employee groups/departments that are assigned these particular functional responsibilities:

- Vice President, Student Services
- Project/Program Coordinator, SSSP
- Director, Assessment and Matriculation
- Dean, Counseling
- Dean, Enrollment Management

Discussions comprised of staff, faculty and managers from Student Services, Research, Information Technology and Instruction. The draft plan was presented to the Student Success and Support Program Advisory Committee, which is comprised of faculty, staff and managers. The plan then was sent for approval to the college's Student Preparation and Success Council, which is co-chaired by the Vice President of the Academic Senate and the Vice President of Student Services and includes students, faculty, classified staff, and managers from both Instruction and Student Services. Following the established governance process, the plan was then sent forward to the Academic Senate for approval, followed by acceptance by the Academic Mutual Agreement Council and the President's Cabinet. Finally, the plan is to be presented and approved by the Board of Trustees at either their October or November, 2015 meeting.

The planning process included discussions with counseling faculty research staff, IT staff, college faculty, staff and managers. Input was provided from many campus individuals in responding to the questions posed in the template.

b. What factors were considered in making adjustments and/or changes for 2015-16?

Very few adjustments needed to be made in the college's plan. Our 2014-15 plan was very comprehensive and was approved by the Chancellor's Office with no revisions recommended. The 2015-16 plan does include greater clarity related to the Follow-Up component.

c. In multi-college districts, describe how services are coordinated among the colleges.

N/A

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

The SSSP Plan is widely presented, shared and distributed across the campus with the Academic Senate, the Student Equity Committee, and with the Accreditation Steering Committee. It has been the focus of our semi-annual Educational Master Plan meetings where participants received updates and provided input. Additionally, implementation of SSSP program elements has been coordinated with categorical programs such as DSPS, EOPS/CARE, and CalWORKs.

Several presentations have been made at Faculty Flex Day, Board of Trustees, Student Preparation and Success Council to provide information and insight about how SSSP and Student Equity Plans are similar, yet different, but complimentary. One example of coordination and integration is with Assessment. Students who place into the lowest levels of basic skills are targeted to receive services that are included both in the SSSP Plan Follow-Up section, the Basic Skills Plan, and the Student Equity Plan. The Follow-Up component of the SSSP Plan is closely aligned with both the Basic Skills Plan and the Student Equity Plan to provide interventions and support services to students placing into the lowest levels of English and math and to coordinate their enrollment in support programs. Another example is with Counseling. Students in categorical programs and other efforts defined in the Student Equity Plan (Veterans, Foster Youth, Dreamers, Minority Male Initiative) are provided with comprehensive counseling services including education plans and career development for undeclared majors.

2. Describe the college's student profile.**Total # of students (headcount) 2014-15**

Credit Enrollment = 38,114

Non-Credit Enrollment = 29,650

Overall (unduplicated) = 57,321

Total FTES 2014-15

Credit FTES = 25,889.24

Non-Credit FTES = 5,948.50

Total FTES: 31,837.74

Student Enrollment Profiles 2014-15

First Time: 19,699 (any new, first time student who applied for fall 2014, winter 2015, spring 2015 or summer 2015)

Returning: 2,900 (any returning students enrolled for fall 2014, winter 2015, spring 2015 or summer 2015)

Transferring: 2,700 (any transferring students enrolled for fall 2014, winter 2015, spring 2015, or summer 2015)

Continuing: 20,224 (any continuing students enrolled for fall 2014, winter 2015, spring 2015, or summer 2015)

Ethnicity breakdown		
ACADEMIC YEAR 2014-2015 Credit Enrollment by Ethnicity	Head Count	Percent
American Indian or Alaska Native	60	0.2%
Asian	7418	19.5%
Black or African American	1754	4.6%
Hispanic, Latino	22628	59.4%
Native Hawaiian or Other Pacific Islander	112	0.3%
Two or More Races	1187	3.1%
White	4605	12.1%
Unknown	350	0.9%
Grand Total	38114	100.0%

Age breakdown		
ACADEMIC YEAR 2014-2015 Credit Enrollment by Age Group	Head Count	Percent
Under 18	305	0.8%
18-19	8774	23.0%
20-21	8309	21.8%
22-24	8372	22.0%
25-29	6267	16.4%
30-34	2349	6.2%
35-49	2838	7.4%
50-64	843	2.2%
65+	57	0.1%
Total	38114	100.0%

ANY OTHER PROFILE INFORMATION		
ACADEMIC YEAR 2014-2015 Credit Enrollment by Gender	Head Count	Percent
Female	19398	50.9%

ANY OTHER PROFILE INFORMATION		
Male	18227	47.8%
Unknown	489	1.3%
Total	38114	100.0%

FINANCIAL AID INFORMATION		
% of students receiving Pell grants	13,004/38,114	34.1%
% of students receiving BOGW	25,539/38,114	67.0%

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

Mt. San Antonio College (Mt. SAC) has a comprehensive High School Outreach effort that partners with 51 feeder high schools in 12 local districts. The Connect Four program provides core SSSP services to incoming high school students both at their high schools and at the college. Students are assisted with the online application, are provided assessment information sessions prior to testing, assessment (placement testing) is provided both at the high school as well as at the college, and orientations by counselors are provided mainly at the college. Through the orientation process, Connect Four students complete an Abbreviated Education Plan for the fall semester that assists them in selecting courses that are aligned with achieving their educational goals and are in concert with their assessment levels. Staff follow-up intensively with students and assist them in registering for classes. Students completing the Connect Four program are provided with early priority registration (per college policy) and are also assisted with financial aid applications, and entry into Summer Bridge, EOPS, DSPS, TRiO and other support programs. In fall of 2015, nearly 2,000 local high school students registered for classes through the "Connect Four" program.

Additionally, the College hosts a Principal's Breakfast, Counselors Luncheon, and a Joint Board/Superintendent Dinner focusing on partnership and articulation efforts. At all of these meetings, information is provided to high school personnel about the placement levels and performance levels of high school students at Mt. SAC including enrollment data specific to their schools. Dialogs have been initiated between high school math and English department chairs and college faculty related to assessment rubric and course articulation. Dual enrollment discussions are occurring between college administrators and local school district superintendents.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

New student orientation has been mandatory for students new to Mt. SAC since 1996 and is continuously reviewed for quality of service. Counselors meet monthly to update and

enhance both the content and delivery methods of orientation. In addition to other information provided at orientation, the college has included each of the eight designated topics, policies, and procedures in the orientation checklist.

In 2014-15, the counseling faculty redesigned the in-person orientation sessions to a 3.5 hour format from 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. Information on the Violence Against Women Act (VAWA) was included in the redesign.

In addition, Mt. SAC partners with all feeder high school districts to offer the Connect 4 program for graduating seniors. In the past, the Connect 4 program was offered exclusively in the summer. After consulting with the feeder high schools staff, the HSO (High School Outreach) team, Mt. SAC administrators and counseling faculty, the Connect 4 program was offered over a five month period (January-June of 2015). This change provided students with additional options to complete the mandatory orientation and other SSSP requirements.

Finally, to increase visibility, access, and facilitate the registration process for in-person orientations, online scheduling for in-person orientations became available through the Mt. SAC counseling website and the Mt. SAC student portal via the student success channel (my.mtsac.edu).

2. a. How many students were provided orientation services in 2014-15?

13,992 students were provided orientation services from July 1, 2014 – June 30, 2015.

This includes all (unduplicated) students who completed either an in-person or online orientation during this time frame, including new and returning students.

b. What percentage of the target population does this represent?

The percentage of new, first time students who completed an orientation at some point in time prior to July 1, 2014 or after June 30, 2015 for the purpose of enrolling in either fall 2014, winter 2015, spring 2015, or summer 2015 is 85.5%.

The college's process to enforce mandatory orientation for new, non-exempt credit students has been to place a registration hold on a student's record until the New Student Orientation (NSO) has been completed. Orientation holds were taken off from August 2014 through June 2015, thereby reducing the number of new, first time students that normally complete orientation. For 2015-16, the orientation hold will be in place so the numbers and percentage is expected to increase.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

New student orientation has been mandatory for students new to Mt. SAC since 1996 (except for the 11 month hiatus in 2014-15) 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 from the orientation checklist.

Information Sessions are provided by trained staff to inform potential students, who apply to the college, of the core services of SSSP and other college requirements and processes. Assessment information and Financial Aid Overview information is also provided as part of these introductory sessions. Information Sessions are not designed to be counselor-led Orientations, but assist students in understanding the steps necessary to eventually enroll in courses, including how to navigate the student portal. Survey results show that these sessions are well-received by students and students are more informed about the succeeding requirements of assessment, orientation and education plan.

3. a. Are orientation services offered online? Yes

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Cynosure New Media, Inc.

In collaboration with counseling faculty, staff in the Student Services division, and Information Technology staff, the Counseling department developed a new and improved online orientation, using the Cynosure product that was launched in June 2015.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

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

Additional topics:

1. Time management
2. Campus resources: academic, student, and support services
3. College culture: Mt. SAC mission statement
4. Interpreting and understanding placement test results as they relate to course planning
5. Violence Against Women Act (VAWA) -- pursuant to legislation that seeks to improve criminal justice and community based responses to domestic violence, dating violence, sexual assault and stalking in the United States.

