



Student Success and Support Program Plan (Credit Students)

2014-15

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

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@cccco.edu

and

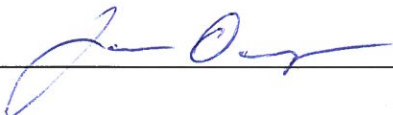
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549


SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Mt. San Antonio College


District Name: Mt. San Antonio CCD

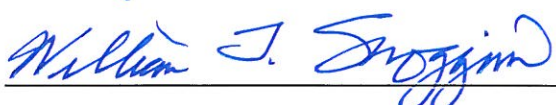
We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

Signature of College SSSP Coordinator: 
Name: James Ocampo Date: 10/10/14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: 
Name: Dr. Audrey Yamagata-Noji Date: 10/10/14

Signature of the Chief Instructional Officer: 
Name: Dr. Irene Malmgren Date: 10/10/14

Signature of College Academic Senate President: 
Name: Daniel Smith Date: 10/13/14

Signature of College President: 
Name: Dr. William Scroggins Date: 10/14/14

Signature of District Chancellor: _____
Name: _____ Date: _____

Contact information for person preparing the plan:
Name: James Ocampo Title: Director of Assessment and Matriculation
Email: jocampo@mtsac.edu Phone: 909-274-5670

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

Ila. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

Background

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

Target Audience

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

Target Point for Orientations

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

Delivery Methods and Activities

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

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

Additional topics:

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

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

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

Pre-orientation service:

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

Partnerships

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

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

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

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

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

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

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

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

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

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

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

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

Other issues to be addressed include:

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

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

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Background

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

Target Student Audience

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

Delivery of Assessment and Placement Services

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

Partnerships

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

Annual Number to be Assessed

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

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

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

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

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

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

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

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

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

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

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

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

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. Assessment Center staff members explain to all students that if their primary (not necessarily native) language is English, they should take the DRP, and if their primary language is other than English, they should take the COMPASS/ESL Reading Test. Students then select which test to take. Both tests have been validated and are approved by the Chancellor's office.

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

For English Placement:

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

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

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

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

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

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

Course Enrollment Through Articulation

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

- **Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.).**

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

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

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

5. Describe college or district policies and practices on:

- Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.**
- Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?**
- Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?**

Pre-test Practice

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

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

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

workshop.

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

Re-taking Tests

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

Recency

Mt. SAC placement test scores expire after two years.

- 6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?**

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

- 7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.**

iii. Counseling, Advising, and Other Education Planning Services

- 1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)**

Target Audience

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

Number of Students

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

The estimated annual number of non-exempt, at-risk students include:

- 2,595 on academic probation, progress probation, and subject to dismissal
- 2,951 who have not identified a course of study and are undecided about their major
- 5,547 who are enrolled in one or more non-degree applicable basic skills courses

Service Description

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

Delivery Methods

Service delivery methods include individual counseling sessions, small group presentations, workshops, counseling courses, and online counseling.

Counselor Liaison Role

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

Counseling Courses

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

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

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

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, 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 – These workshops are offered during the fall and spring each academic year. They include:

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

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

- 2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.**

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

Access and Availability of Counseling Services

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

Paraprofessional Services

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

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

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

All non-exempt, first-time students* shall be afforded the opportunity to develop, at a minimum, an abbreviated student education plan after completion of an in-person New Student Orientation and assessment for course placement within the first semester. Students may be afforded the opportunity to develop an abbreviated education plan through the college's other programmatic efforts including Connect 4, Summer Bridge, DSPS, EOPS, ACES, and other special student programs. Educational planning may occur in one-on-one or group counseling sessions, as well as in appropriate counseling courses.

*First time student is defined in Title 5 as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and does not include concurrent enrollment during high school.

