



## **Student Success and Support Program Plan (Credit Students)**

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**2014-15**

District: Chabot-Las Positas College Community College District  
College: Las Positas College

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

**Email report to:**  
[cccssp@cccco.edu](mailto: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

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

## INTRODUCTION

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

More specifically, colleges are to:

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

## INSTRUCTIONS AND GUIDELINES

***Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.***

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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

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

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<sup>1</sup> Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

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

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

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

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

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

## **GENERAL INSTRUCTIONS**

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

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

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

**SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE**

College Name: Las Positas College

District Name: Chabot-Las Positas College Community College District

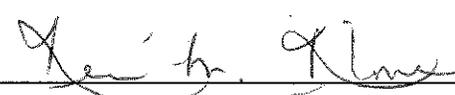
**We certify** that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

Signature of College SSSP Coordinator: 

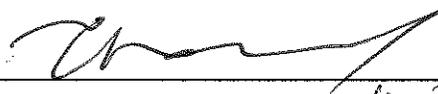
Name: Barbara Morrissey, Dean of Student Services Date: 10-27-14

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

Name: Diana Z. Rodriguez, Vice President, Student Services Date: 10.27.14

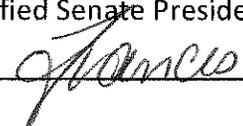
Signature of the Chief Instructional Officer: 

Name: Renee Kilmer, Ph.D., Interim Vice President, Academic Services Date: 10-27-14

Signature of College Academic Senate President: 

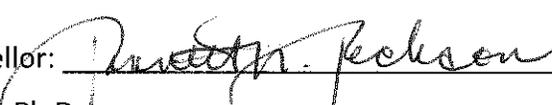
Name: Thomas Orf, Ph.D. Date: 10-28-14

Signature of College Classified Senate President: 

Name: Frances DeNisco  Date: 10.27.2014

Signature of College President: 

Name: Barry A. Russell, Ph.D. Date: 10.27.2014

Signature of District Chancellor: 

Name: Jannett N. Jackson, Ph.D. Date: 10/28/2014

Contact information for person preparing the plan:

Name: Diana Z. Rodriguez Title: Vice President, Student Services  
Email: Drodriquez@laspositascollege.edu Phone: 925-424-1405

## 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.).

Located in the East Bay region of Northern California, Las Positas College (LPC) is situated amidst one of the State's fastest growing areas for business, science, and technology. The College offers curriculum for those seeking transfer to a four-year college or university, career preparation and/or basic skills education. The College provides university transfer classes, retraining classes for those in need of employment or career advancement, a first-time educational opportunity for many adults, and career and technical training for those entering the technical and para-professional work force.

Las Positas College is a public institution and principally serves residents from the communities of Dublin, Livermore, and Pleasanton, and several unincorporated areas including Sunol and north Livermore. Las Positas is one of two colleges in the Chabot-Las Positas Community College District (CLPCCD).

As reported in the RPgroup's research into student success, there are six factors that support student achievement. Students are more likely to achieve their goals when the College provides an environment where they feel *directed, focused, nurtured, engaged, connected, and valued*. As the College moves forward to fully implement the SSSP mandate, these six success factors will be incorporated into the College's strategies and services.

The College strategy for implementing the Seymour-Campbell Student Success Act of 2012 (SB 1456) was to target Spring 2014 continuing students who had not completed the mandated three (3) core services (orientation, assessment, and educational planning) for enrollment priority. In addition, all new and returning students who had applied for Summer and Fall 2014 were informed of the new requirements. The primary incentive was to impart to our students the importance of an earlier registration date based on Student Success and Support Program (SSSP) core services completion.

In developing the Student Success and Support Plan, LPC's Student Characteristics data was reviewed to determine realistic projections for the annual number of first-time students to be served.

Fall 2013		Spring 2014	
Student Headcount	8940	Student Headcount	8969
Enrollment Status		Enrollment Status	
First Time	1728	First Time	444
First Time Transfer	774	First Time Transfer	699
<b>Total New Enrollment</b> (unduplicated)	<b>2502</b>	<b>Total New Enrollment</b> (unduplicated)	<b>1143</b>

\*Source Document: Office of Institutional Research LPC Student Characteristics Report

Based on Fall 2013 and Spring 2014 data, the College projects the number of new, first-time students to be approximately 2500 students in Fall 2014 and 1100 in Spring 2015.

Although, the primary target audience for orientation includes all new incoming students (Title V - Section 55530), the College will continue to serve continuing and returning students who have not completed SSSP requirements. This effort aligns with the SSSP goal of increasing student access and success by providing essential core services that will assist students in achieving their educational goal and declared course of study (Title 5 – Section 55500).

All new, non-exempt LPC students are required to complete the online orientation which is accessible via the College website twenty-four hours a day, seven days a week. The Dean of Student Services is responsible for the development and continuous updating of the online orientation in consultation with Counseling faculty. This is essential to maintain compliance with SSSP orientation provisions outlined in Title V – Section 55521. After completing the online orientation and assessment, new students are required to attend an in-person group program planning session. The 2-hour group program planning session is an enhanced orientation that is led by a Counselor. At the session, key points of the online orientation are re-emphasized, information regarding College majors are reviewed, general education associate degree and transfer pathways are discussed, and ultimately the Counselor guides the students in the development and creation of an abbreviated Student Education Plan (SEP).

Both the online orientation and in-person group program planning sessions are available throughout the year. However, the College plans to increase the number of program planning sessions to accommodate new and continuing students who have not met the Student Education Plan (SEP) requirement. This will allow students an opportunity to upgrade their enrollment priority with an earlier registration date. Offering more program planning sessions will promote a continuous matriculation pathway that will encourage students to enroll in appropriate courses in a timelier manner. Furthermore, students will acquire a clearer understanding of College processes/procedures and the support services available to assist them in their educational endeavors.

**Special Student Populations:** In addition to the online orientation, the College offers more detailed in-person orientations for the following programs: Veterans, EOPS/CARE, Disabled Students Programs & Services (DSPS), International Students, PUENTE, Student Athletes, English as a Second Language (ESL), Early Admission (High School Seniors) and CalWORKs. These orientations are geared toward specific student populations and provide more in-depth information about program services, policies, eligibility requirements, SSSP core services, and student expectations. For Spring 2014, all programs updated their new student orientations to include information related to SSSP mandates and its implications on

student eligibility for program services and enrollment priority. Furthermore, the programs made every effort to increase communication with their students through website updates, informational flyers, and email messages to the student's email account (Zonemail). For 2014-15, follow-up services will be developed and strengthened to evaluate the academic progress of, and provide support services to, at risk students as defined in Title V – Section 55525.

#### **Summary of Orientation Activities for Special Student Populations:**

**Veterans Program:** In July, the Veterans Programs offers a comprehensive orientation for new, first-time Veteran students called "Operation Gateway." Approximately 50 veterans attend the orientation. This 2-day orientation and workshops are designed to assist the veterans in their transition from military to college life. The Veterans Program Coordinator collaborates with the community and outside veterans' agencies (such as Swords to Plowshares, VA, etc.) to introduce student veterans to the variety of college and community resources available to them. A designated counselor provides academic advising and individual appointments for completion of a comprehensive SEP.

**Disabled Students Program & Services (DSPS):** The Program provides multiple opportunities for orientation and enrollment into DSPS Services.

#### **Pre-Orientation activities:**

- 1) **DSPS Transition Program.** Beginning in the fall prior to enrollment at Las Positas, DSPS reaches out to high school seniors currently receiving resource services in order to ensure that they are aware of the support services available to them at Las Positas. DSPS liaisons with High School Resource teachers who assist students in applying to the College and obtaining documentation necessary to qualify for services.
- 2) **Disability Services Information Night.** Parents and students attend a general orientation to DSPS services as well as receive information about the Early Admission Program for all new students. Incoming DSPS students are advised to apply to the college through the Early Admission Program to ensure they receive timely assessment services and enrollment priority.

#### **Orientation activities:**

1. **Learning Skills 110.** This is an eight hour (.5 unit) comprehensive orientation course conducted in the spring to facilitate the transition to college in the fall. Approximately 60 incoming freshman are served through LRNS 110. The course provides both general college orientation and program planning services as well as orientation to DSPS services, verification of eligibility and determination of appropriate accommodations to support academic success. An outcome for the course is students must complete an abbreviated SEP. The course is timed to conclude just before the priority one registration date.
2. **Individual appointments.** Students either seek services or are referred to the program through assessment, general counseling, student interventions, and faculty recommendation. The intake appointment serves to orient students to DSPS services, program eligibility, accommodations, comprehensive student education planning, academic advising, and campus resources.

**EOPS/CARE:** The program offers a mandatory orientation for new EOPS/CARE students (approximately 61 students in the fall and 34 students in the spring). All of the participants have previously completed the College's online orientation. The EOPS/CARE orientation has two main objectives:

1. **Orient students to EOPS/CARE:** Led by the EOPS/CARE Counselor/Coordinator, students are taught about their benefits and obligations as an EOPS/CARE student. This orientation is updated each semester to reflect current policies. Information disseminated includes book services, tutoring, mandatory three contacts and progress reports, resources and other pertinent topics. Additionally, the program discusses SSSP requirements and its impact on EOPS/CARE students. In particular, EOPS/CARE stresses the importance of achieving and maintaining a 2.0 GPA.

2. SEP Completion: The Counselor/Coordinator leads the students through a process designed to create a one-semester abbreviated SEP. To this end, the Counselor begins to instruct students about resources such as LPC's catalog, ASSIST.ORG, EUREKA.ORG and general education curricula. The counselor also explains the Math and English progressions and addresses common introductory classes for particular majors. This instruction is designed to motivate and engage the students to learn more about majors, courses of study, and where to locate this information. Students are reassured that they will meet with their EOPS/CARE Counselor to complete a comprehensive SEP before priority registration.

CalWORKs: Prior to the start of each fall and spring semester, new and returning CalWORKs students are required to attend an orientation. For Academic Year 2013-14, approximately 38 students participated in the CalWORKs orientation. The three hour orientation is focused around two themes: (1) the LPC CalWORKs Program and on-campus Student Support Services; and (2) the County- CalWORKs Program and students' rights. In the first part of the orientation, CalWORKs staff present information about the LPC CalWORKs Program. The students learn about the academic support services that are provided, their responsibilities to the LPC CalWORKs program, and how to remain eligible for the program's services. The students also hear from a variety of student services personnel about the available resources on campus including Financial Aid, the Health Center, Tutoring Center, and Student Life. In the second part of the orientation, a CalWORKs County specialist shares information about the Welfare-to-Work program and students are informed of their responsibilities in order to stay in compliance with their Welfare-to-Work plans. In addition, a County Child Care Resource and Referral specialist shares information about how students can access their child care benefits. Finally, attorneys from the Bay Area Legal Aid Society present information about the students' rights regarding their public assistance benefits and their rights involving family law. The CalWORKs Orientation also includes social and peer team building activities to encourage community among the CalWORKs students.

ESL: English as a Second Language (ESL) learners are not required to complete the online orientation. In lieu of the online orientation, the Counseling Department offers a special two-hour ESL orientation that provides information related to the ESL program and college programs and services. For Academic Year 2013-14, approximately 107 students participated in the ESL orientation. The Counselor provides support in identifying appropriate courses and assists students in navigating the registration system. At the conclusion of the ESL program planning session, students will have completed an abbreviated SEP. Plans are to develop an ESL student handbook/guide for ESL learners that would allow students to reference support services as they go through their educational pathway.