- 5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
19	Professor, Counseling Full-Time Tenure Track	Develop, conduct, and evaluate new student orientations. Provide educational, career and personal counseling to students.	Match
8	Professor, Counseling Full-Time Tenure Track	Develop, conduct, and evaluate new student orientations; provide educational, career and personal counseling to students.	SSSP
4	Professor, Counseling Full-Time Tenure Track	Provide specialized counseling for students enrolled in special programs; provide orientations and counseling services	1-TRIO Program - Match 1-Student Equity 1- International Program - GF
8.5	Adjunct Professor, Counseling	Provide orientations, educational, career and personal counseling to students.	Match
1	Adjunct Professor, Counseling	Provide orientations, educational, career and personal counseling to students.	SSSP
3.5	Educational Advisor Counseling	Assist in providing orientation services for students with certificate, degree programs and transfer requirements.	Match
1	Administrative Secretarial Support Counseling	Assist with scheduling, providing materials, resources, and tracking orientations. Provides clerical support to Dean, Associate Dean, Counselors, and Educational Advisors.	Match
1	Administrative Clerical Support Counseling	Record SSSP activities in SARS scheduling system and provides clerical support to Dean, Associate Dean, Counselors and Educational Advisors in support of SSSP orientation activities.	Match
1	Administrative Secretarial Support Counseling	Record SSSP activities in SARS scheduling system and provides clerical support to Dean, Associate Dean, Counselors and	SSSP

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
		Educational Advisors in support of SSSP orientation activities.	
1	Administrative Clerical Support Counseling	Assist with scheduling, providing materials, resources, and tracking orientations in SARS. Provides clerical support to Dean, Associate Dean, Counselors, and Educational Advisors.	SSSP
1	High School Outreach Supervisor	Provide pre-orientation services and schedule orientations for high school students transitioning to college. Supervises high school outreach activities in support of SSSP activities.	Match
3	High School Outreach Specialist	Provide pre-orientation services and schedule orientations for high school students transitioning to college.	Match
1.65	High School Outreach Specialist	Provide pre-orientation services and schedule orientations for high school students transitioning to college.	SSSP
1	Administrative Clerical Support High School Outreach	Assist and support in pre-orientation services and provides clerical support to High School Outreach Supervisor and SSSP related activities.	.40 - Match .60 - SSSP
2	Student Services Program Specialist – Counseling	Coordinates pre-orientation and orientation services, scheduling, providing materials, resources, and tracking orientations in SARS.	SSSP
1	SARS, Coordinator, Project/Program	Oversees all SARS scheduling of orientations and student services activities.	Match
3	IT Programmers	Provide technical support for implementation of SSSP requirements including implementation of online orientation and tracking of orientation services and web support.	SSSP
1	Dean Counseling	Provide administrative oversight for all aspects of NSO, the counseling department, and implementation of SSSP requirements.	Match
1	Associate Dean Counseling	Assists in providing administrative oversight for all aspects of NSO, the counseling department, High School Outreach and implementation of SSSP requirements.	60% GF/Match 40% Student Equity

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	Short Term Hourly Staff	SSSP	\$80,000
4000	Supplies & Materials: various office supplies, toner, paper, materials for orientation	SSSP	\$85,000
4000	Instructional Supplies	SSSP	\$100,000
5000	Other Services: printing cost of orientation materials and supplies	SSSP	\$100,000
5000	Catering/Promotional Items	SSSP	\$50,000
6000	New Equipment: laptops, printers, projectors for NSO orientation	SSSP	\$150,000

C. Assessment for Placement**1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?**

In an effort to better prepare students for the assessment process, the college has implemented changes by creating a step in the matriculation process, informing students that they must attend a Test Information Session immediately after applying to Mt. SAC and prior to completing assessment testing. Directions provided to students regarding the English and math Information Sessions are coordinated so that students are able to prepare for both the English writing test and the math placement test. Assessment staff have been trained to inform students of the need to attend the sessions prior to testing. Students are able to make an appointment for the Test Information Sessions either in person, by phone, or online through their portal.

2. a. How many students were provided assessment services in 2014-15?

17,003 students were provided assessment services from July 1, 2014 – June 30, 2015.

This includes all (unduplicated) students who completed assessment during this time frame, including new and returning students.

b. What percentage of the target population does this represent?

95.3% of new, first time students completed assessment during and outside of the July 1, 2014 to June 30, 2015 time frame in preparation for enrolling in either fall 2014, winter 2015, spring 2015 or summer 2015 terms.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Assessment is mandatory at Mt. San Antonio College and approximately 80% of courses have mandatory English writing or math prerequisites. Therefore, the vast majority of students must complete assessment in both English writing and mathematics in order to enroll. The college does not see a substantial, significant unmet need.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

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 office sends students an email notifying them of the requirement to complete assessment. Additionally, college materials indicate the steps necessary to matriculate to the college. Staff in Admissions and Records, Financial Aid, Counseling and other Student Services programs have been trained to provide information to students about the assessment process. High school seniors within the district are enrolled in the Connect 4 program, through which they are provided with test information, preparation, and assessment either at their high schools or at the college.

Students are assessed at the Mt. SAC Assessment Center in writing, math, and reading. Students assessing in writing are required to provide an authentic, timed writing sample which they can choose to type on a computer. The computers do not feature any grammar or spelling help. Students choose from three topics and have 45 minutes to respond. The reading placement test is an untimed paper and pencil test, and test results are available to students within 24 hours.

For math assessment, students choose one of four levels of math tests. Assessment is computerized, and test results are immediately available upon completion. Students can also choose to take a math test using paper and pencil. Test results are not immediately available if students choose this method of math assessment.

All placement tests used at the college have been approved by the Chancellor's Office. Additionally, for placement in courses for which a prerequisite is mandatory, the college has conducted validation studies or content review to document the appropriateness of the prerequisite.

Test Information Sessions are provided to students for both English and math placement tests. For English, Test Information Sessions are provided by the college's Writing Center. These sessions are designed to provide students with knowledge of the types of writing being assessed, the different placement levels, and what to expect in a testing session. Students are able to complete practice assessments.

Test Information Sessions for math are provided by math faculty and Assessment Center staff. Past research has shown that a fairly high number of students' placement results indicate their need to be reassessed through a test for a lower math level. One of the main foci of these sessions is to provide students with information on the different levels of math tests available and how students should choose the most appropriate test to take. Students are also given a short timed practice test so that students can get a feel of both the testing situation and the types of questions.

The college is in the process of developing test preparation activities for students. Several pilot efforts have been initiated to enhance test preparation for students including activities in the federal Title V grant, the Adult Basic Education math and English Boot Camps, and the Arise program's (federal AANAPISI grant), which uses the Assessment and Learning in Knowledge Spaces (ALEKS) software for math preparation. Student Services and the Math department faculty are collaborating on a larger, campus-wide pilot project to further implement mathematics preparation sessions. Reading faculty will soon develop their own test preparation workshop.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

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

Mt. San Antonio College uses its approved Math Placement Test, which combines locally developed and specific aspects of the Math Diagnostic Testing Project (MDTP) for placement into mathematics courses. Four levels of mathematical ability are assessed ranging from basic arithmetic to calculus. The assessment instruments include the locally-developed Mt. SAC Math Placement Test for placement into arithmetic or elementary algebra; the MDTP Elementary Algebra Test for placement in intermediate algebra and geometry; the MDTP Intermediate Algebra Test for placement into college-level math; and the MDTP Pre-Calculus

Test for placement into calculus and business calculus. All tests, including the locally developed Mt. SAC Math Placement Test, have been validated and are approved by the Chancellor's office.

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

b. When were tests approved by the CCCC and what type of approval was granted?

Locally Developed or Managed Tests

Assessment of Written English: Latest Approval in spring 2013 (full approval until 3/1/2019)

Mt. San Antonio College Math Placement Test: Latest Approval in spring 2015 (full approval until 3/1/2021)

Degrees of Reading Power: Latest Approval in spring 2013 (full approval until 3/1/2019)

Second Party Assessment Instruments

COMPASS/ESL: Latest Approval in spring 2013 (probationary approval until 3/1/2016)

MDTP Elementary Algebra Test: Full Approval until 3/1/2019

MDTP Intermediate Algebra Test: Full Approval until 3/1/2019

MDTP Pre-Calculus Test: Full Approval until 3/1/2019

c. When were disproportionate impact and consequential validity studies last completed?

Disproportionate impact studies are required when requesting approval to use an assessment instrument for placement. Disproportionate impact studies for each test have been conducted and submitted to the Chancellor's office when the Requests for Approval were submitted. The dates for each test are as follows:

Disproportionate Impact Studies

Assessment of Written English: October 2012

Degrees of Reading Power: October 2012

Mt. San Antonio College Math Placement Test: March 2014

Consequential Validity Studies

Assessment of Written English: February 2015

Degrees of Reading Power: September 2012

Mt. San Antonio College Math Placement Test: January 2014

5. a. What multiple measures are used?

In 2010, faculty from various departments most affected by assessment, along with the Director of Assessment and Matriculation and other administrators, participated in a retreat to create a multiple measures process and tool. One of the outcomes of the retreat was the development of the "Student Success Inventory," a survey of questions that, based on faculty research, indicate a student's ability to be successful beyond an initial test result. The survey gathers multiple measures of information regarding the student's past academic history (e.g., high school GPA), life situation, and the ability to undertake the rigor expected of college-level courses. All students ~~now~~ complete the inventory prior to taking their assessment tests.

b. How are they integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

At the present time, the college uses multiple measures to provide additional information to determine a student's placement level. This has been a manual process based on students' answers to the Student Success Inventory. Students are required to complete the Student Success Inventory through their student success portal prior to testing as part of the overall assessment process. Test responses to the Student Success Inventory are used to determine a student's final placement. A rubric based on students' responses to items on the Student Success Inventory has been developed by department faculty and the Director of Assessment and will be reviewed through the college governance process. The college is in the process of automating the use of the Student Success Inventory with test scores.