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

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

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

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

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

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

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

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

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

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

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

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

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

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

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

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

iv. Follow-Up for At-Risk Students

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

Target Audience

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

Estimate Targeted Audience: 10,688

Basic Skills

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

Undecided

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

Continued Probation

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

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

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

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

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

Undecided

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

Students on Probation and Continued Probation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<p>2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).</p> <ul style="list-style-type: none"> • Counselors/Full-Time (31) – This includes counselors assigned to special programs (DSPS, EOPS, Bridge, ACES). Provide educational, career, and personal counseling services to the student population. • Counselors/Adjunct (21) – This includes adjunct counselors assigned to special programs (DSPS, EOPS, Bridge, ACES). Provide educational, career, and personal counseling services to the student population. • Educational Advisors (8.5) – This includes all advisors on campus (DSPS, Bridge, Arise, and Financial Aid). Provide assistance to students by providing information regarding certificate and degree program requirements and transfer requirements. • Secretaries to Counseling (2) - Assist with scheduling SSSP component activities. Clear student holds as needed. Provide overall clerical support to dean, associate dean, counselors, and educational advisors in support of SSSP activities. • Clerical Specialists in Counseling (2) - Record SSSP activities in SARS scheduling system. Clear student holds as needed. Input student exemptions as students are approved. Provide overall clerical support to dean, associate dean, counselors, and educational advisors in support of SSSP activities. • SARS Program Coordinator (1): Oversees all SARS scheduling of student services activities. • IT Staff (3.5) – Provide technical support for implementation of SSSP requirements, including MIS reporting. • Dean and Associate Dean of Counseling – Provide administrative oversight for all aspects of the counseling department and implementation of SSSP requirements. • Director of DSPS – Provides administrative oversight for all aspects of the DSPS department and SSSP requirements for students with disabilities who require specialized services or modifications to services.
<p>3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.</p> <p>Counseling faculty use the MT. SAC website, DegreeWorks (Mountie Academic Plan), and Banner as support tools for educational counseling and planning, including counseling students who are on probation, undecided, and at the basic skills level. Luminus portal is used by the counselors to communicate with students via email and channels regarding matters related to their education and success. The portal is also used by teaching faculty for early alert.</p> <p>An online student success workshop developed in-house is used for students on probation. Cynosure New Media, Inc. is working on producing new online probation workshop interface for Mt. SAC. Additionally, online counseling conducted by Mt. SAC counseling faculty is offered to students needing follow-up services.</p> <p>Plans are underway to develop and/or purchase additional technological support to better engage students in their understanding of their progress toward their goals. Personalized student notification systems and interactive processes to track (dashboard visualization) and to push out personalized messages including recommendations, referrals, and follow-up check list items to students are planned.</p>
<p>4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.</p>

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

<p>i. Instructional Research</p>
<p>1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.</p> <p>Direct assistance from the college’s Research and Institutional Evaluation (RIE) department is provided to measure, track, and assess the effectiveness and implementation of various aspects of SSSP. The Assessment and Matriculation Committee (currently designated as the college’s SSSP Advisory Committee), which makes recommendations to the Student Preparation and Success Council, will recommend to the Director of RIE what information and data are to be collected, stored, and analyzed for SSSP purposes. Research results are used as a</p>

basis to continuously improve services for students.

ii. Technology

1. **Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.**

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

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

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

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

Iic. Transitional Services Allowed for District Match

1. **Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that is being used for district match.**

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

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

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

Board Policy 5050 Student Success and Support Program – pending approval

References:

Education Code Sections 78210 et seq.; Title 5 Sections 55500 et seq., Board Policy 3255

Student Success and Support Program Exemption Criteria

Title 5 requires each community college district governing board to adopt policies specifying the grounds for exemptions for student participation in orientation, assessment, and counseling and advising.

Orientation, counseling and advising exemption criteria are: 1) enrollment in community services classes only; 2) possession of an Associate or higher degree from a regionally accredited institution; 3) attainment of 60 units or more from a regionally accredited institution; 4) selection and enrollment in a general interest class only. All students must meet course prerequisites.

Additional exemption criteria (pending adoption in Administrative Procedure 5050)

Assessment: verification of English or math eligibility based on course work at Mt. San Antonio College or other regionally accredited institutions; verification of other test scores accepted by Mt. San Antonio College.

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

- The student has graduated with an Associate degree or higher from a regionally accredited institution. The student must provide a copy of transcripts as documentation of degree attainment.
- The student has enrolled at the college for a reason other than career development or advancement, transfer, attainment or a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence.
- The student has earned 60 units or more from a regionally accredited institution. The student must provide a copy of transcripts as documentation of units earned from another institution.
- The student is enrolled at Mt. SAC solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standings.
- The student is enrolled as a special admit student pursuant to Education Code section 76001.

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

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Appeal process for loss of enrollment priorities:

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

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

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

- BP 4260 - Prerequisites, Corequisites, and Advisories

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

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

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

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

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

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

Prerequisite Challenge Process

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

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

4. Professional Development

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

The college will continue to develop, implement, and provide professional development and training opportunities

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

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

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

5. Coordination with Student Equity Plan and Other Planning Efforts

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

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

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

6. Coordination in Multi-College Districts

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

N/A

SECTION IV. ATTACHMENTS

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

The following attachments are required:

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

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

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

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

Other Attachments (optional)