International Students: The Program offers a comprehensive three day orientation for new international students. For Academic Year 2013-14, approximately 54 students attended the orientation. The orientation includes assessment, followed by an initial meeting with the Counselor (assigned to International Students) to discuss course placement results and next steps in developing a comprehensive SEP. In addition, students receive an overview of the ESL program and academic and student support programs. They also attend sessions on academic policies and registration procedures, the role of the Health Center and health insurance, Campus Safety and Security, immigration rules and responsibilities, and other pertinent cultural and academic information to ease the transition to the United States and American educational system. The orientation provides an opportunity for the new international student to connect with other new and current students.

New international students are required to enroll in PSCN 28 (Orientation for International Students) which is an extended orientation course. At the conclusion of this course, students will have completed a comprehensive SEP.

**Foster Youth:** The Financial Aid Office contacts self-identified Foster Youth students by email to notify them of financial and other opportunities specifically available to that population. Based on preliminary Fall 2014 census data, the College currently has 67 students who meet the definition for Foster Youth. Foster Youth are granted priority one registration based on Title V Section 58108. The College plans to coordinate outreach efforts with EOPS, DSPS, and Financial Aid to more clearly identify the Foster Youth student population. Foster Youth data analysis and activities outlined in the College's Student Equity Plan will be utilized to improve the type of support services needed for this student population.

### **Partnerships with Local High Schools**

In regard to partnerships with local high schools, the Dean of Student Services and the Counseling Faculty work closely with high school counselors/representatives to disseminate information about programs and services available at Las Positas College. The College also outreaches to the alternative continuation high schools so their students may be included in the Early Admission process. In addition, there is collaboration between Las Positas Math and English faculty members and Math and English teachers at the local high schools; the goal of this collaboration is to help high school students better understand the curricular expectations they will be facing in college in these foundational disciplines. This collaboration will ultimately lead to greater success for students.

Every February, the Financial Aid Office provides several evening workshops at local high schools to seniors and their parents. The workshops are designed to educate families about financial aid in general, the application process and deadlines, guidance to completing the FAFSA application or California Dream Act application, and to answer questions.

In the spring, the College offers "College Day" which showcases the Early Admission (EA) Program, academic programs of study, and student support services offered by LPC. High school seniors and their parents have an opportunity to learn about the College's Early Admission Program and can attend various workshops related to College majors, CSU/UC transfer options, Financial Aid, etc.

High school graduating seniors who express interest in the Early Admission Program have specific application, assessment, orientation, counseling, and other education planning service deadlines that must be met in order to qualify for priority enrollment. The Early Admission Program and services offered meet the SSSP mandate of providing orientation, assessment and placement, counseling, advising, and other education planning services to all first-time students.

College data indicates that 968 high school seniors applied to the Early Admission Program. Of those who applied, approximately 675 completed the SSSP 3 core service components in time to guarantee a higher enrollment priority.

### **Student Data Collection**

Student Attendance Reporting System (SARS) is the primary software product utilized for SSSP student data collection. All data collection for student contacts and follow-up services are entered into SARS by the individual programs (Counseling, EOPS, etc.). Reason codes that represent the services received by the student through the service area have been established for each program. These codes are mapped to specific SSSP data elements that are used for Management Information Systems (MIS) reporting. SARS data collected throughout all student services areas are uploaded into the CLPCCD Banner software system. In addition, online orientation contacts are automatically downloaded from Comevo and uploaded into Banner. This will help to ensure students are granted appropriate "credit" for SSSP core services completion, thereby enhancing or sustaining their priority enrollment status.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- LPC Counseling Department will review the current delivery methodologies for orientations and program planning sessions to determine if a need exists in providing other methods of delivery.
- Ensure the online orientation and program specific orientations include the required information (eight (8) policies and procedures) identified in Title 5 Section 55521 along with Federal SaVe Act requirements.
- Orientation for ESL learners will be assessed to address effectiveness of current approach for students with limited language proficiency and - if appropriate - implement a more effective method of orientation delivery. Based on student demographic data, informational materials will be provided in various languages.
- Develop an ESL student handbook/guide for ESL learners that would allow students to reference support services as they go through their educational pathway.
- Increase the number of in-person program planning sessions.
- Coordinate outreach efforts with EOPS, DSPS, and Financial Aid to more clearly identify the Foster Youth student population. Foster Youth data analysis and activities outlined in the College’s Student Equity Plan will be utilized to improve the type of support services needed for this student population.
- Explore the option of offering workshops (career major exploration, transfer information, etc.) at the local high schools.
- Create an Outreach plan with marketing collateral that includes SSSP information, college majors and programs, financial aid and admissions information. This will help to promote a stronger connection with students prior to LPC enrollment.
- Research and analyze local high school graduate data to enhance current outreach and marketing efforts. For Academic Year 2012-13, OIRP data indicates there were approximately 2,652 graduates in the service area of Dublin, Livermore, and Pleasanton. The plan is to ultimately develop a stronger relationship between local high schools and Las Positas College to encourage students to pursue educational opportunities offered at the College.

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

For the 2014-2015 Academic Year, the staff noted in the chart below will provide support for group program planning sessions.

	Job Title	Department	Campus Funded	SSSP Funded	Description
1	Dean of Student Services (DSS)	Student Services	X		Coordination of Services to implement SB 1456
9	Counselors		X	X	All Program Planning Sessions are taught by counselors; provide counseling and educational planning (abbreviated SEP)
4	Adjunct Counselors		X	X	Same as above
2	Counselor Assistants		X	X	Data Collection and documentation; schedule appointments and address student inquiries related to SSSP requirements

Special Program Orientations – In addition to the online orientation, the programs noted below offer student orientations that are specific to program requirements, services, policies and procedures, and eligibility requirements for the program.

#	Job Title	Department	Campus Funded	SSSP Funded	Categorical Funded	Description
1	ISP Coordinator	ISP	X			Coordinates the 3-day International Student (F1) orientation which includes assessment, counseling, and immigration regulations
1	ISP Admissions Specialist	ISP	X			Organizes and plans the orientation and facilitates various sessions offered through the orientation.
	Counselor (.10) - ISP	Counseling	X			Provides individualized program planning for new F1 students
1	EOPS Counselor	EOPS			X	Provides program orientation
1	EOPS Counselor Assistant	EOPS			X	Provides technical support to EOPS Counselor/Coordinator
1	Veterans Coordinator	Veterans	X			Coordinates the 3-day orientation which includes assessment, counseling, VA regulations, and available support services
	CalWORKs Counselor (.40)	CalWORKs			X	Provides program orientation
1	CalWORKs Counselor Assistant	CalWORKs			X	Provides technical support to CalWORKs Counselor
	Counselor (.10)- Student Athletes	Counseling	X			Provide group planning and counseling for new student athletes
2	DSPS Counselor	DSPS	X		X	Provides program orientation
1	DSPS Counselor Assistant	DSPS			X	Provides technical support to DSPS Students and Counselor

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.

*Comevo* is the online orientation product currently used by the College. This orientation package is directly linked to Banner so students receive credit for completing the SSSP orientation and a printed certificate of completion is available for students. *Comevo* also enables accurate and immediate data collection. A counselor is assigned to monitor and update relevant information, regulation changes, and video technology and is the liaison between the College, CLPCCD Information Technology Services (ITS), and *Comevo*. Students login directly to the orientation from the Las Positas College home page <http://www.laspositascollege.edu/assessmentcenter/orientation-counseling.php>. After the student completes the online orientation, the orientation contacts are automatically downloaded from *Comevo* and uploaded into Banner. The annual contract is \$5700.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- SARS enhancement to allow the College to send important college information via text at an additional cost of \$5,000.
- Research web-based interactive Q&A response systems such as IntelliResponse to improve communication with our students. This system will allow students to ask basic questions via the College website and automated responses (developed by the College) will direct students to appropriate admissions, orientation, assessment, counseling, registration, financial aid, and student support services information.

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.

Policy and Procedure	How LPC Meets Mandated Policy
(1) Academic expectations and progress and probation standards pursuant to section 55031.	Grading policies, associate degree and transfer expectation are discussed both through the online orientation and in-person program planning sessions.
(2) Maintaining registration priority pursuant to section 58108;	The online orientation defines matriculation and the mandatory components and its relation to enrollment priority. Students are then shown how to access their current matriculation completion progress (through the student’s online portal) during the program planning session.
(3) Prerequisite or co-requisite challenge process pursuant to section 55003;	Prerequisite, co-requisite, and strongly recommended designations are addressed in the online orientation. Challenge and substitution process (for previous coursework, outside assessment tests, EAP and AP/IB scores) is discussed by the counselor during the in-person program planning session.
(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621	On the Financial Aid page of the online orientation, students are linked to the Financial Aid webpage which outlines the BOGW fee waiver eligibility and SAP standards.
(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;	Comprehensive review of campus departmental services and programs available through the online orientation tool with contact information.
(6) Academic calendar and important timelines.	The online orientation highlights the important dates and deadlines and links the student to the academic calendar. Program Planning session introduces students to important deadlines such as drop dates (NGR, W), payment, degree/certificate requests, schedule for registration priority dates and the semester start/end dates.

(7) Registration and college fees.	Program planning session introduces students to the Class-Web self-service registration system and its many features. This includes matriculation components, registration dates, and college fees.
(8) Available education planning services	Review of associate degree and transfer requirement necessary for goal completion is discussed at the in-person program planning session. Students are then tasked with building an abbreviated Student Education Plan. The student generated education plan is then verified and approved by the counselor.
(9) Additional Orientation Chapters	<ol style="list-style-type: none"> <li>1. SaVE Act requirement</li> <li>2. Career/Major Pathways</li> </ol>

The College will be increasing the number of in-person program planning sessions and each session has the capacity to serve 15-20 students.

At these sessions the Counselor Faculty will review the eight (8) policies and procedures outlined in the SSSP orientation checklist. During registration time, students will also have an opportunity to register immediately after the program planning session. The College anticipates that 900 students will complete the in-person program planning session annually. The in-person program planning session includes the use of a Power Point presentation and an overview of several online resources such as ASSIST.org, curriculum guides, etc. At the conclusion of the session, each student will have completed advising and an abbreviated SEP as part of the orientation process.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- Online Counseling and Advising. After students complete the online orientation, the College will be adding online counseling and advising to assist students who cannot come to campus.
- A formal process for Orientation/Student Success Exemptions will be available to students online.

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.

Student Success Exemptions: Returning Las Positas students and new students who indicate on their applications that they have an AA degree or higher are automatically exempted from the orientation requirement. Students may request to be exempted from orientation or other Student Success Programs, per Title V section 55532. At this time we have a process in place, but students must come into Counseling in person.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- Development of a form and process to allow students to submit the petition online. Counseling and Admissions & Records are working on this process together.

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.

See Attachment D

**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.).

The target audience for assessment are all students who indicate an educational goal of obtaining a degree or certificate, or those who wish to take an English or Math course, or those who plan to take courses with an English and Math prerequisite. Exempt students are those who have completed an English / Math course at an accredited institution, have Advanced Placement (AP) scores in English & Math, have passed the Early Assessment Program (EAP), or who have a higher educational degree. The College projects the annual number of assessments to be at approximately 3,870 based on Summer/Fall 2014 data and past spring assessment trends. As noted in the chart below, the College is projecting a 24% increase from 2013-2014 based on an increased number of assessment sessions and outreach efforts to students who have not completed assessment.