Until automation occurs, the use of the Student Success Survey is as follows:

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

The questions from the Student Success Inventory that are used along with the AWE were determined by faculty from English, AmLa, and Learning Assistance, with advice from the Director of Assessment and Matriculation and the SSSP Advisory Committee (formerly the Assessment and Matriculation Committee). The survey gathers multiple measures of information regarding the students' past academic history (e.g., high school GPA, life situation, and the ability to undertake the rigor expected of college-level courses). Based on

the information students provide, a higher placement for students can be recommended. Faculty readers and their respective departments addressed the issue of using multiple measures two years ago and revised the process used to implement multiple measures.

For Math Placement: When specific test scores are borderline, (within two points of the established cut score) multiple measures are utilized (e.g., high school courses taken, grades earned in high school math, high school GPA, etc.). The questions and criteria used to determine appropriate placement were established through collaboration between the mathematics department faculty and counseling faculty with advice from the Director of Assessment and Matriculation and the SSSP Advisory Committee (formerly the Assessment and Matriculation Committee). Students with borderline test scores that meet the criteria for multiple measures are automatically placed higher. If a student has a borderline test score but does not meet the criteria, the student can appeal to the math department chair, a counselor, the Dean of Natural Sciences, or the Director of Assessment and Matriculation.

For Reading Placement: When specific test scores are borderline (at one point below established cut scores), multiple measures are utilized. The questions used to determine appropriate placement into reading courses were established by reading faculty with advice from the Director of Assessment and Matriculation and the SSSP Advisory Committee (formerly the Assessment and Matriculation Committee). Based on the information students provide, the reading department faculty, Amla (credit ESL) department faculty, counselors, the Dean of Library and Learning Resources, and the Director of Assessment and Matriculation can assess the most appropriate reading level for the student.

The college's Student Preparation and Success Council has agendaized a review of the multiple measures criteria and the process associated with the use of the results for the 2015-16 academic year.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

The process established by Mt. SAC regarding the use of multiple measures meets the requirements established by the above sections.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Mt. SAC will accept test scores only from colleges that use the same tests. This is limited to three advanced levels of math placement tests (the MDTP Elementary Algebra Test for placement into intermediate algebra, the MDTP Intermediate Algebra Test for placement into college-level math, and the MDTP Pre-Calculus Test for placement into calculus). For placement, Mt. SAC uses the cut scores developed locally by Mt. SAC faculty, not the

placement received at another college. Mt. SAC faculty developed the AWE for English placement and the Mt. SAC Math Placement Test for placement into arithmetic up to elementary algebra. Faculty have decided not to accept English or basic math test scores from other colleges. Likewise, Mt. SAC uses a locally managed reading test, the DRP, for reading placement. Faculty have decided not to accept reading test scores from other colleges.

7. How are the policies and practices on re-takes and recency made available to students?

There is no limit on the number of re-tests a student can take, but students must wait three months before retesting, unless approved for exceptional action. Mt. SAC placement test scores expire after two years.

This information is provided to students in the college catalog, on the assessment webpage, and during NSO. The information is also emphasized during each testing session as part of the test administration procedures.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Director, Assessment and Matriculation (SSSP Coordinator)	Manage 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.	Match/GF
1	Assessment Coordinator	Provide assistance to the director to ensure efficient operations of the Assessment Center including on-campus and high school test scheduling, assuring that testing equipment (computers in testing room, scanners, etc.) is functioning properly, data are collected, and reports are compiled for the director.	SSSP
.96	Test Administration Clerks	Administer, proctor, and score all placement tests, assure that placement test results are recorded accurately in student records, and provide general clerical support including front desk and phone help as needed.	SSSP
1	Test Administration Clerk	Administer, proctor, and score all placement tests, assure that placement test results are recorded accurately in student records, and provide general clerical support including front	Match

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
		desk and phone help as needed.	
1 -.40 2 -.20 (release time)	Faculty Assessment of Written English (AWE) Facilitators (3)	Provide faculty AWE readers with direction on proper rubric interpretation and application, schedule readers, notify the Test Administration Assistant of faculty reader assignments, and implement multiple measures when placing students in English classes, and report English placement to assessment staff for input in student records.	GF
1	Faculty AWE Readers (21)	Read student writing samples and place students in appropriate English classes based on the writing sample rubric.	32% SSSP 68% Match
	Faculty Information and Preparation Leaders	Math, English, reading faculty conduct test information sessions, develop test preparation sessions	SSSP

- 9. Complete the chart below outlining all other assessment for placement-related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	Short-Term Hourly Staff	SSSP	\$80,557
4000	Supplies & Materials: paper, toner for printers, various office supplies, answer sheets, pens, DRP answer sheets, cleaning supplies, electronic staplers, electric pencil sharpeners.	SSSP	\$25,000
5000	Mileage	SSSP	\$500
5000	Maintenance Agreements: copier, scanners, and software	SSSP	\$3,500
5000	Mandated & Miscellaneous Fees: MDTP license	SSSP	\$2,900
5000	Computer/Technology Related Services: MDTP-computerized math test units	SSSP	\$10,200
5000	Other Services: various printing cost and marketing materials for assessment and test prep info sessions.	SSSP	\$50,000

D. Counseling, Advising, and Other Education Planning Services

- 1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?**

The Counseling department and all other programs providing counseling services, will continue to evaluate, review, and adjust counseling services to better serve students via

department meetings, counseling retreats and by utilizing the campus wide Program Review process called Planning for Institutional Effectiveness (PIE). Data analysis to review outcomes will be conducted during the fall term using the 2014-15 data.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

23,386 students were provided counseling, advising, and education planning services; from July 1, 2014 – June 30, 2015. This number includes new, returning, and continuing students.

b. What percentage of the target population does this represent?

69.1% are new, first time students who enrolled in a credit course in either fall 2014, winter 2015, spring 2015 or summer 2015 terms received counseling, advising or other educational planning services.

To date, over 27,000 (unduplicated) electronic education plans have been completed with 15,571 abbreviated and 4,019 comprehensive education plans completed in the time frame between July 1, 2014 and June 30, 2015.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

- In fall 2015, the Counseling department will analyze the 2014-15 data to address and ensure higher student participation.
- The Counseling department will meet on a monthly basis throughout the academic year to develop strategies and develop targeted interventions to meet the unmet needs of undecided, probation, and basic skills students.
- The Counseling department will increase marketing and communication to basic skills, probation, and undecided students by sending targeted messages using the student portal and the college's email system. The emails and portal messages will explain the importance of attending educational planning workshops, enrolling in a counseling course, making an appointment with a counselor or advisor to complete an abbreviated or comprehensive education plan.
- The Counseling department is currently developing the curriculum and scheduling of workshops for students with undecided goals and/or majors.
- The Counseling department has hired 5 full-time counselors and 14 part-time counselors in summer 2015. The increase of counselors will allow the department to address some of the backlog of student demand and move the college closer to state recommended counselor to student ratio.
- A check list of SSSP Core requirements has been developed and implemented in the student portal informing students whether they have completed an orientation, assessment, and an abbreviated or comprehensive education plan.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

Service Description

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

Delivery Methods

Service delivery methods include individual counseling sessions, small group presentations, workshops, counseling courses, and online counseling. Individual counseling sessions are available during each semester and during winter and summer intersessions. Counseling services are available from 8:00 am – 7:00 pm. Counseling services are offered as scheduled appointments and drop-ins are available during peak times (1st week of school and registration) and throughout the year. Students may schedule counseling appointments online, in-person, or by telephone.

In addition, the college employs paraprofessional advising staff with the title of educational advisor to assist students who have declared a program of study in selecting required courses. Educational advisors also provide group workshops on transfer information and processes. Educational advisors inform students of certificate, degree, and transfer requirements and assist students through the registration process. In addition, educational advisors help students develop abbreviated or comprehensive educational plans. Paraprofessional advising personnel make counseling referrals for students who are undecided, on probation, or otherwise considered to be at-risk.

Counselor Liaison Role

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

Counseling Courses (FTES Generating)

Counseling offers specifically designed curriculum to meet the broad educational, developmental, and psycho-social needs of the college's diverse student population. Counseling courses provide a gateway to 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.

Counseling Department 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

Summer Transition Enrichment Program (STEP)

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, including an education plan, 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.

Career/Transfer Workshops

Career and transfer workshops are additional workshops that provide another avenue for counselors and/or advisors to connect with students on key career and transfer information that supports or coincides with their comprehensive education plans. 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

Triage Services

During high impact registration periods, counselors and advisors are immediately available to assist students with questions, troubleshoot student issues, and efficiently determine which students need to meet individually with a counselor.

In addition, the Counseling faculty will begin working on "just in time" registration workshops for students who complete the online orientation. These "just in time" registration workshops will help students determine their first semester course selection and teach them how to navigate the Mt. SAC portal (my.mtsac.edu). The department believes these sessions are necessary to supplement the online orientation curriculum.

b. Is drop-in counseling available or are appointments required?