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

ADDITIONAL INFORMATION

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

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

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

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

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

Stakeholder Group: Student Preparation and Success Council

Name: Daniel Smith Title: Academic Senate President

Stakeholder Group: Student Preparation and Success Council

Name: Jeff Archibald Title: Academic Senate Vice President

Stakeholder Group: Student Preparation and Success Council

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

Stakeholder Group: Student Preparation and Success Council

Name: Thomas Mauch Title: Dean of Counseling

Stakeholder Group: Student Preparation and Success Council

Name: George Bradshaw Title: Dean of Enrollment Management

Stakeholder Group: Student Preparation and Success Council

Name: LeAnn Garrett Title: Systems Librarian

Stakeholder Group: Student Preparation and Success Council

Name: Barbara Gonzales Title: Faculty, Reading

Stakeholder Group: Student Preparation and Success Council

Name: Kristina Allende Title: Faculty, English

Stakeholder Group: Student Preparation and Success Council

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

Stakeholder Group: Student Preparation and Success Council

Name: Alina Hernandez Title: Counselor

Stakeholder Group: Student Preparation and Success Council

Name: Matthew Judd Title: Dean of Natural Sciences

Stakeholder Group: 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

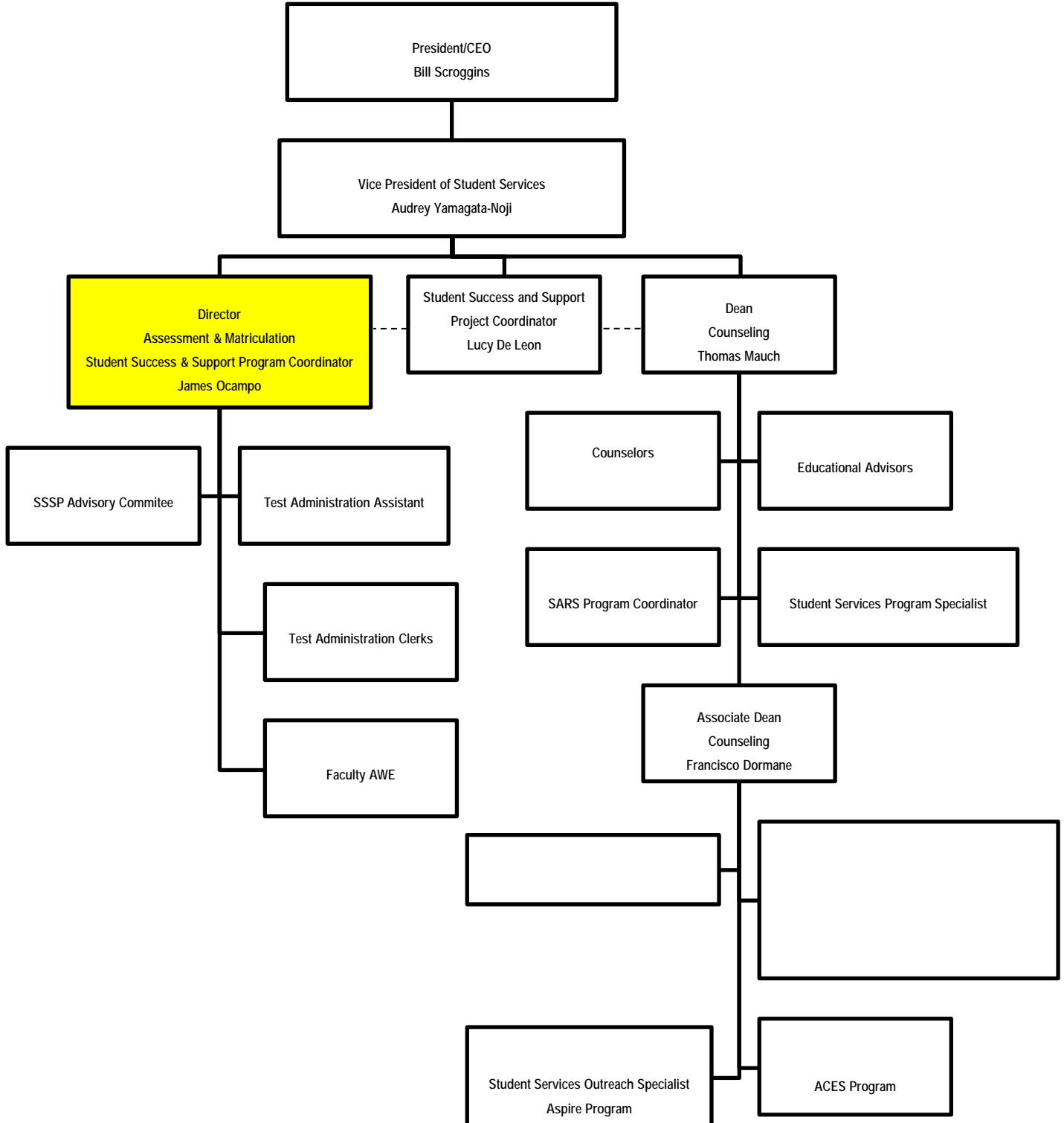
Name: Nico Martinez Title: Test Administrative Assistant

Stakeholder Group: Assessment & Matriculation Department

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

Stakeholder Group: English as a Second Language

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



Attachment C
SSSP Advisory Committee

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

Name: Michelle Dougherty Title: Faculty, English

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

Name: Antoine Thomas Title: Faculty, Counseling

Name: David Beydler Title: Faculty, Math

Name: Nona Stokes Title: Faculty, American Language

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

OTHER Attachments

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