	ACADEMIC YEAR 2012-2013	ACADEMIC YEAR 2013-2014	ACADEMIC YEAR 2014-2015
	ASSESSMENTS	ASSESSMENTS	ASSESSMENTS
FALL	2365	2172	2859
SPRING	855	919	1011
TOTAL	3220	3091	3870

Source Data: Assessment Center SARS summary reports (September 2014)

Once a student completes the online application to the College, an immediate confirmation is emailed to the student's personal email account. This notification includes the Student Identification "W" number (used for registration and all college student services transactions) along with website links to assessment and orientation <http://www.laspositascollege.edu/assessmentcenter/index.php>.

All assessments are currently offered on-campus at the Assessment Center. Students can schedule an assessment appointment online or may contact the Assessment Center for assistance. Assessment services are available to students any time along their academic pathway (while in high school, pre-registration, during registration, and post-registration for all semesters). Students are encouraged to complete the online orientation prior to their assessment appointment.

Students taking the Math and English assessment test use the ACCUPLACER online assessment tool. This is an adaptive tool; the test is designed to ask more difficult or simpler questions depending on the displayed skill level of the student. The Math assessment tool is embedded with background questions which are used for multiple measures as well as branching to the appropriate general test level (Arithmetic, Intermediate Algebra, and College-level Math). The English assessment tool consists of reading comprehension and sentence skills components. Background questions are also used for determining multiple measures. Background questions are listed below:

- Math:
  - Q12: What is your high school grade point average (GPA)?
  - Q14: What is the highest level Math class (including any college course) you have completed?
  - Q15: What grade did you receive in the last Math class you completed?

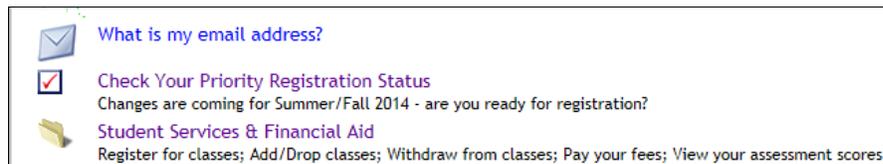
- English:
  - Q10: How many years of English have you completed in High School? (Do not include ESL)
  - Q11: What grade did you receive in the last English class you completed?
  - Q12: What is your high school grade point average (GPA)?

Once the student completes the assessment, they are immediately informed of their assessment and placement results. Assessment results are also available online through the student's Class-Web portal account. Students are scheduled for a group program planning session or an ESL group planning session after the completion of the assessment process. Minimal accommodations can be given through the Assessment Center. If additional accommodations are required, students are referred to the Disabled Students Programs & Services (DSPS) Department.

### Enhanced Student Communication

The College message to students clearly emphasizes the importance of completing the SSSP 3 Core Services; however, equally as important is the College's commitment to strengthen its support services to assist students in their pathway to academic success.

In an effort to better inform students of SSSP requirements, the College revamped its student communication email notifications to include information related to SSSP core services. Students' 3 core services progress is clearly visible on their Class-Web registration account as noted in the graphic below.



The College website also includes SSSP information pages that details the student success roadmap with the required steps for students to position themselves with the best possible registration priority.

<http://www.laspositascollege.edu/admissions/priorityregistration.php>

A more dynamic "Have you completed your 3 Core Services" targeted outreach campaign is initiated 6 weeks prior to the beginning of the subsequent registration period. Furthermore, the Admissions and Records staff who work at the College's Online Service Center are important resources who support students in not only navigating admissions and registration systems, but who also articulate with exceptional knowledge the SSSP core service requirements.

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

The Assessment Center is staffed by the Assessment Specialist with the support of a student assistant. The Assessment Specialist is responsible for coordinating the assessment schedule with the Dean of Student Services. In addition, the employee provides a pre-assessment overview, administers and serves as test proctor, schedules follow-up program planning appointments, processes scores and makes sure the assessment data is downloaded to the College's Banner system. Further, the employee may compile assessment data for use by the Dean of Student Services, the Office of Institutional Research and Planning, and the SSSP Planning Group. Operational functions such as ordering program materials, routine office duties (responding to email and telephone inquiries), and troubleshooting student questions and/or issues are also important duties performed by the Assessment Specialist.

The student assistant's primary responsibility is to support the Assessment Specialist with student check-in, scheduling appointments, and assisting with routine office duties.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- Hire the Assessment Specialist position (currently vacant).
- Strengthen collaboration with the Assessment Center, Institutional Research, Math, English, Chemistry and ESL faculty to ensure students are directed to the appropriate placement test.

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.

- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
- 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.).

English and Math tests are computer based and conducted through College Board's Accuplacer program. Multiple measures have been implemented for both tests. The English assessment is a two part test: 1) Reading Comprehension (22 questions) and 2) Sentence Skills (20 questions). The Math test is determined by the student's self-reported responses to a series of background questions which determine an initial Math aptitude. Based on their answers, the students are given one of three tests: 1) Arithmetic (17 questions), 2) Elementary Algebra (12 questions), or 3) College-level Math (23 questions). Students who test lower or higher than the given test range will be given a secondary test (one level higher or lower). Algorithms are used to compute and generate the student's overall score and placement level. These scores are based on a combination of the tests taken and the background questions weighted for multiple measures.

ESL tests are paper/written tests conducted using CELSA (Combined English Language Skills Assessment). CELSA is a 75 question multiple choice test. Students are given a 45 minute time limit to complete this portion of the test. Upon completion, students are given 30 minutes to write a short essay responding to one of three different topics provided. The essays are then routed to the ESL Department Faculty who combine the two tests to determine ESL course placement.

The College uses the ASC California Chemistry Diagnostic Test. This is a multiple choice test containing 44 questions with a time limit of 45 minutes. Students are provided with a periodic table of the elements and are allowed to use a calculator. Students receiving a score of 22 or higher are placed in General Chemistry. Students who place below are required to take pre-requisite coursework.

Multiple measures are used in conjunction with Counseling and Discipline Faculty to determine if students are placed in the appropriate level Math, English, ESL, and/or Chemistry courses. Multiple measures for the English assessment test are years of high school English, grade in the last high school

English class, and high school GPA. Multiple measures for the Math assessment test are highest Math course completed in high school, grade in the last high school Math course, and high school GPA.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- Dean of Student Services to work with Institutional Research, Math and English faculty to ensure assessment test cut scores are reflective of student's ability to succeed in the course that they place in.

- In collaboration with Office of Institutional Planning and Research, appropriate faculty, and the Assessment Center, conduct validity and reliability studies to determine correct placement levels.
- Work in collaboration with the State Chancellor's Office to meet the mandate for a common testing tool.

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.

The Chabot-Las Positas Community College District is comprised of two colleges: Chabot and Las Positas College. Both colleges administer the College Board's computer-based Accuplacer English and Math placement tests. Test results are stored in the Colleges' Banner software system to provide counselor's access to results for student appointments and to allow students the ability to enroll in either Chabot or Las Positas College courses. Most assessment score results are honored at both colleges. At CLPCCD, in Spring 2014 there were approximately 1,031 students concurrently enrolled at both Chabot and LPC; the number was 940 in Fall 2013. Consequently, it is critical for CLPCCD to have a seamless assessment and placement process to ensure students access to registration and support services available to assist them in attaining their educational goals.

Las Positas College will accept assessment results from other California community colleges as long as the placement level is identified on the test results. Placement scores from colleges outside of California must be evaluated by a Counselor.

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

Math and English study guides are provided directly for Accuplacer with answer keys. Accuplacer also has an iPhone app that students may use to study. ESL provides a brief example of how their tests are formatted. The College's Assessment webpage provides links to numerous outside online tutorials for Math and chemistry. *Study guides are available to students via the Las Positas College website <http://www.laspositascollege.edu/assessmentcenter/studyguides.php>.*

The College's re-take policy for English, Math, and chemistry allows access to assessment after 6 months from the initial assessment. Students who would like to test prior to the six month timeframe have the option to file a petition explaining their circumstance. The petition is reviewed by the Dean of Student

Services for approval or denial. The re-take policy for ESL is one year. Students have the option to discuss course placement and possible course advancement with their ESL instructors who have the authority to place students at the more appropriate level.

High school transcripts are scanned into the College’s Banner Document Management System (BDMS) and are accessible to counselors for student appointments. There is no official College policy on recency; however, counselors will recommend students retake the assessment if the Math and English scores are over 1.5 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?

Students who have completed an English and/or Math assessment at another college, or who have an Advanced Placement or Early Assessment Program Exam with a qualified score, can complete their assessment by meeting with a Counselor. The Counselor evaluates the course and/or test and places the student in the appropriate English and/or Math courses.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- Counseling staff and A&R staff will collaborate to review current policy to ensure all assessment methods are consistently being applied (EPT, ELM) for course placement.
- Continue to work with high school constituencies on aligning curriculum to meet Common Core Standards.

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.

See Attachment D

**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.).

The Counseling Department's philosophy is that students are best served from a holistic approach and as part of a centralized counseling program. The services provided by the Counseling Department are integral and essential to help students realize a positive, rewarding and successful educational experience. The Counselors assist students in academic planning, career exploration and personal development, which leads to intellectual, emotional and social growth. Counseling Faculty recognize the diverse goals of all students who attend Las Positas College and endeavor to work with each student as an individual; taking into account their unique backgrounds, interests, strengths, and situations. Through interaction with the Counseling staff, students develop a sense of self-awareness as to how each person affects the world at large.

Based on OIRP data for 2013-14, the projected unduplicated annual number of students to be served in 2014-15 is approximately 12, 283. Of course, not all students will require SSSP services; however, it is important to note the various subgroups of students who will require counseling services based on the SSSP mandate. Although the SSSP guidelines and policies are being implemented and institutionalized with our newest students, our target audience is any new, returning or continuing LPC student who wishes to obtain guidance; whether academic, personal or career-related, through the Counseling Department. To this end, the Counseling Department strives to meet the unique needs of all of our students.

**Counseling Services and Methods of Delivery**

All of our professional Counseling Faculty are trained to work with students either individually or in groups with respect to academic, career or personal counseling. As instructors, the Counseling Faculty deliver content in workshops and in FTES funded courses. The delivery method of our counseling services is flexible and has been adapted to fit each unique situation on campus.

The College offers several categorical and special student programs that serve particular groups of students. Many of these programs have dedicated Counselors who can provide counseling to serve the diverse needs of these students. The programs include EOPS/CARE, CalWORKs, DSPS, and Puente. In addition, Counselors are assigned to International Students, ESL, student athletes, and provide embedded counseling in Basic Skills English courses.

Individual interactions provide students with an opportunity to work one on one with a counselor. When working with students on appointments or drop-in counseling, counselors perform a variety of services. For example, Counselors work with students to explore career options, identify related certificate, degree and transfer programs and to set educational and career goals. Together they create an individualized SEP that outlines the appropriate coursework; including general education, major preparation and any prerequisites. During the SEP process, Counselors teach students how to obtain more information on academic majors and courses of study.

As part of career counseling, Counselors help students interpret results from tests like the Myers-Briggs and Strong Interest Inventory. Counselors also refer students to online resources such as Eureka and Career Café to conduct research on career interests. Counselors then assist students in linking career goals with academic goals. Although all Counseling Faculty are trained in career counseling, at times they find it appropriate to refer students to the Tri Valley One Stop (TVOS), a career center in partnership with CLPCCD. At TVOS, students can receive services such as resume and interview preparation and job search assistance. In addition, many local employers post job and internship vacancies available to LPC students.