Drop-in counseling is available throughout the year. All Counselors are available for drop-in sessions during the first week of fall and spring semesters and at peak registration times. Appointments are required for students who need comprehensive counseling services (i.e., academic probation, comprehensive educational plans, career and personal counseling).

c. What is the average wait time for an appointment and drop-in counseling?

The average wait time for appointments is approximately two weeks. For drop-in counseling, the average wait time is approximately 20 minutes but varies based on whether students come during peak times or not during the academic year.

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

Students are provided opportunities to develop an abbreviated student education plan of one to two terms in length. The abbreviated education plan 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, guided by sound counseling principles and practices. The content of the plan includes, but is not limited to, appropriate course load, assessment for placement, basic skills courses, appropriate counseling courses, prerequisites or corequisites, and courses of relevant interest and skills.

All non-exempt, first-time students are afforded the opportunity to develop, at a minimum, an abbreviated student education plan after completion of an in-person NSO and assessment for course placement within the first semester. Students are also afforded the opportunity to develop abbreviated education plans through the other college programmatic efforts including Connect 4, Summer Bridge, DSPS, EOPS, ACES/TRiO, and other special student programs. Educational planning may occur in one-on-one or group counseling sessions, as well as in appropriate counseling courses. Students who complete an online orientation are notified and encouraged to make a counseling appointment, attend an Educational Planning Workshop or enroll in a counseling course.

In addition, the Counseling faculty will begin working on "just in time" registration workshops for students who complete the online orientation. These "just in time" registration workshops will help students determine their first semester course selection and teach them how to navigate the Mt. SAC portal (my.mtsac.edu).

In the 2015-16 year, efforts will be conducted to make contact with students who do not have an abbreviated education plan. Efforts include direct communication with students, in-reach activities on campus, and an internal publicity/marketing campaign.

New Mt. SAC Students

Non-exempt, first-time students to Mt. SAC are able to complete an abbreviated student education plan during the NSO or as a part of educational planning workshops – both delivered in group formats. During the sessions, students will develop an abbreviated education plan by learning about educational pathways and associate degree and transfer general education patterns. Other educational planning assistance, including identifying a course of study, are covered.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

As part of an ongoing process, the Counseling department sends emails to students' portals regarding their need to complete a comprehensive education plan. After grades are posted for each term (four times a year), this message is sent to all new and returning students who have earned at least 15 degree applicable units and who have an abbreviated education plan, but not a comprehensive education plan. 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, will be contacted to complete a comprehensive student education plan.

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

Furthermore, a comprehensive education 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 education plan may not always be a final, complete plan, as every comprehensive education plan is subject to modification, revision, or update as a part of the education counseling and student development process.

- 5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.**

Technology tools used in the education planning and counseling process include electronic appointment/tracking systems (SARS/eSARS), electronic education plans (DegreeWorks), online counseling and computer scored career assessment instruments.

- Counseling Appointments – SARS is a tool used by the counseling division to schedule student appointments and activities, track counseling services data, store counselor and advisor notes, and send appointment reminders. The vendor is SARS Software Products, Inc.
- Online Counseling Appointment (Student Use) – eSARS allows students to schedule an appointment with a counselor or advisor to update their SEPs. The vendor is SARS Software Products, Inc.
- Online Counseling – Online counseling via email allows students to submit questions regarding any academic issue.
- MAP - The college has implemented DegreeWorks (referred to as the Mountie Academic Plan--MAP), which is primarily a degree audit program with course planning capability to electronically store student course sequence plans and record counselor notes. MAP provides the following services:
 - o Maps student's term by term sequence of courses
 - o Identifies various relevant GPA requirements for CSU, UC, as well as degree-applicable units
 - o Summarizes students' progress toward completion of general education transfer requirements
 - o Summarizes students' progress toward meeting associate degree requirements including competencies, general education, and major course completion
 - o Provides an opportunity for students to conduct a "what if" scenario, which details the requirements for any Mt. SAC associate degree major or certificate program
 - o Allows counselors to click and drag courses from the data list and drop them into a sequential term by term plan
 - o Lists courses transferred in from other colleges if courses were previously approved by local discipline faculty as equivalent
 - o Displays assessment and placement information
- Computer-scored career assessment instruments – These assessments are administered in classes Coun 1, Coun 2, Coun 5, Coun 51, workshops for undecided students, through special programs (ACES, Arise, and Athletics), and for individual counseling sessions. The assessment options are online, paper and pencil, and machine scored.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
19	Professor, Counseling Full-Time Tenure Track	Provide educational, career and personal counseling to students.	Match
6	Professor, Counseling Full-Time Tenure Track	Provide educational, career and personal counseling to students.	SSSP
3	Professor, Counseling Full-Time Tenure Track	Provide specialized counseling for students enrolled in special programs;	1-Title V Grant/Match 1-Student Equity 1-GF
4	Professor, Counseling Special Programs	Provide specialized counseling services for students enrolled in special programs	1 - ACES/TRiO - Match 2 - EOPS Categorical 1- 50% EOPS Categorical & 50% GF
5	Professor, Counseling DSPS	Provide specialized counseling services for students enrolled in special programs	1 – GF 1 – 28.9% GF & 71.1% DSPS Categorical 1- 88% GF & 12% Categorical 2 – DSPS Categorical
8.5	Adjunct Professor, Counseling	Provide educational, career and personal counseling to students.	SSSP
7.5	Educational Advisor	Provide advising and education planning services for students to meet certificate, degree programs and transfer requirements.	2.5-Counseling Match 2– Financial Aid BFAP 1 - Bridge Math 1- DSPS Match 1 –Arise AANAPISI
1	Administrative Secretarial Support - Counseling	Assist with scheduling, providing materials, resources, and tracking counseling services. Provides clerical support to Dean, Associate Dean, Counselors, and Educational Advisors.	Match
1	Administrative Clerical Support - Counseling	Assist with scheduling, providing materials, resources, and tracking counseling services in SARS. Provides clerical support to Dean, Associate Dean, Counselors, and Educational Advisors.	Match
1	Administrative Secretarial Support - Counseling	Record SSSP activities in SARS scheduling system and provides clerical support to Dean, Associate Dean, Counselors and Educational Advisors in support of SSSP activities.	SSSP
1	Administrative Clerical Support - Counseling	Record SSSP activities in SARS scheduling system and provides clerical support to Dean, Associate Dean, Counselors and Educational Advisors in support of SSSP activities.	SSSP
1	High School Outreach Supervisor	Organizes provision of counseling and education plan services for high school students transitioning to college. Supervises high school outreach activities in support of SSSP activities.	Match

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3	High School Outreach Specialist	Assists in enabling high school students' receipt of counseling and education plan services for high school students transitioning to college.	Match
1.65	High School Outreach Specialist	Assists in enabling high school students' receipt of counseling and education plan services for high school students transitioning to college.	SSSP
1	Administrative Clerical Support High School Outreach	Assist and support in pre-orientation services and provides clerical support to High School Outreach Supervisor and SSSP related activities.	.40 - Match .60 - SSSP
2	Student Services Program Specialist - Counseling	Coordinates with scheduling, providing materials, resources, and tracking counseling services in SARS. Provides support to Dean, Associate Dean, Counselors, and Educational Advisors.	SSSP
1	SARS, Coordinator, Project/Program	Oversees all SARS scheduling of counseling and advising services and related activities.	Match
3	IT Programmers	Provide technical support for implementation of SSSP requirements including implementation and tracking of the counseling and advising services and electronic education plans and web support.	SSSP
1	Dean, Counseling	Provide administrative oversight for all aspects of counseling, advising and education planning services, the counseling department, and implementation of SSSP requirements.	Match
1	Associate Dean, Counseling	Assists in providing administrative oversight for all aspects of counseling, advising and education planning services, the counseling department, and implementation of SSSP requirements.	60% GF/Match 40% Student Equity

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	Short Term Hourly Staff	SSSP	\$70,000
4000	Supplies & Materials: various office supplies and toner	SSSP	\$80,000

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Instructional Supplies	SSSP	\$100,000
5000	Other Services: printing cost for marketing and workshop materials	SSSP	\$100,000
5000	Contracted Services: various staff and counseling faculty professional development workshops	SSSP	\$150,000
5000	Catering/Promotional Items	SSSP	\$25,000
6000	New Equipment: laptops for education planning workshops	SSSP	\$60,000

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Mt. San Antonio College has developed new approaches and initiatives for 2015-16 in order to continue to implement Follow-Up Services for at-risk students.

Undecided

Students who have not declared either an education goal and/or a specific major course of study are considered undecided. Based on outcomes from the 2014-15 plan, counseling faculty plan to make revisions to current processes in order to capture as many undecided students, offer expanded services and increase accessibility to these services:

- Counseling faculty will pilot small (groups of 5) and larger (group of 20-25) workshops for undecided students.
- All workshops will be available for online registration in order to facilitate accessibility.
- The automated email that students receive after completion of three semesters or 15 degree applicable units will be revised in order to include information about specific workshops for undecided students as well as the link to register online for these workshops.
- Counseling faculty will work with IT to develop an Undecided Channel in the portal as a means of communicating more directly with the undecided students than with the email. 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, upcoming workshops and directing them to the Counseling Center's website for information and links related to career development and choosing a major.
- Increased funding will be used to purchase additional career assessments to be used in the career counseling components of the following counseling courses:
 - o COUN 1 – Introduction to College
 - o COUN 2 – College Success Strategies
 - o COUN 5 – Career/Life Planning
 - o COUN 51 – Career Planning

Basic Skills

Students who place into and enroll into basic skills courses are provided with specific interventions coordinated between Student Services and Instruction. More focus will be placed on contacting and providing support services to basic skills students by increasing access to support services, which are included in learning communities and Pathways courses. Efforts will be instituted to identify and encourage new basic skills students to enroll in introduction to college courses during the summer and winter intersessions prior to fall and spring semester enrollments.