The counselor/student relationship is important to student success and is to be nurtured whenever possible. To this end, personal counseling is also available to students through the Counseling Department. In addition, Counselors provide guidance to promote student success through referrals to appropriate support services both on and off campus. Through this relationship Counselors may help students to understand personal strengths, learning styles, motivation, interests and abilities.

Finally, counselors provide assistance with a range of services such as graduation applications, Financial Aid petitions, and items relating to the transfer process. Many students schedule appointments with Counselors to request letters of recommendation as well.

Whenever possible interactions between students and counselors take place on an individual basis. However, in order to streamline services and reach as many students as possible, counselors also deliver many services in an effective workshop format. For example:

- Probation and dismissed students are required to attend a workshop to review and clear probation status. In this workshop, students learn more about the resources available to them at the College and explore why they have not been successful. The workshop includes the development of an abbreviated SEP.
- Financial Aid students with excessive units are required to attend an “Excessive Units” workshop designed to identify exactly what course work is remaining in order to complete their declared goal. The remaining coursework is organized into a comprehensive SEP.
- A lead Counselor who works with student athletes conducts SEP workshops to develop individual SEP’s in order to maintain eligibility status for intercollegiate athletics. The Counselor is then available for students on an individual basis for follow up.
- Transfer workshops are offered primarily in the fall semester to assist students in completing Transfer Admission Guarantee (TAG) agreements and completing applications to four-year colleges and universities. Workshops include information related to TAG requirements, transfer planning, application assistance, and techniques in writing a strong personal statement.

### **Personal Development and Human Services Classes (FTES credit courses)**

Counseling Faculty teach several FTES funded classes primarily related to student success and to careers in Human Services. Those related to student success include study skills, career and major planning, and university transfer planning. Counseling Faculty have also developed a new class, Student Success and the College Experience, which is fully transferable to both California State University (CSU) and University of California (UC). This class is designed to help students get the most out of their college experience, and, where appropriate, help to prepare them for the rigor of University coursework.

In the Human Services courses leading to a certificate, the College offers Introduction to Counseling, Group Process, Introduction to Human Services, Introduction to Case Management, and Multicultural Issues in America. All of the classes are degree applicable, all transfer to CSU and some transfer to UC.

Course Title	Units	Course Description
PSCN 10 Career and Educational Planning	2	Exploration of the concept of educational/career planning focusing on personal career development through self-assessment, psychological testing, and individual counseling.
PSCN 11 Interpersonal Relationships	2	The course is designed to improve interpersonal relationships for the benefit of academic, career, and personal development.
PSCN 15 College Study Skills	2	Review of study skill techniques for success in College.
PSCN 18 University Transfer Planning	0.5-1	Introduction to the resources and planning process needed to ease transition from community college to a 4-year college or university. Development of a transfer action plan.
PSCN 19 A Case Management Approach to Addiction, Recovery, and Prevention	3	Introductory course in case management specific to addiction, recovery, and prevention processes used in various occupations. Current models of prevention, treatment planning, client monitoring, and documentation will be emphasized.
PSCN 25 Transition to College	0.5	Designed for first-time college students in order to enhance their transition into college and maximize their academic/vocational potential.
PSCN 28 Orientation for International Students	1	Designed for first-time international students in order to enhance their transition into American society and maximize successful matriculation through college toward their academic goal.
PSCN 40 Life Skills	1	Personal Finance: Promoting financial responsibility and identifying strategies to enhance financial stability for individuals.
PSCN 7 Contemporary Issues	1-3	Contemporary life issues related to social effectiveness, and educational and career development.
PSCN 3 Introduction to Counseling Theory and Skills	3	An introductory course to the theory and concepts and historical foundations of counseling.
PSCN 5 Introduction to Human Services	3	Modern theory, methods, and critical thinking skills that lead to effective human services work.
PSCN 6 Introduction to Counseling Case Management for Human Services	3	Introduction to case management, theory, models and techniques.
PSCN 8 Theories and Concepts of Group Process	3	Concepts and theories of group process for effective functioning in interpersonal and group settings.

PSCN 13 Multicultural Issues in Contemporary America	3	Exploration of issues relating to the multi-cultural community in which we live today. In addition to the above listed classes, the Counseling Faculty worked diligently to develop a course that directly addresses the spirit of SSSP.
PSCN XXX Student Success and the College Experience (New Course-Fall 2015)		Beginning Fall 2015, this course covers the skills and knowledge necessary for college success. Topics include: learning styles, time management, interpersonal communication, goal setting, career planning, study skills, critical thinking, motivation, self-discipline, and memory development. Campus resources, college regulations, and information competency are also addressed.

Counseling Faculty who teach classes are able to establish a deeper connection to students and are able to refer students to services when appropriate. Many Counselors use their classrooms to educate students about college processes and particularly new SSSP procedures. Counseling Faculty are perfectly positioned to impart knowledge to their students regarding being engaged, directed and focused in their learning.

**Access to Counseling Services**

The Student Success and Support Act process for new students begins prior to registration. After completing an application, students are required to complete the online orientation, assessment (or file an exemption), and attend a program planning session. Counselors work with students during program planning sessions to begin discussing educational goals, majors, interests, degree and transfer requirements, career preparation, academic assessments and course offerings. At the end of the session, students have a completed an abbreviated SEP with a list of courses for registration.

In addition, each year local high school seniors are invited to participate in Early Admission Program which includes and early application deadline, orientation, assessment, a special College Day, and the benefit of an early registration date. All new students complete an abbreviated SEP during Early Admission orientation.

Once enrolled, all students have access to the full scope of counseling services throughout their time at Las Positas College. In addition, the College continues to target and outreach to continuing students to complete a comprehensive SEP as a follow-up to their abbreviated SEP.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- Develop criteria for mandatory comprehensive Student Educational Plan.
- Develop and implement online counseling services.
- Increase number of Counseling Faculty.
- Continuous evaluation of efficacy of counseling services through the college processes of program review, SAO/SLO, and SSSP service mandates.
- The College is in preliminary stages of implementing a Middle College High School program that enables high potential, at-risk students to obtain a quality high school education while concurrently receiving direct and invaluable access to college courses and services.

- Develop a follow-up system to track and communicate with students who have not completed the 3 core services, who have not declared a major, and who have not completed the comprehensive SEP.
- Develop workshops that align with SSSP mandates and Student Equity Plan activities.
- Develop workshops that address the SSSP mandate of serving students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic/progress probation).
- Partner with instructional faculty to offer workshops on topics such as personal finance, major exploration, transfer guidance, study techniques for specific disciplines, etc.
- Professional development such as training workshops and conferences such as leadership training, pedagogical techniques, and counselor retreats to build a cohesive understanding of the counselor role as related to SSSP in community college setting.

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.

A thorough description of services offered by the Counseling Department are delineated in Item 1 above.

The majority of counseling services take place in person, whether individually or in groups. Individual appointments are available and typically need to be scheduled approximately two weeks in advance. An individual appointment is needed to complete a comprehensive SEP, evaluate transcripts, or to provide a degree audit for those seeking to graduate. These appointments are usually thirty minutes. If there are multiple transcripts from other colleges to be evaluated, the appointment is scheduled for one hour. Access to these appointments becomes more restricted around peak times such as registration.

Drop-in counseling is available for students on a daily basis. These quick appointments (10-15 minutes) are designed to: provide general information; answer quick questions; help students with prerequisite clearances; unit overload requests; registration assistance; general information about programs and certificates; and referral to other services on campus. Students do not need to schedule drop-in appointments in advance. During open office hours, students may simply check-in using SARS at the Counseling Department's intake window. A counselor will meet with the student on a first-come, first-serve basis. In general, students' access to counselors for drop-in is fairly efficient. During peak times such as registration, the beginning of the semester, and during important drop deadline dates, the wait time increases and students can wait over one hour to access this service.

Students may email counselors directly or may email the Counseling Department to have questions answered. Currently, the Counseling Department does not have an operationalized e-counseling system that would fully support our online students.

As previously mentioned, the Counseling Department uses a group format to deliver services such as program planning, probation services, Financial Aid SEPs, Student Athlete SEPs, and Transfer assistance (in particular around the fall application period).

Planning agenda to develop enhanced services and processes through the use of SSSP funding

- Explore the most efficient and effective use of online counseling, to increase access without sacrificing impact (Spring 2015 implementation).
- The SSSP mandate will greatly impact Counseling Faculty work load and will require additional Counseling Faculty for student educational planning and revision of the College's orientation/ program planning sessions.
- Increase the number of Counselors in order to meet student appointment demand, especially during peak times.

3. Describe the type of assistance provided to help students develop an abbreviated Student Education Plan and the scope and content of the plan.

Abbreviated Student Education Plans (SEP) are developed with students in several ways. For example, all new students who engage in program planning, work with Counseling Faculty to create an abbreviated SEP that is one to two semesters in length. The plan includes assessment placement, Math and English classes, educational goals, and PSCN classes when appropriate. In addition, any new and continuing student can meet with a counselor to develop an abbreviated SEP.

Several programs on campus use the abbreviated SEP format for the initial student contact. These programs include EOPS/CARE, CalWORKs, ESL, DSPS, Financial Aid students participating in Satisfactory Academic Progress workshops, probation students, and students enrolled in Basic Skills English. Abbreviated SEPs are either written electronically or on a paper version. Both versions are scanned into the student file. All Student Education Plans are saved for follow-up counseling appointments.

Planning agenda to develop enhanced services and processes through the use of SSSP funding

- Develop a system to notify students of the comprehensive education plan requirement by the end of the third term but no later than completion of 15 units.

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.

Comprehensive Student Education Plans are developed with a Counselor in either a 30 minute or a one hour appointment. Comprehensive SEPs can be written for students who have chosen a course of study. For these students, the plan is typically 4 – 6 semesters in length and would include all necessary coursework to achieve their goal.

For undecided students, Counselors would engage in career and major exploration counseling. This includes encouraging students to enroll in PSCN 10 (Career and Educational Planning) or introductory classes that meet general education requirements. In addition, Counselors would also encourage students to do research on websites like Assist, Eureka, and California Career Café for information on majors/careers of interest. For these students, the Student Education Plan (SEP) would be front loaded with general education courses thereby allowing students more time to identify an educational goal. This comprehensive Student Education Plan is used to guide the student in course planning, track progress through coursework completion, facilitate referral to appropriate support services, and increase student and Counselor accountability by outlining specific objectives and responsibilities.

The categorical programs on campus provide specialized comprehensive student education plans to their participants. Other programs with unique student needs also receive specialized comprehensive education plan services. These programs include EOPS/CARE, CalWORKs, Veterans, ISP, ESL, Puente, and Student Athletes.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- Develop a system to identify students who have not identified an education goal and course of study.
- Develop interventions to assist undecided students in defining an education goal and course of study.
- Strengthen the existing liaison relationship between Counseling and Academic Divisions to provide updated information so students can achieve their educational goal.
- Implement Degree Works which will provide direct access for students to their educational plans and will also allow them to track their progress toward their goal.
- Research and implement course evaluation software programs that will assist the evaluators in determining course to course articulation for students with transfer coursework.
- DSPS and EOPS will explore the development of an e-portfolio system that will allow the student to collect and archive all information relevant to their educational and personal development goals. This information will be readily accessible for counseling appointments and promotes communication consistency among all student service areas.
- Staffing to support DegreeWorks implementation and its ongoing sustainability (such as scribing, catalog/addendum updates, training, etc.).
- Evaluator who specializes in course-to-course articulation/equivalencies to ensure students' have transfer course information noted in the DegreeWorks system. This will provide a clearer picture of requirements met and courses needed to complete their educational goal.
- Microfiche film reader is needed to provide counselors, students, and evaluators with a complete history of student academic coursework completed prior to Summer 1994. This is essential to support the DegreeWorks implementation.

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).

- 8 General Counselors- Assist with planning follow-up activities, SEPs, workshops and presentations.
- 1 Student Interventions Developer-Counselor - Develops intervention and follow-up strategies for students-at-risk, SEPs, workshops and presentations.
- 4 Part-time General Counselors - Assist with planning follow-up activities, SEPs, workshops and presentations.
- 4 Special Programs Counselors (DSPS, EOPS, CalWORKs) - Assist with planning follow-up activities, SEPs, workshops and presentation.
- 5 Counseling Assistants - Schedule appointments, assist with contacting students, SARS data entry for core services completion and assist counselors with student documentation required for appointments.
- Interns and Student Assistant - Assist with making appointments, work with students, follow-up after workshop or appointment and data entry.

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.
- SARS Grid – The software is used to develop master counselor schedule, student appointments, drop in appointments, data tracking for services provided by student services programs.
  - College Source – A database of approximately 80,000 digital college catalogues (current and archived) to support counselors in reviewing external transcripts for certificate/degree/transfer requirements.
  - ASSIST.org – Provides articulation information between community colleges and the CSU and UC systems. In addition, provides information on majors and identifies which institution offers the student’s major of interest.
  - EUREKA.org – A resource for students to self-assess (skills, personality, talents), explore careers and learn about education and training opportunities.
  - BACareerGuide.org – Primarily a source for career and technical information in the San Francisco Bay Area’s 26 community colleges.
  - California Career Café – Career information including ideas on self-assessment and linking interest, personalities, and skills to careers.
  - MyPlan.com – A website that assists students in matching their major with potential careers.
  - Western Undergraduate Exchange ([wiche.edu/wue](http://wiche.edu/wue)) – A listing of colleges and universities in the western United States that offer California residents a reduced tuition rate.

Planning agenda to develop enhanced services and processes through the use of SSSP funding :

- DegreeWorks software implementation which will provide direct access for students to their educational plans and will also them to track progress toward their goal.
- DSPS and EOPS will explore the development of an e-portfolio system that will allow the student to collect and archive all information relevant to their educational and personal development goals. This information will be readily accessible for counseling appointments and promotes communication consistency among all student service areas.
- Explore Vault.com as an additional online career/major/job website resource for students to learn more about career interests, major exploration, and job opportunities. (\$1,000 annual cost).

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.

See Attachment D

**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.

The College provides follow-up services for approximately 1400 - 1600 students per year who are on some type of probationary status.

Students on probation and/or dismissal are given special attention through workshops and individual appointments. A specifically designated Student Interventions Developer-Counselor coordinates this program. In addition, all general Counselors work with probation students on drop-in appointments and workshops.

At the beginning of each term, the CLPCCD's Information Technology Services (ITS) Department sends a list of students on probationary status (academic and progress) to the Student Interventions Developer-Counselor.

In order to address the needs of students on probation, the Student Interventions Developer-Counselor immediately sends an email to probation students informing them of their academic status, the fact they are blocked from registration for the following term, and the next steps they must complete to clear their registration block.

Students are required to attend a probation workshop which are led by Counselors. The information provided includes:

- What the probationary status means- how students reached this status.
- Steps to get on track to good academic/progress standing (repeat classes, withdraw, no grade of record etc.).
- Resources on campus to help student improve their standing (tutoring, study skills classes, etc).
- An abbreviated SEP is provided at the conclusion of the workshop.

The Probation Clearance Form identifies the support services available to students on campus.

**Study Habits**

- Enroll in Psychology Counseling 15 – College Study Skills
- Tutoring Center – students are encouraged to sign up for tutoring
- Integrated Learning Center (ILC) – faculty tutors for ESL and Math
- Reading and Writing Center (RAW) – faculty tutors for English

**Career/Transfer Development**

- Enroll in Psychology Counseling 10 – Career Planning
- Enroll in Psychology Counseling 18 – University Transfer Planning Class

### Counseling

- Visit the Counseling Center, Bldg. 1600 for assistance with:
- Education planning
- Personal, academic, and career
- Referral to DSPS, Financial Aid, EOPS, CalWORKs

Students in the categorical programs (EOPS, CalWORKs, DSPS) have the option to complete academic probation/dismissal forms with their program counselor allowing for an individualized experience for these at-risk students.

### **Follow Up for Dismissed Students**

The Student Interventions Developer-Counselor receives a list from ITS at the end of each term, indicating who is on dismissed status. Letters are sent out immediately to the students indicating their status and next steps.

Students who are on academic and/or progress dismissed status are required to submit a *Petition for Readmission from Dismissed Status* form if they wish to appeal their dismissal. Students are required to meet with a Counselor to review their academic history and to discuss possible conditions for their readmission. The petition is then forwarded to the Dean of Student Services for a decision to admit or dismiss the student. Further, the Dean of Student Services may support the Counselor's recommendation for a unit restriction and a Readmit Contract as a condition for readmission. Once the decision is rendered, a copy of the form is sent to Admissions and Records for unit limitation adjustment on the student's registration account. For students on unit restrictions, a Readmit Contract is required which outlines the unit limit and two progress reports (signed by instructors) so counselors may determine appropriate interventions.

### **Math Jam**

Beginning Spring 2015 (one week prior to the beginning of term), the College will implement Math Jam; a program designed to help students achieve their Math goals – from preparing to retake the Math placement to preparing for their upcoming courses. Instruction will be offered at the following levels: Pre-Algebra, Algebra (Elementary and Intermediate), Statistics and Trigonometry/Pre-Calculus. During Math Jam, students will work in a self-paced environment on the Math they need support on. In addition to receiving 30 hours of individualized Math tutoring, students will also have an opportunity to participate in various workshops designed to support their academic success. Workshops include: Group Counseling (to develop a Student Education Plan), Financial Aid, Time Management, Overcoming Math Anxiety and Test Taking Skills. At the conclusion of Math Jam, participants will retake the Assessment (Placement) Exam. This will allow students who were not placed correctly to hopefully "jump" a class and save time.

### **Available Services for Basic Skills Students**

Student Interventions Developer-Counselor personally visits the Basic Skills English students in their classrooms. The targeted classes are first level English writing (English 100A) courses. Within the first two weeks of term, the counselor comes into the classroom, reviews campus resources and provides students with a campus resource guide. The handout identifies campus locations for various resources and telephone numbers. At the seventh week of term, the counselor facilitates a workshop on "time management" skills and establishes a study schedule with students based on their college and work life. At the 12<sup>th</sup> week, the counselor presents information related to education planning, general education, and leads the students in the development of an abbreviated SEP. Approximately 150-200 students receive these services each term.

With Basic Skills funding, the Tutorial Center has been providing embedded tutoring within the lowest level self-paced Math courses. Approximately 100 students are provided this tutoring service throughout the semester.

For students who need additional Math instruction below basic algebra, the DSPTS program developed three (3) learning skills Math courses to offer slower, direct instruction. The curriculum is designed to meet the needs of students with disabilities. In addition, DSPTS offers a learning skills English grammar course that enhances the learning experience for students enrolled in Basic Skills English courses.

### **Services for Financial Aid Students**

Currently there are no pre-emptive services offered to Financial Aid students who are at risk of losing their financial aid funding. A student who does not meet Financial Aid Satisfactory Academic Progress standards for one term is placed on warning status and continues to be eligible for financial aid for an additional term but must meet all financial aid standards of progress by the end of the following term or face disqualification. During Spring 2014, of the 1,491 students who received a Pell Grant, 233 (15.6%) students were placed on warning and 439 students (29.4%) were disqualified. Therefore, 45% of our Pell grant recipients did not make satisfactory progress. These are students who are at risk of potentially dropping out as a result of the loss of funding.

Students who are disqualified due to two terms of poor progress are provided an opportunity to attend an SAP workshop led by a Financial Aid staff member during which students are informed of rules for SAP, Financial Aid policies, methods of regaining eligibility, resources on campus to support academic success, and the process of appealing their status. Students submitting an appeal are required to meet with a counselor to complete an SEP or attend a Financial Aid SEP workshop conducted by a counselor. The SEP is submitted as part of the appeal to be considered by the Financial Aid Director.

Another population at risk are those students who are approaching the point of excessive units in Financial Aid which is considered as 150% (measured in attempted units) of their program length. For example, a student in a 60 unit AA degree program would reach the maximum time frame to receive financial aid when they have attempted 90 units which is 150% of the program length. Following the Spring 2014 term, 436 (12.39%) students were on excessive unit disqualification. Of these students, 125 (28.67%) were terminated due to a deficient completion rate per federal regulations. To be considered for any additional terms of financial aid, a student must file an Excessive Units Petition. Students pursuing an AA/AS degree or certificate are required to have an official evaluation (by College Evaluator) that outlines required courses remaining for completion. Such evaluation is attached to the student's excessive unit petition for consideration of approval by the Financial Aid Director. Financial Aid students intending to transfer are required to attend an SEP workshop led by a counselor in which an SEP designed to identify all remaining courses needed for transfer is provided.

### **BOGW Fee Waiver**

Beginning Fall 2016, SSSP regulations stipulate that BOGW recipients are subject to lose their eligibility for BOGW fee waivers after not meeting the College's academic progress standards for two terms (50% overall completion rate and cumulative 2.0 gpa). The plan is to email all identified students in Probation 1 or Probation 2 status effective the end of Fall 2015 following submission of grades. Students will be made aware of the changes to the BOGW program and their potential loss if progress is not improved by the end of Spring 2016.

Beginning with the completion of Spring 2016 grades and at the end of every subsequent primary term, students who are subject to loss of BOGW and priority enrollment will be notified by email. An explanation and instructions to inform students of next steps, available resources on campus, and the options for appeal will be provided.

The Federal Government and the State Chancellor's Office has recognized that the lack of financial literacy can be a contributing factor in limiting retention and student success. To address this issue, the Chancellor's Office developed an excellent program of financial literacy called *Cash Course*. The curriculum includes topics related to budgeting, credit reports, identifying "wants versus needs", etc. This program has recently been made available to all community colleges for implementation at no cost. The intent is to implement this program during the 2014-15 academic year; however, the College needs to strategize on how to best utilize and implement this program throughout student and academic services. The goal is to notify our students of the availability of this excellent program and to encourage them to utilize the program which will give them skills not only for success in college but in life. The implementation workgroup would be charged to identify populations of students who may be required to complete the program. If properly implemented this program will strongly support students learning about financial aspects in everyday life and will help them acquire the necessary skills to balance finances while in College and for the future.