Probation

The Counseling department will continue to refine and improve its direct interventions with students on academic and progress probation, with a focused effort on students on continued probation. The counseling department has already implemented an online scheduling component for continued probation students who must complete the in-person Success Workshop. In addition, further revisions will be made to the Success Workshop and related materials in order to inform students of recent changes such as the loss of the BOGW after continued probation and the increase to a 2-semester dismissal. Similar changes will be made to the online Success Workshop for students who are initially placed on probation but need to be informed of the recent changes and the consequences of progressing to continued probation.

For all undecided, basic skills, and probation target populations, early alert efforts will be increased. In fall 2014, the Academic Senate created an Early Alert Task Force that has been charged with developing an efficient, easy to use and centralized early alert system for all faculty to use. This allows faculty to make referrals for tutoring and counseling and capture the students who have not identified an educational goal or course of study and would benefit from career counseling, students enrolled in basic skills who can be made aware of campus resources and services, and students who are at risk of academic or progress probation. Members of the task force presented to all faculty at the Fall Flex Day 2015 are piloting proposed changes to the current early alert system in the portal for both faculty and students.

2. a. How many students were provided follow-up services in 2014-15?

581 undecided students were provided follow-up services
2,305 basic skills students were provided follow-up services
4,179 probation students were provided follow-up services

The total, (duplicated) students served in all three categories totals 7,065. The total, unduplicated number of students provided follow-up services is 5,322. The difference between the 7,065 student count and the 5,322 reflects a substantial number of students who fell into one more than one attribute (e.g., both undecided and basic skills).

b. What percentage of the target population does this represent?

14.3% of undecided students

24.7% of basic skills students

97.1% of probation students

Overall 30.9% of the target population received services through follow-up (any first time student, academic or progress probation student, undecided student or basic skills student who enrolled in a credit course in fall 2014, winter 2015, spring 2015 or summer 2015).

c. What steps are you taking to reduce any unmet need or to ensure student participation?**Undecided**

All counselors are working directly with Admissions and Records and IT to identify and contact students who are listed as not having selected an educational goal and/or major. When a student completes three semesters or 15 degree applicable units, they receive an email telling them they must declare a major in order to maintain priority registration. Students are provided information about matriculation requirements (i.e., a decided major and education plan) and undecided related campus resources, including counseling, from the time they attend a live orientation or complete the online orientation. Announcements and links in the student portal to various campus resources, including the Counseling Center, are also made available.

Basic Skills

Students who are identified as basic skills students based on their placement test scores are directly encouraged to enroll in the college's numerous learning community cohort classes. On a regular basis, and especially through NSO (both live and online), students are provided with information about campus resources, including tutoring, learning assistance department courses, and counseling. Announcements and links to various campus resources and learning communities are also made available in the student portal. Basic skills students participating in Mt. SAC's learning communities such as Bridge, Arise/AANAPISI grant or Pathways, receive instructional support coupled with counseling and peer mentoring. Additional efforts in partnership between Student Services and basic skills faculty will be undertaken to increase the service to basic skills students.

Probation and Continued Probation

Mt. San Antonio College has had a robust, counseling-based probation intervention effort for over 20 years. Students on probation (first semester) and continued probation (second semester) are notified through communication (email and/or messages posted to the probation channel in the student portal) of their probation status and counseling intervention mandates. Students' registration dates are moved to the last day of registration until they complete an online success workshop for first semester probation students and an in-person success workshop for continued probation students. Original registration dates are

restored once the workshop has been completed. Additionally, students on probation are limited to 12 units for enrollment. During the success workshops for continued probation students, probation policy, time management and procrastination, career indecision, stress management, and support services on campus are discussed. Students are also encouraged to make an in-person counseling appointment and submit an academic progress report to be completed by their professors. Further communication with probation and continued probation students occurs via the probation channel in the student portal.

3. a. What types of follow-up services are available to at-risk students?

Undecided

Undecided students are given information about resources and student services during the in-person and online New Student Orientations (NSO), including the variety of career counseling, career assessment and research, and educational planning services offered in the Counseling Center. Students are encouraged to enroll in the Career and Life Planning course (COUN 5) offered by counseling. This content is also included in the Mt. SAC Catalog, Schedule of Classes, and Student Planner, which are distributed at the orientation. In addition, email announcements are sent to students in their portals from the Career and Transfer Center notifying them of upcoming career and/or major workshops as well as workshop series for undecided students. Students who have completed 15 degree applicable units or more and are listed as being undecided in their goal and/or major are contacted electronically and are encouraged to meet with a counselor and to attend Undecided Major Workshops to assist them in deciding on a particular course of study, followed by completion of an education plan. Counselors provide educational, career, and personal counseling in individual counseling sessions. These sessions may be offered in person or online. The counseling process may include assessment of the individual student's needs, interests, strengths and weaknesses, and goals through an intake interview, administration and interpretation of standardized assessment instruments, and provision of counseling support throughout the decision making process. Counselors are available to assist students with personal issues as they relate to the student's educational goals and needs in the educational setting.

Basic Skills

During both the in-person and online NSO, basic skills students are given information about campus resources and student services, including Mt. SAC's various counseling and educational planning services offered through the Counseling Center and tutoring offered through several tutorial centers throughout the campus. This content is also included in the Mt. SAC Catalog, Schedule of Classes, and Student Planner, which are distributed at the orientation. The information is also available in the student portal. Basic skills students also have the opportunity to participate in various learning communities that link basic skills courses with counseling courses, which provide students with academic, career, and success strategies, including those that address the affective domain.

Graduating high school students in Mt. SAC's service area are informed about these programs by Mt. SAC's High School Outreach office. 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. Additionally, the college has implemented a Pathways project to both ensure and accelerate students' completion of basic skills courses. Students are able to enroll in three consecutive instructional sessions (terms) to transition from basic skills courses to transfer level English or math courses. Both English and Math Bridge (learning communities) courses, as well as Pathways English and math courses pair subject matter courses with either counseling or learning community courses. Over 1,500 recent high school graduates entering the college as basic skills students participate in some type of a learning community cohort experience. These experiences are initiated during the summer of their freshman year.

Various in-class presentations and stand-alone workshops are offered to basic skills students to encourage their success as students and provide them with essential information about support services. Additionally, the Basic Skills Coordinating Committee allocates funds to support on-campus initiatives that directly assist basic skills students including tutoring and supplemental instruction in the Writing Center, Math Activities Resource Center, and Learning Assistance Center. Additionally, English language learners are also supported through tutoring, learning workshops, and other interventions.

Probation and Continued Probation

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

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

Early Alert

The college's Academic Senate has established an Early Alert Task Force that continues to actively work with IT, faculty, instructional departments, and support services (tutoring, counseling) in order to provide timely notification to students of their standing in class. To date, referrals to tutoring and to counseling have been established. As this is a directed focus of the Academic Senate, increasing use of the system by faculty is anticipated.

Access and Availability of Counseling Services

Individual counseling sessions are available during each semester and during winter and summer intersessions. Counseling services are available during daytime and evening hours. Counseling sessions are offered as scheduled appointments, and drop-ins are available on a regular basis. Students may schedule counseling appointments online, in-person, or by telephone, with the average wait time of approximately two weeks. For drop-in counseling, the average wait time is approximately 20 minutes but varies based on the particular time of academic year.

Paraprofessional Services

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

b. How and when are students notified of these services?

There are many avenues in which students who are considered to be undecided, basic skills or on probation are notified. The Counseling department collaborates with Admissions and Records and IT to directly contact students who are undecided about their educational goal and/or major. These students are notified once they have completed 15 degree applicable units or three semesters. Concentrated efforts are made to contact these students to assist them not only in declaring an educational goal and/or major but to also complete an educational plan. Probation students are notified of their standing at the end of each semester. Notification is prompt and interventions are put in place in order to address concerns prior to enrolling in the subsequent term.

Information is communicated to students who are considered basic skills, undecided, or on continued probation through live and online orientations, the Mt. SAC Catalog, Schedule of Classes and Student Planner and through the student portal. Student portal communication may include announcements, emails and direct messages via portal channels. They are also informed of their academic standing and education plan completion status when they check their registration status in the student tab of the portal.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Probation interventions consist of both online and in-person workshop formats to capture the high volume of students. Individual counseling is also available to address other concerns or issues that may be affecting students' academic progress. Students who are referred to counseling from other departments, including basic skills, are able to meet with a counselor for individual appointments or they may seek counseling via online counseling. Students on probation who seek online counseling are referred to in person counseling.

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

The Counseling department has implemented several online features (as described previously) including orientation, student success workshops, counseling, and making appointments for counseling, assessment, orientation and most recently, student success workshops. Utilization of SARS and eSARS has enabled departments to save time and improve on show rates for students attending counseling appointments. Additionally, these functions enable more reliable and accurate measurement of service utilization. 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 partnered in ongoing efforts to define, develop, and train staff on the implementation of the new MIS data elements. To ensure accurate tracking of MIS data elements, Student Services works closely with IT to review data sources, data collection, and specific number counts. Training is provided to faculty, staff and managers in other programs (e.g., EOPS, DSPS) who provide SSSP services such as counseling, orientation, education planning and follow-up.