**Indicate how teaching faculty are encouraged to monitor students' progress.**

All faculty are encouraged to submit midterm progress reports online indicating the students' progress in their class. The Student Interventions Developer-Counselor sends faculty an email at the 6th or 7th week of the term reminding them of midterm progress reports, process, and timeline. Faculty have two weeks to complete the mid-term progress reports. After the deadline, ITS then mails the mid-term progress notifications to inform students of their progress.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- Expand embedded counseling to Basic Skills Math and ESL courses.
- Expand or develop an Early Alert Program (EAP). Review EAP best practices and implement a pilot program.
- Outreach efforts to the "undecided" students to identify their major and career goals earlier in the academic path.
- Frontloading of services for New, Financial Aid, Veterans, and Basic Skills students to reduce the number of students on academic probation or subject to loss of eligibility of educational benefits.
- Consider identifying students at 2.5 and below to provide earlier intervention for struggling students and provide encouragement for those students moving up the academic progress ladder.
- Targeted follow-up with probation students who have completed their probation contract to ensure student is maintaining good progress. Effort establishes ongoing strong connection with the Counseling Department (6 Success Factors).
- Develop a proactive plan to address the need to require and provide SEPs for students who are on Financial Aid.
- Develop a proactive plan to support students who are on warning and disqualification status for financial aid as appropriate with SSSP funding guidelines.
- Research and develop an interactive online SAP workshop available to all Financial Aid students to assist them in better understanding the College's Financial Aid SAP policy and improving the awareness of the policy and student's responsibility. Currently the policy is available in print format only – the online tutorial would represent an alternative method of learning.
- Establish a work group to implement the Cash Course Program. This program has recently been made available to all community colleges for implementation at no cost. The intent is to implement this program during the 2014-15 Academic Year; however, the College needs to strategize on how to best utilize and implement this program throughout student and academic services.

- Preliminary steps to develop a Student Pathways to Success Program to support at-risk students with a nurturing environment (Tutorial Center) that will support student achievement with strategies that emphasize the Six Student Success Factors.
- Early Interventions training for instructional faculty.
- SSSP Coordinator position to assist with planning follow-up activities, contacting students, workshops, recruitment, data analysis, report writing.
- Degree Audit/Student Education Planning Systems Coordinator position to assist with developing follow-up systems and processes to support SSSP efforts to increase degree and certificate completion.

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

- 8 General Counselors- Assist with planning follow-up activities, SEPs, workshops and presentations.
- 1 Student Interventions Developer-Counselor - Develops intervention and follow-up strategies for students-at-risk, SEPs, workshops and presentations.
- 4 Part-time General Counselors - Assist with planning follow-up activities, SEPs, workshops and presentations.
- 4 Special Programs Counselors (DSPS, EOPS, CalWORKs) - Assist with planning follow-up activities, SEPs, workshops and presentation.
- 5 Counseling Assistants - Schedule appointments, assist with contacting students, SARS data entry for core services completion and assist counselors with student documentation required for appointments.
- Interns and Student Assistant - Assist with making appointments, work with students, follow-up after workshop or appointment and data entry.

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

**SARS Grid** - used to schedule appointments, workshop, and track student participation in follow-up activities

**Email** - campus student email is used to contact students regarding follow-up appointments, academic status, etc.

**College and Program web pages** - used to communicate academic status, program requirements, etc. Online midterm progress reports submitted by faculty and the mailers IT sends to students.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- **Social Media** - used to inform students of program deadlines, graduation deadlines, transfer information, financial aid opportunities, etc.

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.

See Attachment D

**IIb. Related Direct Program Services (District Match Funds only)****i. Instructional Research**

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

The College's Office of Institutional Research and Planning (OIRP) will be instrumental in providing data that specifically addresses ongoing evaluation of SSSP services as noted in Title V – Section 55512. The (OIRP) will provide data for comparative analysis to measure the effectiveness and positive impact of the College's SSSP ongoing implementation strategies in each of the core service areas. This will enhance College efforts in the ongoing, thorough evaluation of services and the planning of future initiatives to measure their impact on students. OIRP data and research will provide support to the SSSP workgroup in defining best practices to continuously improve services to students. Data will aid also in evaluating the effectiveness of intervention services that support students in maintaining satisfactory academic/progress standards, degree/certificate/transfer completion; and progressing toward stated educational goals. Along with student surveys on the topic, the OIRP will play a significant role in the research and analysis of potential disproportionate impact between various identified at-risk populations.

Planning agenda to develop enhanced services and processes through the use of SSSP funding

- During Spring 2014, the College's Resource Allocation Committee identified the Research Analyst position as a priority for the college. We anticipate filling the position in late Fall 2014. This position will provide needed support for Institutional Research and Planning.
- Augment OIRP's conference budget to enhance the College's understanding of best practices to support student success.
- Provide technology to accelerate the identification of student needs and analysis of disproportionate impact.

**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.
  - Online application for admission.
  - Online notification of student's W Identification number that also includes specific website links for assessment and orientation.
  - Online appointment for assessment.
  - Online orientation.
  - Online notification of student's progress toward orientation, assessment, and SEP completion (information is noted in the student's Zonemail account).
  - College Mobile App--- Students can track their SSSP progress using their iPhone or Android. College resources such as Class-Web, Bookstore, Blackboard, maps and student support services are also featured.
  - SARS system – Allows student services programs to track the number of students receiving services and provides the data required for State SSSP reporting requirements.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- DegreeWorks software implementation which will provide direct access for students to their educational plans and will also allow them to track progress toward their goal.
- Develop a follow-up system to help track and communicate with students who have not completed the 3 core services, who have not declared a major, and who have not completed the comprehensive SEP. (ITS Support)
- Web Development
- LPC Counseling Department will review the current delivery methodologies for orientations and program planning sessions to determine if a need exists in providing other methods of delivery.
- SARS enhancement to allow the College to send important college information via text.
- Research web-based interactive Q&A response systems such as IntelliResponse to improve communication with our students. This system will allow students to ask basic questions via the College website and automated responses (developed by the College) will direct students to appropriate admissions, orientation, assessment, counseling, registration, financial aid, and student support services information.
- Online Counseling and Advising. After Students complete the online orientation, we will be adding online counseling and advising to assist students who cannot come to campus.
- A formal process for Orientation/Student Success Exemptions will be available to students online.
- Develop a system to notify students of the comprehensive education plan requirement by the end of the third term but no later than completion of 15 units. (ITS Support)
- Research and implement course evaluation software programs that will assist the evaluators in determining course to course articulation for students with transfer coursework.
- DSPS and EOPS will explore the development of an e-portfolio system that will allow the student to collect and archive all information relevant to their educational and personal development goals. This information will be readily accessible for counseling appointments and promotes communication consistency among all student service areas.
- System to identify students at 2.5 and below to provide earlier intervention for struggling students and provide encouragement for those students moving up the academic progress ladder. (ITS Support)
- Targeted follow-up with probation students who have completed their probation contract to ensure student is maintaining good progress. Establishes ongoing strong connection with the Counseling Department and the College.

- Develop a proactive plan to support students who are on warning and disqualification status for financial aid.
- Research and develop an interactive online SAP workshop available to all financial aid students to assist them in better understanding the College’s Financial Aid SAP policy and improving the awareness of the policy and student’s responsibility. Currently the policy is available in print format only – the online tutorial would represent an alternative method of learning.
- Microfiche film reader is needed to provide counselors, students, and evaluators with a complete history of student academic coursework completed prior to Summer 1994. This is essential to support the DegreeWorks implementation.
- Laptops for outreach and DegreeWorks support.
- Explore the option of including IGETC and CSU GE identifiers on LPC transcript.

**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 are being used for district match.

Las Positas College will not have transitional services for District match, the College is ready to implement its Student Success and Support Programs Plan.

**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.

Students are exempt from participating in the required SSSP services by the following college procedures:

- a. Exemption from SEP** components because they have completed an Associate Degree or higher and official transcripts are on file in Admissions and Records at Las Positas College or Chabot College.
- b. Exemption from Assessment** component because they have:
  - Completed an Associate Degree or higher or
  - Successfully completed English and/or Math courses or
  - Completed an alternate assessment: AP score of 3 or higher in English and Math, DSPS Diagnostic, EAP College Ready Score in English and Math.
- c. Exemption from orientation** because they have completed an Associate Degree or higher and official transcripts are on file.

**2. Appeal Policies**

Describe the college's student appeal policies and procedures.

Student may appeal loss of priority registration status for the following reasons (per Title 5 Section 58108):

1. Extenuating Circumstances.
2. DSPS documentation verifying disabilities and education/functional limitations, but did not receive timely, reasonable documentation.
3. Student demonstrated significant academic and/or progress improvement defined as achieving at least a 2.0 GPA and 50% completion rate.
4. Earned over 100 units and enrolled in a high unit major/program or this is the final semester before graduating.

**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.

Prerequisites are under the purview of the Vice President of Academic Services and the Curriculum Committee. The Curriculum Committee reviews prerequisites as part of the content review process. Students may challenge prerequisites by submitting a Prerequisite & Corequisite Challenge Form. The student completes the form and attaches documentation to be considered. The student must identify the course they wish to register and the prerequisite or co-requisite they wish to challenge. The student submits all forms to the Counseling Office for review. A student may request a prerequisite waiver if the prerequisite course was taken and passed with a "C" grade or higher at an accredited community college or university. The student is required to meet with a counselor and to bring transcripts from the college or university to verify satisfactory completion of the prerequisite course. The counselor will complete a Prerequisite Clearance Form and attach the documentation verifying successful completion of the prerequisite.

#### 4. Professional Development

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

The College's SSSP Work Group will continue disseminating information and provide training through ongoing SSSP workshops and updates. The venues include:

- CLPCCD 2014 Convocation Day – (SSSP Break-out Session presented and facilitated by the Vice-President of Students Services of Las Positas College and Chabot College).
- Orientations for New and Adjunct Faculty.
- College's Monthly Town Meeting (SSSP Break-out Sessions).
- Academic Services Division Meetings (Counselor Liaison will provide monthly updates to instructional faculty and Academic Division Dean).
- Student Services Division Meetings (Vice-President of Student Services (VPSS) will use this forum to update program areas on the latest information and will also promote collaborative dialogue to enhance support services related to SSSP mandates).
- Student Services Planning Meetings (monthly meeting with VPSS and Program Coordinators that allows for follow-up and more in-depth discussion on SSSP impact on programs and the students they serve).
- Counselor Meetings (monthly).
- SSSP College Work Group meetings (ongoing review of SSSP mandates and College strategies to address implementation plans and impact on students).
- SSSP District Committee meetings to collaborate on best practices, challenges, and the use of technology to implement SSSP mandates to better serve CLPCCD students.
- On October 8-9th a team of College faculty and administrators attended the 2014 Strengthening Student Success Conference in Costa Mesa, California.

As statewide and regional Student Success conference and workshops are announced, faculty, staff and administrators involved in student success activities will be encouraged to attend.

#### 5. Coordination with Student Equity Plan and Other Planning Efforts

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

The College has established a Student Success Work group that will coordinate and implement activities outlined in the SSSP and Student Equity Plans. The group will work to ensure that goals and activities outlined in the SSSP and Student Equity Plans are integrated and aligned with other College planning efforts such as the Basic Skills Initiative, Accreditation, and the College's Educational Master Plan. Furthermore, the Student Services Program Review updates will include progress reports on identified SLO/SAO activities specifically addressing the SSSP mandate and implementation strategies.

Planning agenda to develop enhanced services and processes through the use of SSSP funding:

- Develop a SSSP/Student Equity Plan position who will be responsible for the coordination and implementation of various goals and activities outlined in the SSSP and Student Equity Plans.

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.

To enhance collaborative efforts within the Chabot-Las Positas Community College District (CLPCCD), the Vice President of Student Services (VPSS) from both Las Positas College and Chabot College formed the District SSSP Work Group Committee. Representatives from Admissions & Records, Counseling, Assessment and the District's Information Technology Services (ITS) department were active participants. The primary work for this group included: developing an enrollment priority system, updating and standardizing the counseling reason codes for MIS reporting, reviewing current processes related to Student Education Plans and how to address the anticipated increase of students requesting this service. Furthermore, a general discussion on the future use of technology – such as the implementation of Degree Works (Degree Audit System) - to help fulfill the SEP and SSSP mandates will continue to be an ongoing topic. Plans are to increase the representation of this work group by including additional faculty from Academic Services, additional classified professionals from Student Services, and having a more diverse group of students represent student concerns and/or issues.

During the 2013-14 Academic Year, the Vice-Presidents of Student Services (LPC and Chabot) made two (2) presentations for the CLPCCD Board of Trustees outlining the SSSP Initiative and College efforts to address the mandate. Additionally, at the request of the CLPCCD Board of Trustees and the District Chancellor – both colleges conducted a SSSP Workshop in June 2014. During Fall 2014 Convocation, the VPSS from Las Positas College and Chabot College facilitated a break-out session on the SSSP Initiative. Approximately 70 LPC and Chabot colleagues attended. On October 17, 2014, the Vice-Presidents of Student Services (LPC and Chabot) presented an outline of the SSSP Plan to the CLPCCD Chancellor and Executive Team.

Las Positas College and Chabot College will accept orientation, assessment, abbreviated and comprehensive Student Education Plans completed at either one of the Colleges. In addition, results on student appeals are scanned into the Banner Document Management System (BDMS); thereby allowing access to critical information that will promote consistency in adhering to the appeal decisions made at both colleges within the District.

**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](mailto:dsheldon@cccco.edu)  
(916) 322-2818

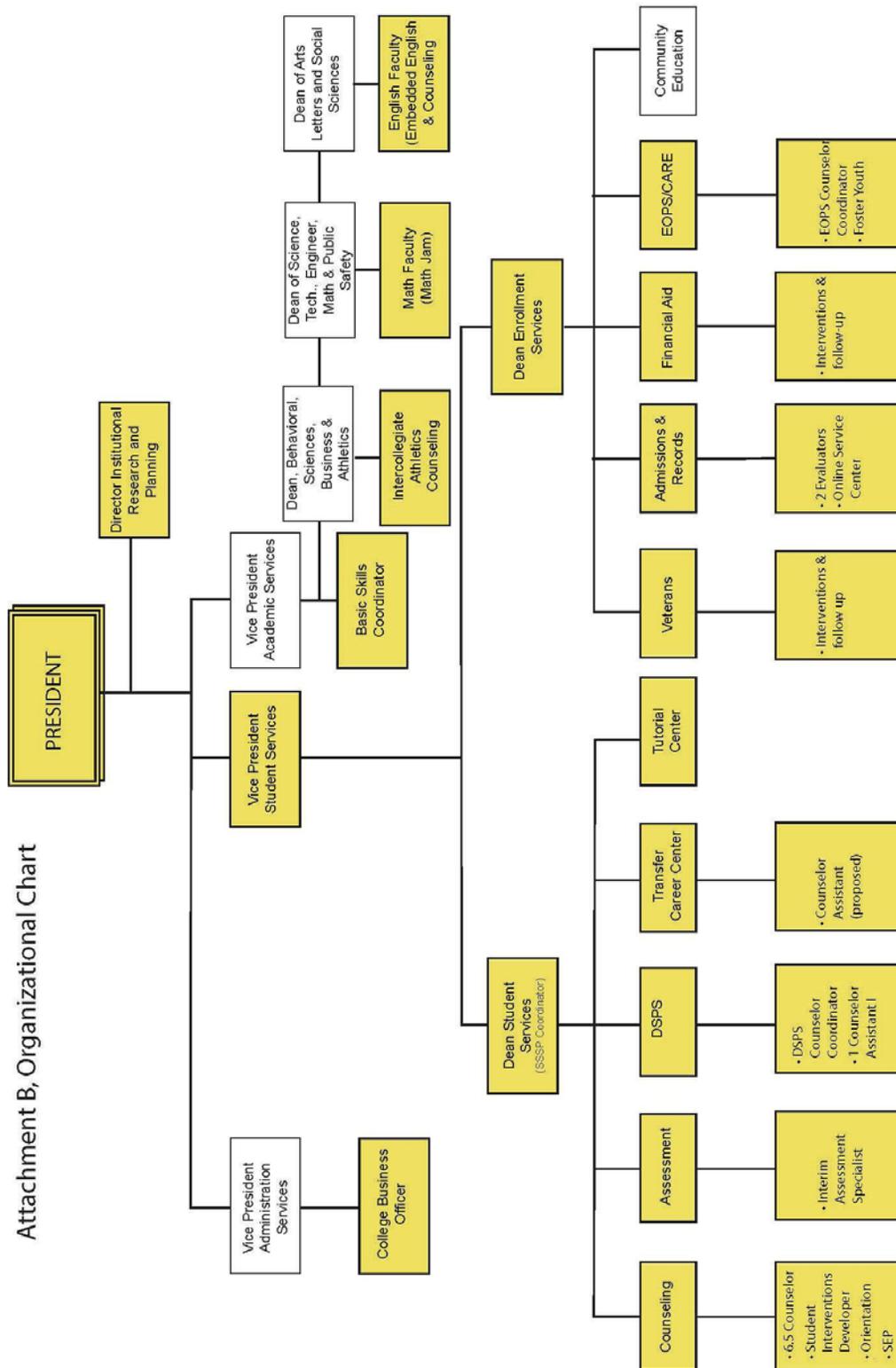
## Attachment A

### 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.

<b>Name</b>	<b>Title</b>	<b>Stakeholder Group</b>
Barry A. Russell, Ph.D.	President	President
Diana Z. Rodriguez	Vice President, Student Services	Student Services
Renee Kilmer, Ph.D.	Interim Vice President, Academic Services	Academic Services
Barbara Morrissey	Dean, Student Services	Student Services
Sylvia Rodriguez	Dean, Enrollment Services	Student Services
Lisa Everett, Ed.D.	Dean, Science Technology , Engineer, Math and Public Safety	Academic Services
Don Miller, Ph.D.	Dean, Arts Letters and Social Sciences	Academic Services
Dyan Miller	Dean, Behavioral Sciences Business and Athletics	Academic Services
Rajinder Samra	Director, Institutional Research and Planning	President's Office
Angella Ven John	Counselor, Student Intervention Developer	Counseling Department
Jill Oliveira	Counselor/Coordinator, EOPS	EOPS/Student Equity Plan Faculty Lead
Michelle Zapata	Counselor	CalWORKs/ Student Equity Plan Faculty Lead
James Gioia, Ph.D.	Counselor/Coordinator, DSPS	DSPS
Gilberto Victoria	Counselor	Counseling Department
Michelle Gonzales	Faculty	English Department
Kristine Woods	Faculty	Math Department
Paula Schoenecker	Faculty, Learning Skills	DSPS/Basic Skills Chair
Todd Steffan	Veterans, Coordinator	Veterans Department
Frances DeNisco	Community Education Coordinator	Classified Senate President
John Armstrong	Evaluator	Admissions and Records
Maria Pena-Bradford	Admission and Records Assistant	Admissions and Records
Rishad Qurban		LPC Student
Michelle Green		LPC Student
Julie Barnhart	Interim Assessment Specialist	Assessment Office
Natasha Lang	College Business Officer	Administration Services
Andi Schreiber	Financial Aid Officer	Financial Aid Office
Stacey Followill	Senior Programmer Analyst	Information Technology Services
Rachel Ugale	Administrative System Analyst	Information Technology Services

Attachment B, Organizational Chart



## Attachment C

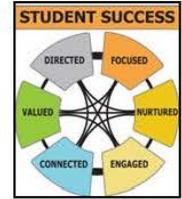
### Student Success and Support Program Advisory Committee

Name	Title	
Diana Z. Rodriguez	Vice President, Student Services	Student Services
Barbara Morrissey	Dean, Student Services	Student Services
Sylvia Rodriguez	Dean, Enrollment Services	Student Services
Rajinder Samra	Director, Institutional Research and Planning	President's Office
Angella Ven John	Counselor, Student Intervention Developer	Counseling Department
Jill Oliveira	Counselor/Coordinator, EOPS	EOPS/Student Equity Plan "Lead"
James Gioia, Ph.D.	Counselor/Coordinator, DSPS	DSPS
Todd Steffan	Veterans, Coordinator	Veterans Department
Andi Schreibman	Financial Aid Officer	Financial Aid Office
Natasha Lang	College Business Officer	Administration Services
Michelle Gonzales	Faculty	English Department
Rachel Ugale	Administrative System Analyst	Information Technology Services
Rishad Qurban		LPC Student
Michelle Green		LPC Student



Las Positas College

**PRIORITY REGISTRATION ALERT**



PRIORITY <i>(highest to lowest)</i>		GROUP DESCRIPTION
1 <sup>st</sup> Level	<b>Group 9</b>	<b>State-mandated enrollment priority groups:</b> Veterans, Foster Youth, EOPS, DSPS, and CalWORKs students in good standing with less than 100 degree-applicable units and who have <u>completed the 3 Core Components*</u>
	<b>Group 8</b>	<b>College priority groups:</b> Athletes, TRIO/Aspire ( <i>Chabot</i> ), and TRIO/Excel ( <i>Chabot</i> ) students in good standing with less than 100 degree-applicable units and who have <u>completed the 3 Core Components*</u>
3 <sup>rd</sup> Level	<b>Group 7</b>	Continuing students in good standing with less than 100 degree-applicable units and who have <u>completed the 3 Core Components*</u>
	<b>Group 6a</b>	Early Admission: High School graduating seniors who have been accepted into the program and who have <u>completed the 3 Core Components*</u>
	<b>6b</b>	New students who have <u>completed the 3 Core Components*</u>
	<b>6c</b>	Returning students in good standing with less than 100 degree-applicable units and who have <u>completed the 3 Core Components*</u>

**Students who have not completed the 3 Core Components will be assigned a later registration priority date. To verify your components completed, access your CLASS-Web account and select the “Check your Priority Registration Status” menu item.**

<b>Group 5</b>	Veterans, Foster Youth, EOPS, DSPS, and CalWORKs students in good standing with less than 100 degree-applicable units and who have <u>NOT completed the 3 Core Components*</u>
<b>Group 4</b>	Athletes, TRIO/Aspire and TRIO/Excel students in good standing with less than 100 degree-applicable units and who have <u>NOT completed the 3 Core Components*</u>
<b>Group 3</b>	Continuing Students in good standing with less than 100 degree-applicable units and who have <u>NOT completed the 3 Core Components*</u>
<b>Group 2</b>	Continuing students who have been on academic and/or progress probation for two consecutive semesters and/or who have been placed on academic/progress dismissal
<b>Group 1</b>	Continuing students with over 100 degree-applicable units
<b>Group 0a</b>	Open Enrollment – Students admitted to the College after all other groups have registered
<b>Group 0b</b>	High School Concurrent Enrollment students (10, 11, 12 <sup>th</sup> grade) <i>note: these students will have separate Summer and Fall registration dates</i>

*\* The 3 Core Components are identified as 1) Assessment, 2) Orientation, and 3) SEP*

**IMPORTANT DEFINITIONS**

Fully Matriculated	Continuing, New and Returning students who have completed Assessment, Orientation, and have a Student Education Plan on record
Veterans	All students identified by the Veterans Programs as a Veteran (State mandated)
Foster Youth	Students who have self-identified as Foster Youth and who have provided supporting documentation to confirm status (State mandated)
EOPS/CARE	Students identified by the Extended Opportunities Program and Services and CARE Program (State mandated)
DSPS	Students identified by the Disabled Students Program and Services Office (State mandated)
CalWORKs	Students identified by the CalWORKs Program and Services Office (State mandated)
Athletes	Students who participate in intercollegiate programs at Chabot and/or Las Positas College
TRIO/Aspire	Students identified by the TRIO/Aspire Program (Chabot College only)
TRIO/Excel	Students identified by the TRIO/Excel Program (Chabot College only)
Continuing	Students who have continuously enrolled at CLPCCD without missing a primary term (fall and spring)
Early Admission	Graduating high school seniors who have been accepted into the Early Admission Program
New	Students who have never attended CLPCCD and are entering their first semester at CLPCCD
Returning	Students who previously attended CLPCCD, but not during the past academic year
Academic Standing	Good standing - Students who are NOT on Academic or Progress Probation for two consecutive semesters and students who are NOT on Dismissal status

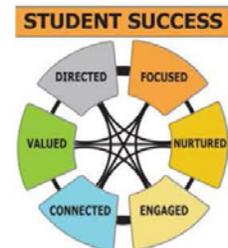
Registration appointment notices will be mailed to the home address noted on your student account. Please take a moment to review the information noted and notify Admissions & Records – **in writing** – of any changes.