Counseling faculty use the Mt. SAC website, DegreeWorks (Mountie Academic Plan), and Banner (EAS system) 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 the early alert efforts.

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

Career counseling services cover the entire range of the career counseling process which includes, but is not limited to, intake interviews, career assessments, online research, informational interviews, and job shadowing. Workshops are offered during the semesters on topics related to educational goal setting and preparing for transfer to universities.

Plans are underway to develop and/or purchase additional technological support to better engage students in understanding their progress toward reaching 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.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

The counseling department faculty are directly involved in every aspect of probation monitoring and follow-up. The college's Academic Senate Early Alert Task Force has been actively involved in the development, training, advocacy and implementation of the early alert system. In fall 2013, Tutorial Services began implementation of the Early Alert referral system available on the faculty portal. Faculty can use the early alert system to refer students in danger of not passing to tutoring. Currently, faculty can fill out a paper copy of the Writing Center's early alert form and give it to the student, or professors can use the online portal to refer students to tutoring and/or counseling. When faculty use the online notification process, students receive an e-mail informing them of the referral. During 2014-15 there were approximately 1,085 referrals to tutoring (mostly from English and math faculty) and counseling.

A multifaceted approach is planned for enhancing the online tutoring referral system including the following:

- A template detailing services offered, usage instructions, and suggestions for syllabus language will be provided to faculty to help them promote this resource.
- A 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 be 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, the Early Alert system has been modified with IT support to enable 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. In the fall of 2014, the Academic Senate created an Early Alert Task Force that has been charged with developing an efficient, easy to use and centralized early alert system for all faculty to use. This will allow faculty to make referrals for tutoring and counseling and capture the students who have not identified an educational goal or course of study and would benefit from career counseling, students enrolled in basic skills who can be made aware of campus resources and services, and students who are at risk of academic or progress probation. Members of the task force presented to all faculty at the 2015 Fall Flex Day and announced the launch of a pilot to assess the effectiveness of recent changes to the current early alert system in the portal for both faculty and students.

Continued 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.

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

- 4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
19	Professor, Counseling Full-Time Tenure Track	Provide educational, career and personal counseling to students.	Match
6	Professor, Counseling Full-Time Tenure Track	Provide educational, career and personal counseling to students.	SSSP
3	Professor, Counseling Full-Time Tenure Track	Provide specialized counseling for students enrolled in special programs.	1-Title V Grant/Match 1-Student Equity 1- GF
4	Professor, Counseling Special Programs	Provide specialized counseling services for students enrolled in special programs	1 - ACES/TRiO - Match 2 - EOPS Categorical 1- 50% EOPS Categorical & 50% GF

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
5	Professor, Counseling DSPS	Provide specialized counseling services for students enrolled in special programs	1 – GF 1 – 28.9% GF & 71.1% DSPS Categorical 1- 88% GF & 12% Categorical 2 – DSPS Categorical
8.5	Adjunct Professor, Counseling	Provide educational, career and personal counseling to students.	SSSP
7.5	Educational Advisor	Provide advising and education planning services for students to meet certificate, degree programs and transfer requirements.	2.5-Counseling Match 2– Financial Aid BFAP 1 - Bridge Match 1- DSPS Match 1 –Arise AANAPISI-Match
1	Administrative Secretarial Support - Counseling	Assist with scheduling component activities. Clear student holds as needed. Provide overall clerical support to Dean, Associate Dean, Counselors, and Educational Advisors in support of SSSP Activities	Match
1	Administrative Clerical Support - Counseling	Record SSSP activities in SARS scheduling system. Clears student holds as needed. Input student exemptions as students are approved. Provide overall clerical support to Dean, Associate Dean, Counselors and Educational Advisors in support of SSSP activities.	Match
1	Administrative Secretarial Support - Counseling	Record SSSP activities in SARS scheduling system. Clears student holds as needed. Input student exemptions as students are approved. Provide overall clerical support to Dean, Associate Dean, Counselors and Educational Advisors in support of SSSP activities.	SSSP
1	Administrative Clerical Support – Counseling	Assist with scheduling component activities. Clear student holds as needed. Provide overall clerical support to Dean, Associate Dean, Counselors, and Educational Advisors in support of SSSP Activities	SSSP
1	Student Services Program Specialist - Counseling	Coordinates with scheduling component activities. Clear student holds as needed. Provide overall support to Dean, Associate Dean, Counselors, and Educational Advisors in support of SSSP Activities.	SSSP
1	SARS Program Coordinator	Oversees all SARS scheduling of student services activities.	Match
3	Information Technology	Provide technical support for implementation of SSSP requirements including MIS Reporting and web support.	SSSP
1	Dean, Counseling	Provide administrative oversight for all aspects of the counseling department and Student Services, regarding implementation of SSSP requirements.	Match
1	Associate Dean, Counseling	Provide administrative oversight for all aspects of the counseling department and Student Services, regarding implementation of SSSP requirements.	60% GF/match 40% Student Equity
1	Director of DSPS	Provide administrative oversight for all aspects of	GF

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
		the DSPS department and SSSP requirements for students with disabilities who require specialized services or modifications to services.	
1	Bridge Support Staff – Learning Communities	Assist with recruiting, enrolling, and scheduling basic skills student to enroll in learning communities.	Match
1	Project Program Coordinator – Pathways	Coordinates and provides support to the Pathways and Pathways to Transfer program.	SSSP

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	Short Term Hourly Staff	SSSP	\$50,000
4000	Supplies & Materials: various office supplies and toner for printers	SSSP	\$60,000
4000	Instructional Supplies	SSSP	\$80,000
5000	Other Services: various printing cost for marketing and for workshop materials	SSSP	\$35,000

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

The Research Office at Mt. San Antonio College supported the College's SSSP activities through providing essential data, conducting studies (related to outreach efforts, student needs assessment, placement instrument validation) and preparing datasets on special populations. Below is a sample list of research projects completed during the academic year 2014-15:

Area	Projects	Estimated Hours Spent
Outreach	High School Outreach (Connect 4) – 47 customized Feeder High School Reports	160
Student Need Assessment	CIRP Survey Project	140
	CCSSEE Survey Project	45
Test Preparation and Assessment for Placement Test Validation	AWE Test Information Workshops reports	30
	Math Test Information Workshops reports	30
	ARISE ALECKS Boot Camp Results Summer 2014	40
	AWE Rubric Study I	80

Area	Projects	Estimated Hours Spent
Counseling	AWE Multiple Measure Follow-up Study	48
	Fall 2014 AWE Placement Satisfaction Survey Data Analysis	25
	Spring 2015 MATH Placement Satisfaction Survey Data Analysis	25
	Math Test MDT4 Cut Score Impact Follow-up Study	80
	EOP&S Program Counseling Visits report	25
	CTE Counselor Retreat Survey Report (Just in Time Toolkits)	20

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	Educational Research Assessment Analyst	GF/Match	\$92,039

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount
1000	Dean, Enrollment Management	General	155,108
1000	Director, Career & Transfer Center	General	107,660
2000	Admissions & Records Clerk I,II,III	General	767,761
2000	Asst. Director, Admissions & Records	General	119,330
2000	Transfer Specialist	General	68,871
2000	Job Developers (4)	General	293,902
2000	Administrative Assistant II	General	56,400
2000	Educational Advisors, Program Coordinators	General	543,698
2000	Administrative Assistant IV	General	62,002
2000	IT Programmers (2)	General	317,888
2000	Researchers (3)	General	274,430
4000	Supplies & Materials: various office supplies and toner for printers	General	18,725
5000	Travel & Conference	General	12,630
5000	Mileage	General	2,709
5000	Mandated and Miscellaneous Fees- software	General	300
5000	Other Services – printing cost for materials	General	57,729
6000	New Equipment – printers, laptops, projectors for workshops	General	53,659

SECTION III. POLICIES**A. Exemption Policy****1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.**

A student may be exempt from assessment, orientation, counseling and advising, or education-plan development if the student has:

1. completed an associate degree or higher from a regionally accredited institution;
2. enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence;
3. completed these services at another community college within a time period identified by the college;
4. enrolled at the college 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 standards;
5. enrolled at the college as a special admission (K-12) student pursuant to Education Code section 76001.

2. What percentage of your student population is exempt (list by category)?

0 %

Mt. SAC's process is to track student-requested exemptions through the Counseling department. Students chose not to be exempted because they prefer to go through the matriculation process and to complete core SSSP services to keep the best possible registration date (per college policy and Title 5 enrollment priorities) .

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

The appeals process for assessment is as follows:

Students may appeal their English and/or Math placement if they can demonstrate alternate proof of course equivalency or competency. If extenuating circumstances exist that may affect course placement, students may seek consultation in the appropriate division office. Students should be prepared to present documentation such as high school or college transcripts, additional test results, or work experience.

This process is in the college catalog: http://www.mtsac.edu/catalog/2015-16/2015-16_Catalog.pdf

Students may submit an appeal of any college policy or procedure by submitting a Petition for Exceptional Action through the Admissions, Counseling, Assessment or the Vice President's office.

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with Title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

Establishing and Reviewing Prerequisites and Corequisites

The Mt. San Antonio College Educational Design Committee is charged with the responsibility for establishing prerequisites, corequisites, and advisories to courses during the approval process, according to the standards and criteria established in Title 5 §55002. Discipline faculty recommend to the Educational Design Committee the prerequisites, corequisites, and advisories to courses through content review alone or content review with statistical validation using the processes outlined in our Content Review Implementation Plan which was established by our Academic Senate:

1. Content Review Process for Adding a New Prerequisite, Corequisite or Advisory to a New or Existing Course

For courses that need an advisory,

- Complete the content review form which includes a rationale at the time of course submission.

For courses that are offered within the target discipline in a defined ordered sequence such as MATH 50, MATH 51, MATH 71

- Complete the content review form which includes a rationale at the time of course submission

For courses for which the prerequisite or corequisite is within the target discipline but not in a defined order (Freshman Composition (ENGL 1A) is a prerequisite to Literary Types (ENGL 1B) and a Critical Thinking Courses (ENGL 1C), but the courses need not be taken in sequence. ENGL 1A could be followed by ENGL 1B or ENGL 1C and not in a defined order)

- Complete the content review form which includes a rationale at the time of course submission.

For courses that need a prerequisite or corequisite that is outside the discipline and the prerequisite or corequisite is NOT computation, reading, or composition (e.g. some biology courses require students take chemistry as a prerequisite)

- Complete the content review form at the time of course submission including the documentation and evidence used to make the decision to add a prerequisite or corequisite.
- Have a collegial consultation with the prerequisite discipline faculty at least three months prior to course submission to verify the prerequisite or corequisite is appropriate and necessary.
- Review the Course Outline of Record (COR) of both the prerequisite or corequisite course and the target course to identify the required skills and knowledge students must have prior to enrolling in the target course and match those skills and knowledge to the prerequisite or corequisite course.
- Review sample assignments, methods of evaluation, syllabi, and tests when available to provide evidence that the prerequisite or corequisite is appropriate and necessary.
- Conduct research showing the prerequisite or corequisite to be necessary for student success prior to placing the prerequisite or corequisite. "This may be done by using the college's historical data on student performance and student completion/noncompletion of the proposed prerequisite and correlated with student performance and completion/non-completion of the target course."

For courses that need a prerequisite or corequisite that is outside the discipline AND the prerequisite or corequisite is computation, reading, or composition

- Complete the content review form at the time of course submission including the documentation and evidence used to make the decision to add a prerequisite or corequisite.
- Have a collegial consultation with the prerequisite discipline faculty at least three months prior to course submission to verify the prerequisite or corequisite is appropriate and necessary.
- Review the Course Outline of Record (COR) of both the prerequisite or corequisite course and the target course to identify the required skills and knowledge students must have prior to enrolling in the target course and match those skills and knowledge to the prerequisite or corequisite course
- Review sample assignments, methods of evaluation, syllabi, and tests when available to provide evidence that the prerequisite or corequisite is appropriate and necessary.
- Review data of success and retention of the target course, when available, to determine that evidence exists that the demonstrated prerequisite or corequisite is necessary and appropriate.

2. Content Review Process to Maintain or Remove Existing Prerequisites, Corequisites, or Advisories as Part of the Four-year Course Review Process or Two-year Content Review Process for Career and Technical Education (CTE) Courses.

Title 5 § 55003 requires that all “prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.” To align with Title 5, CTE faculty evaluate course requisites on a 2-year cycle and submit a content review for course requisites to the Educational Design Committee (EDC) for review. The review process for courses with advisories is as follows:

- Submit an updated content review form including rationale at the time of course submission to ensure that the advisory is still necessary.
- Evaluate success and retention data of the target course disaggregated by the advisory to determine whether or not the advisory should remain, be removed, or be removed and a new prerequisite added.
- Consult with the prerequisite or corequisite faculty if the advisory is outside the discipline and computation, reading, composition in nature to verify that the advisory is appropriate.
- Add a prerequisite if the data is compelling using the processes in this plan.

For courses that are offered in a defined ordered sequence the process is to:

- Complete the content review form which includes rationale at the time of course submission.

For courses in which the prerequisite or corequisite is within the target discipline and the sequence is optional, the process is to:

- Complete a content review form which includes rationale at the time of course submission for the two-year prerequisite content review or four-year course review.
- Examine qualitative and/or quantitative data to provide compelling rationale that the prerequisite or corequisite should be removed.

For courses that have an existing prerequisite or corequisite that is outside the discipline but not a computation, reading, composition prerequisite or corequisite, the process is to:

- Complete a content review form which includes rationale at the time of course submission for the two-year prerequisite content review or the four-year course review including the documentation and evidence used to make the decision to add or remove a prerequisite or corequisite.
- Review the Course Outline of Record (COR) of both the prerequisite or corequisite course and the target course to identify the required skills and knowledge

students must have prior to enrolling in the target course and match those skills and knowledge to the prerequisite or corequisite course.

- Review sample assignments, methods of evaluation, syllabi, and tests to provide evidence that the prerequisite or corequisite is appropriate and necessary.
- Review data of success and retention of the target course to determine that evidence exists that the existing prerequisite or corequisite is necessary and appropriate or should be removed.

For courses that need a prerequisite or corequisite that is outside the discipline AND the prerequisite or corequisite is computation, reading, or composition, the process is to:

- Complete a content review form which includes rationale at the time of course submission for the CTE two-year “prerequisite content review” or the four-year course review including the documentation and evidence used to make the decision to add or remove a prerequisite or corequisite with course submission.
- Review the Course Outline of Record (COR) of both the prerequisite or corequisite course and the target course to identify the required skills and knowledge students must have prior to enrolling in the target course and match those skills and knowledge to the prerequisite or corequisite course.
- Review sample assignments, methods of evaluation, syllabi, and tests to provide evidence that the prerequisite or corequisite is appropriate and necessary.
- Review data of success and retention of the target course to determine that evidence exists that the existing prerequisite or corequisite is necessary and appropriate or should be removed.
- Review success and retention information of the target course when available to decide that evidence exists that the prerequisite or corequisite remains necessary and appropriate or should be removed.
- Examine data disaggregated by race, ethnicity, gender, age, or disability to determine whether or not disproportionate impact exists.

3. Content Review Process to Examine Courses that have No Existing Prerequisites, Corequisites, or Advisories as part of the Four-year Review Process

- Examine qualitative and quantitative data and/or other information as a regular process of program review and course review to balance success and access.
- Determine whether students would benefit from the placement of prerequisites, corequisites, or advisories.

Student Challenges

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 appropriate 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 appropriate 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)

This process is provided to students in the college catalog:

http://www.mtsac.edu/catalog/2015-16/2015-16_Catalog.pdf

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

Mt. San Antonio College has implemented an ongoing, purposeful approach to sharing information about the Student Success Act and the college's SSSP Plan. The highest visibility has been provided through the college's mandatory Faculty Flex/Opening Meeting. The college's Academic Senate has made SSSP a priority by hosting faculty workshops pertaining to the SSSP Plan and updates, early alert progress update, Common Assessment, and Student Equity-related cross-collaboration efforts. On-campus meetings and trainings have been provided to enable faculty, staff, and administrators to learn more about the college's Student Success efforts. Students are routinely incorporated and are a focus of these meetings and trainings.

The college has also widely supported faculty, manager and staff attendance at professional development meetings, trainings and conferences such as the Student Success Conference, Chancellor's Office SSSP and Student Equity training, and UC/CSU counselor conferences. Additionally, funding and support has been made available for faculty and staff to have planning meetings to write and evaluate the SSSP. The Counseling department continues to place a high

priority and focus on the implementation of the SSSP Plan through ongoing meetings, seminars, and planning retreats.

The college plans to continue to present updates and progress toward our SSSP goals at Educational Master Plan meetings, through the Accreditation Self Study process, to the Board of Trustees, and the Academic Senate. Additionally, specific training and planning meetings continue to be held for all Student Services departments, including counseling and categorical programs, the Student Success and Support Program Advisory Committee, and the Student Preparation and Success Council. Joint meetings with other related governance groups (Student Equity Committee and Basic Skills Committee) will be held in order to more fully coordinate our work, goals, and outcomes.

Many new efforts have been initiated as a result of cross-campus dialogs and planning related to SSSP and Student Equity. One example is the development of Math Placement Test Information Sessions, Math Placement Test Preparation Sessions, and a Summer Math Boot Camp. Through our work in Student Equity and in analyzing data regarding incoming high school students, we know that certain students are not excelling academically and reaching their goals due to poor success in math. Additionally, we know that many high school students do not place appropriately due to the lack of enrollment in math for all four years of high school. Working collaboratively between Student Services and Instruction/Math department, innovative efforts have been established to better prepare students for both assessment as well as successful completion of math courses. Most notably, the Summer Math Boot Camp has focused on African American and Pacific Islander male students with phenomenal success. Math faculty report a greater understanding of students and students now claim that they “like” math when before “math was not my friend.” The college’s Bridge program, which has a high proportion of Latino students enrolled, has had phenomenal success with basic skills students passing required English and math courses on first attempt, at higher rates than other students.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, 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, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, 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).

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.