**Additionally, your priority registration date and completion status of your assessment, orientation, and Student Education Plan will be listed in your CLASS-Web account under the “Check Your Priority Registration Status”.**

***What can I do if I lose my priority status?***

Las Positas College will have an appeals policy and process in place for students who:

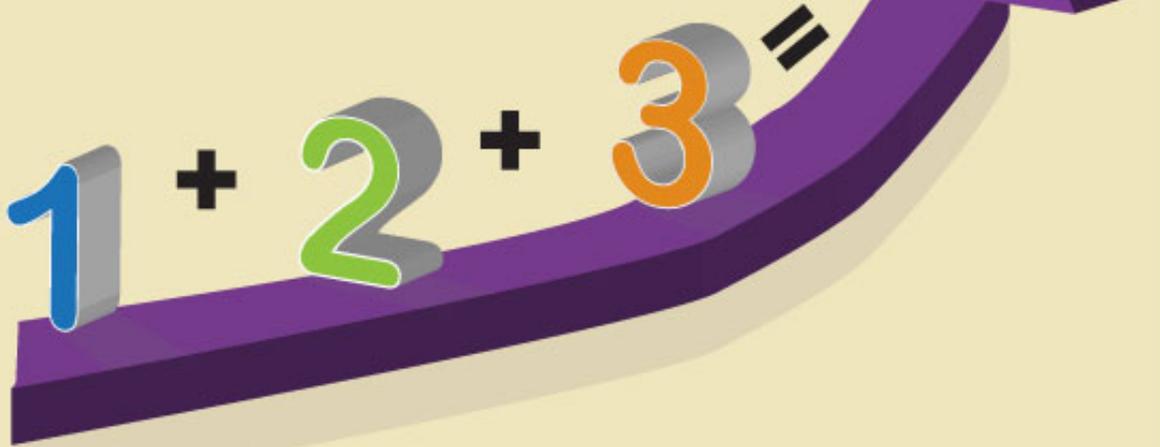
1. Lose enrollment priority due to extenuating circumstances
2. Are disabled and who applied for, but did not receive, timely reasonable accommodation
3. Demonstrate significant and satisfactory academic improvement in subsequent term(s)



For additional information, please go to <http://www.laspositascollege.edu/admissions/priorityregistration.php>

# PRIORITY REGISTRATION CHANGES

## for Summer/Fall 2014



Your priority registration date is determined by completion of 3 Core Services (Orientation, Assessment and Student Education Plan), units completed and in-progress at Chabot-Las Positas College, and Good Academic Standing.

To check your status, go to **Class-Web** under “Check your Priority Registration Status”. If you need assistance, go to the **Online Service Center (OSC) Bldg 1600**.

- 1  **Online Orientation**  
[www.laspositascollege.edu/admissions/STEP4.php](http://www.laspositascollege.edu/admissions/STEP4.php)
- 2  **Assessment**
- 3  **Student Education Plan (SEP)**  
Contact Counseling, room 1616 for questions.

**WARNING:** Beginning Fall 2015, students who have not met the college's standards of satisfactory progress for the prior two consecutive terms will lose eligibility for a BOGW fee waiver, due to state regulations.





### Las Positas College Application & Registration Procedures

[www.laspositascollege.edu/admissions/new\\_students.php](http://www.laspositascollege.edu/admissions/new_students.php)

- **Step 1: Application for Admissions**  
Apply online at [OPENCCAPPLY.NET](http://OPENCCAPPLY.NET). Submit transcripts from other colleges and AP scores to Admissions and Records office. For more information go to the Online Service Center (OSC) building 1600, Rm. 1672 2<sup>nd</sup> floor.
- **Step 2: Obtain your W #**
- **Step 3: Complete Online Orientation**
- **Step 4: Assessment Test**
- **Step 5: Program Planning**  
After the assessment test you will be signed up for a program planning session.
- **Step 6: Financial Aid**
- **Step 7: Registration**  
Register for classes online at class-web. See link above.
- **Step 8: Parking Permit**  
You will need your license plate number, year and model number.
- **Step 9: Pay Fees**
- **Step 10: Picture ID**  
After you register for classes go to Online Service Center (OSC) building 1600, Rm. 1672 2<sup>nd</sup> floor.



### Las Positas College Aplicacion y Procedimientos para Registrarse

[www.laspositascollege.edu/admissions/new\\_students.php](http://www.laspositascollege.edu/admissions/new_students.php)

- **Paso 1: Aplicacion para Admisiones**  
Aplicar en la internet: [CCCApply.org](http://CCCApply.org). Enviar creditos de otras escuelas o colegios a la oficina de Admision y Registros. Para mas informacion ir al Online Service Center (OSC) edificio 1600, Salon 1672 2<sup>do</sup> piso
- **Paso 2: Obtener el W #**
- **Paso 3: Orientacion en linea**
- **Paso 4: Examen de Evaluacion**
- **Paso 5: Programa de Planeacion Academica**  
Despues de finalizar la evaluacion (Matematicas, Ingles) puedes participar en el Programa de Planeacion Academica
- **Paso 6: Ayuda Financiera**
- **Paso 7: Registrarse por clases**  
Registrarse en clases online en class-web.
- **Paso 8: Permiso para estacionarse**  
Necesitas el numero de licencia, año y el model del auto
- **Paso 9: Pagar mis clases**
- **Paso 10: Foto ID**  
Despues de registrarse ir al Online Service Center (OSC) edificio 1600, Salon 1672 2<sup>do</sup> piso.

CONTACT INFORMATION		
DEPARTMENTS	TELEPHONE	BUILDING
ADMISSIONS & RECORDS	925.424.1500	1600, 2 <sup>nd</sup> floor
ASSESSMENT	925.424.1475	1600, 1 <sup>st</sup> floor, Rm 1642
BOOKSTORE	925.424.1812	1300
CALWORKS	925.424.1459	1600, 2 <sup>nd</sup> floor, Rm 1688
CAMPUS SAFETY	925.424.1690	1700, Rm 1725
COUNSELING (DISABLED STUDENT PROGRAMS & SERVICES)	925.424.1400	1600, 1 <sup>st</sup> floor
DSPS (DISABLED STUDENT PROGRAMS & SERVICES)	925.424.1510	1600, 1 <sup>st</sup> floor, Rm 1615
EOPS/CARE (FRESHMAN ASSISTANCE PROGRAMS & SERVICES AND CARE PROGRAM)	925.424.1598	1600, 2 <sup>nd</sup> floor, Rm 1688
FINANCIAL AID	925.424.1580	1600, 2 <sup>nd</sup> floor
HEALTH CENTER	925.424.1830	1700, Rm 1701
ISP (INTERNATIONAL STUDENT PROGRAM)	925.424.1540	1600, 2 <sup>nd</sup> floor, Rm 1688
STUDENT LIFE	925.424.1490	1600, 1 <sup>st</sup> floor, Rm 1643
TUTORIAL CENTER	925.424.1450	2400, Rm 2401
TRANSFER CENTER	925.424.1604	1600, 1 <sup>st</sup> floor, Rm 1604
VETERANS	925.424.1572	1000
DISTANCE ED/BLACKBOARD	925.424.1142	
EMERGENCY ON CAMPUS	925.424.1699	
ITS HELP DESK	925.424.1715	

### MOTIVATIONAL PHRASES

- You are important.
- You are your brand. Make your wonderful personality your trademark.
- Be excited about what you do, it's good for everyone.
- Hang around with people who make their dreams & ideas happen.
- Remove the words "I can't" from your vocabulary.
- Work on what do you love and shared with the world.
- Be proud of even the tiniest steps of progress.
- Work hard on the things that matter, forget the rest.
- Never compare your creative journey with someone else. No two people are alike.
- Remember, fear doesn't exist anywhere except in the mind.
- Eighty percent of success is showing up.
- Take a small step everyday towards your dream.
- You can do anything, but you can't do everything. It's okay to say "no".
- Dance more. Laugh more. Relax more.

Source: "Christina Greve website(motivational phrases)"

Don't forget to buy a PRINT CARD for printing on campus. Go to the bookstore or library

Designed by Meta Pena-Bradley. Photo courtesy of Jeff Lewis.

MATH JAM - FOR ALL STUDENTS

What is your **GOAL?**  
Earn a **DEGREE?**  
**TRANSFER?**

Attend a **MATH JAM** and **ACHIEVE** your goals **FASTER...**

**NEW** to **LAS POSITAS COLLEGE**



[laspositacollege.edu/MathJam](http://laspositacollege.edu/MathJam)

We provide everything you need - including FOOD and supplies - just come ready to learn.... it's FREE.

**MATH JAM** is an award-winning intensive one-week program the week prior to the start of the Spring and Fall semesters in January and August.

Math Jam is **FOR ALL STUDENTS** – to help you achieve your math goals – from preparing to re-take the Math Assessment (Placement) Test to preparing for your upcoming math courses. Math Jam helps you **complete your goal of a degree or transfer faster**, while introducing you to a community of support and FREE resources at LPC.

**FREE** to all LPC students.

### **Dates**

Spring 2015  
January 12-16, 2015

### **Levels**

Pre-Algebra  
Algebra  
Statistics  
Trigonometry  
Pre-Calculus

REGISTER ONLINE : [laspositacollege.edu/MathJam](http://laspositacollege.edu/MathJam)

Questions? MathJam @[laspositacollege.edu](http://laspositacollege.edu)



**KEEP  
CALM  
AND  
COMPLETE  
YOUR 3 CORE  
SERVICES**

(Orientation, Assessment, Student Educational Planning)

Check Class-Web or The Zone for registration and SSSP Core Services information

(see page 11 for additional details )



**Apply and register at**

**[www.laspositascollege.edu/admissions/new\\_students.php](http://www.laspositascollege.edu/admissions/new_students.php)**

Classes start January 20, 2015

## RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- Student Success and Support Program Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)