ADDITIONAL INFORMATION

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

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

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

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

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

Stakeholder Group: Student Preparation and Success Council

Name: Daniel Smith Title: Academic Senate President

Stakeholder Group: Student Preparation and Success Council

Name: Jeff Archibald Title: Academic Senate Vice President

Stakeholder Group: Student Preparation and Success Council

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

Stakeholder Group: Student Preparation and Success Council

Name: Thomas Mauch Title: Dean of Counseling

Stakeholder Group: Student Preparation and Success Council

Name: George Bradshaw Title: Dean of Enrollment Management

Stakeholder Group: Student Preparation and Success Council

Name: LeAnn Garrett Title: Systems Librarian

Stakeholder Group: Student Preparation and Success Council

Name: Barbara Gonzales Title: Faculty, Reading

Stakeholder Group: Student Preparation and Success Council

Name: Luisa Howell Title: Faculty, Foreign Languages

Stakeholder Group: Student Preparation and Success Council

Name: Randy Wilson Title: Faculty

Stakeholder Group: Student Preparation and Success Council

Name: Bruce Nixon Title: Faculty, Mental Health

Stakeholder Group: Student Preparation and Success Council

Name: Matthew Judd Title: Dean of Natural Sciences

Stakeholder Group: Student Preparation and Success Council

Name: Linda Diaz Title: Educational Advisor

Stakeholder Group: Student Preparation and Success Council

Name: Wanda Fulbright Dennis Title: Faculty

Stakeholder Group: Counseling Department

Name: Anabel Perez Title: Faculty

Stakeholder Group: Counseling Department

Name: Angel Lujan Title: Faculty

Stakeholder Group: Counseling Department

Name: Antoine Thomas Title: Faculty

Stakeholder Group: Counseling Department

Name: Barbara Quinn Title: Faculty

Stakeholder Group: Counseling Department

Name: Chan Ton Title: Faculty

Stakeholder Group: Counseling Department

Name: Cynthia Burnett Title: Faculty

Stakeholder Group: Counseling Department

Name: Diana Felix Title: Faculty

Stakeholder Group: Counseling Department

Name: Eddie Lee Title: Faculty

Stakeholder Group: Counseling Department

Name: Eloise Mejia Title: Faculty

Stakeholder Group: Counseling Department

Name: Hector Sanchez Title: Faculty

Stakeholder Group: Counseling Department

Name: Jamaika Fowler Title: Faculty

Stakeholder Group: Counseling Department

Name: Jeremy Hart Title: Faculty

Stakeholder Group: Counseling Department

Name: James Smith Title: Faculty

Stakeholder Group: Counseling Department

Name: John Pellitteri Title: Faculty

Stakeholder Group: Counseling Department

Name: Julie K. Bradley Title: Faculty

Stakeholder Group: Counseling Department

Name: Julie Perez-Garcia Title: Faculty

Stakeholder Group: Counseling Department

Name: Lina Soto Title: Faculty

Stakeholder Group: Counseling Department

Name: Laura Muniz Title: Faculty

Stakeholder Group: Counseling Department

Name: Lyssette Trejo Title: Faculty

Stakeholder Group: Counseling Department

Name: Nancy King Title: Faculty

Stakeholder Group: Counseling Department

Name: Patricia Maestro Title: Faculty

Stakeholder Group: Counseling Department

Name: Randy Wilson Title: Faculty

Stakeholder Group: Counseling Department

Name: Sam Nassar Title: Faculty

Stakeholder Group: Counseling Department

Name: Shane Poulter Title: Faculty

Stakeholder Group: Counseling Department

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

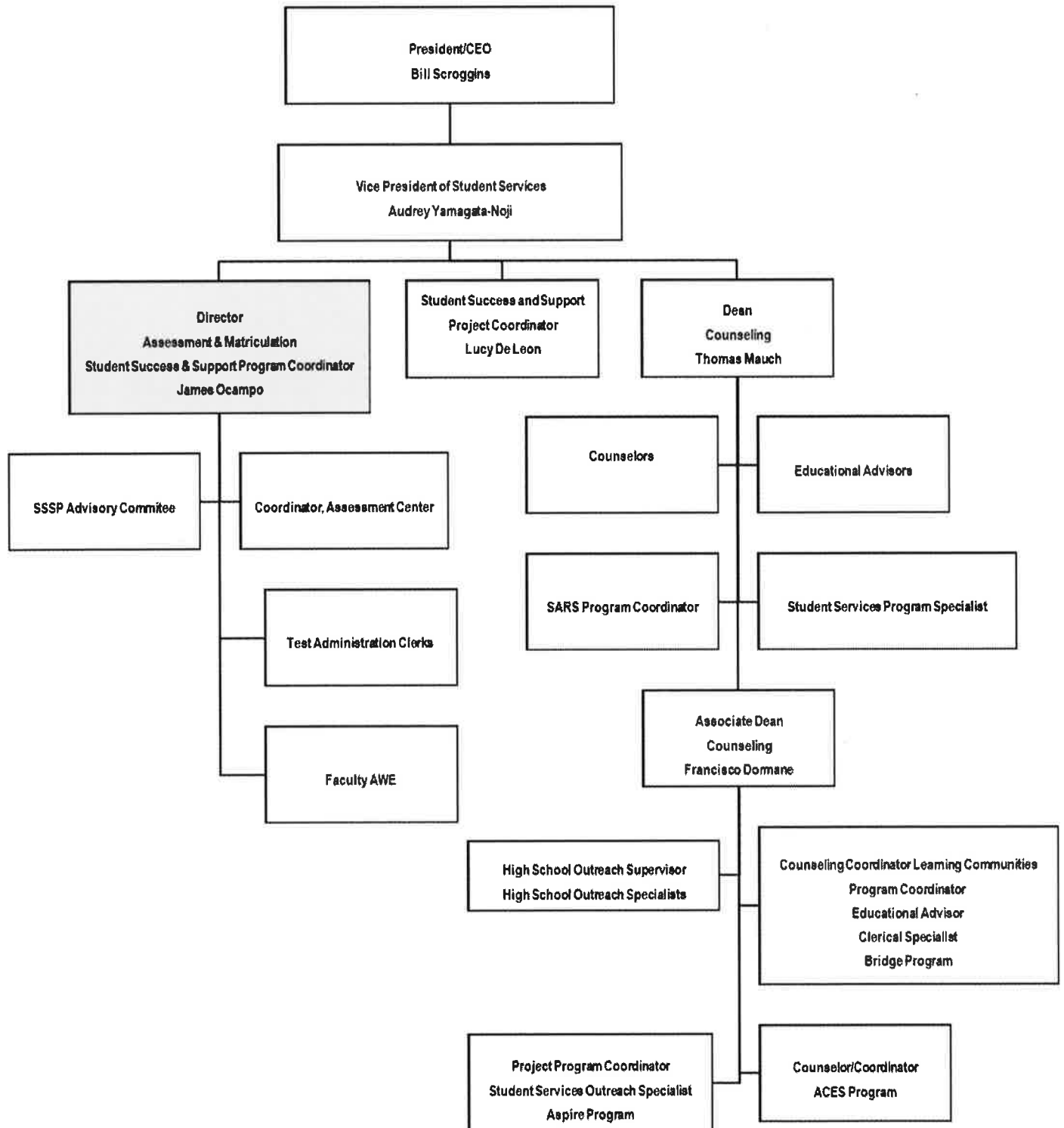
Name: Nico Martinez Title: Coordinator, Assessment Center

Stakeholder Group: Assessment & Matriculation Department

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

Stakeholder Group: English as a Second Language

Attachment B
Mt. SAN ANTONIO COLLEGE Organizational Chart



Attachment C
SSSP Advisory Committee

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

Name: Michael Harper Title: Faculty, English

Name: Evelyn Hill-Enriquez Title: Faculty, American Language

Name: Angel Lujan Title: Faculty, Counseling

Name: David Beydler Title: Faculty, Math

Name: Dianne Rowley Title: Faculty, Learning Assistance

Name: Donna Necke Title: Faculty, Adult Basic Education

Name: Deejay Santiago Title: Classified, Non-Credit ESL

Name: Maria Tsai Title: Classified, Research

Name: Tom Mauch Title: Dean of Counseling

Name: Lucy De Leon Title: SSSP Project Coordinator

OTHER Attachments

1. Mt. San Antonio College Governance Process
2. Student Success and Support Program in Student Handbook (page 8)
3. Mt. San Antonio College Registration 101 Reference Guide
4. New Student Orientation (NSO) PowerPoint Presentation
5. Connect 4 Informational Brochure
6. Mountie STARS Info Session (Student Transition and Resource Services) Flyer
7. Mountie STARS Info Session (Student Transition and Resource Services) PowerPoint Presentation
8. Student Roadmap to Success Handout
9. Step into College Flyer
10. Mountie Academic Plan (MAP) Handout
11. Math Placement Test Selection Handout
12. Tips For Math Preparation PowerPoint Presentation
13. Level 1 Mt. SAC Math Placement Test
14. Level 2 Mt. SAC Math Placement Test
15. Level 3 Mt. SAC Math Placement Test
16. Level 4 Mt. SAC Math Placement Test
17. English Test - Assessment of Written English (AWE)
18. Frequent Asked Questions regarding AWE
19. Helpful Resources Handout for AWE
20. Tips for AWE Preparation PowerPoint Presentation
21. AWE and AWE NN Rubric
22. Reading Test – COMPASS/ESL Reading Test
23. Sample COMPASS/ESL Reading Test Passage
24. Reading Test – Degree of Reading Power (DRP)
25. Sample Standard DRP Test Passage