



## **Credit**

# **Student Success and Support Program Plan**

**2015-16**

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

**Report Due by**  
**Friday, October 30, 2015**  
**Extension Granted: November 20, 2015**

**Email PDF of completed plan to:**

[cccssp@cccco.edu](mailto:cccssp@cccco.edu)

**and**

**Mail signature page with original signatures to:**

Patty Falero, Student Services and Special Programs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

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

### **INTRODUCTION**

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students<sup>1</sup>. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (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 for 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 to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

### **INSTRUCTIONS AND GUIDELINES**

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

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to [cccssp@cccco.edu](mailto:cccssp@cccco.edu) with the name of the college and “SSSP Credit Program Plan” in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30<sup>th</sup>).

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 program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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. Please be sure all expenditures are

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<sup>1</sup> Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

<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, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
  - A. Planning
  - B. Orientation
  - C. Assessment for Placement
  - D. Counseling, Advising, and Other Education Planning Services
  - E. Follow-up for At-Risk Students
  - F. Other SSSP/Match Expenditures
- III. Policies
  - A. Exemption Policy
  - B. Appeal Policies
  - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

## RESOURCES



- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

**SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE**College Name: Las Positas CollegeDistrict Name: Chabot-Las Positas 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* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: Name: Barbara Morrissey, Dean of Student Services Date: 11/18/15

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

 Name: Diana Z. Rodriguez, Vice President of Student Services Date: 11.18.15Signature of the Chief Instructional Officer: Name: Roanna Bennie, Vice President of Academic Services Date: 11/20/15Signature of College Academic Senate President: Name: Melissa Korber Date: 11/18/2015Signature of College Classified Senate President: Name: William Eddy Date: 11-18-15Signature of College President: Name: Barry A. Russell, Ph.D. Date: 11.18.15

Contact information for person preparing the plan:

Name: Barbara Morrissey Title: Dean of Student ServicesEmail: BMorrissey@laspositascollege.edu Phone: (925) 424-1420

**SECTION II. PLANNING & CORE SERVICES**

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

**A. Planning**

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

The Student Success and Support Program Advisory Committee met all year to discuss issues around the implementation and assessment of SSSP activities from the plan, and to create and integrate 2015-2016 planning into LPC's ongoing plans. The Student Success and Support Program Advisory Committee is composed of Student Services administrators, the Director of Institutional Research, Counselors, faculty, coordinators of programs related to special populations such as Veterans, EOPS and DSPS, and Student Government representatives.

Also, during the summer and fall of 2015, the Student Services division held planning retreats to evaluate the current SSSP plan, evaluate accomplishments, and outline future activities. Topics of discussion ranged from Academic Planning to priority registration process and transition for students from high school to college.

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

SSSP Planning considered the following factors in making adjustments and/or changes for 2015-16:

- \*Hiring staff
- \*Availability of professional development
- \*Research on best practices
- \*Data analysis that indicated a changing student population (worked to get HSI designation)
- \*Results from Equity Planning research
- \*Enhanced technology needed to support core services
- \*Program review process
- \*Institutional Effectiveness report structure and outcome analysis
- \*Implementation of Adult Education Block Grant
- \*Implementation of Career Pathways Trust

c. In multi-college districts, describe how 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 Student Success 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.

Las Positas College and Chabot College accept orientations, assessments, abbreviated and comprehensive Student Education Plans completed at either College. In addition, results on student appeals are scanned into the Banner Document Management System (BDMS); this allows access to critical information that will promote consistency in adhering to the appeals decisions made at both colleges within the district.

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

Plans and activities were implemented and assessed through the college's integrated planning process that begins with program review, which the Student Services Division completes.

Program reviews and updates are written each fall, summarized by division/area, and forwarded to the Integrated Planning Committee (IPC) through a formal process. Student Services completes a program review at least once every three years, with updates written during intervening years. In their reviews, programs describe their achievements, obstacles, and future plans. They draw on data from a number of sources: data from the SLO and SAO process, institutional data regarding enrollment, success and equity, external data from the government and advisory boards, and internal program data such as surveys and student interviews. The program review is also a major focus for reporting and reflecting upon data analysis and incorporating that data into program planning.

Key members of the Student Success and Support Program Committee participate in the Integrated Planning Committee's work on campus, where all campus plans are considered together to create an overall direction for the college that is then recommended to the President for action.

2. Describe the college's student profile.

Located in the East Bay region of Northern California, Las Positas College (LPC) is situated in one of the 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 College is one of two colleges in the Chabot-Las Positas Community College District (CLPCCD).

As of Spring 2015, the Las Positas College student profile reflected almost equal numbers of male and female students. Thirty seven percent of students were full-time and 38% were taking between 6 and 11.5 units. Forty-two percent of the student population is white, and the second largest population at Las Positas College is Latino (28%). The College has just been designated an Hispanic Serving Institution, and is integrating this designation into college-wide planning. Sixty-three percent of students at LPC want to transfer to a four-year institution as an educational goal, and 51% are 21 and under. Four hundred and thirty seven students are new college students with no previous college.

Although, the primary target audience for SSSP 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. The number of returning transfer students in Fall 2014 was 740, and in Spring 2015 was 508. 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). A statistical chart describing Las Positas College student characteristics is attached to this document as Attachment D.

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

a Local High Schools

LPC has developed long standing relationships with our local high schools in a variety of ways.

- High School Counselor Liaisons

Counselors are assigned as liaisons to several high schools. Counselors make several visits to the high schools during the year providing general admission

information and highlighting the many campus offerings. Liaisons answer questions about the core services and registration requirements as well. Counseling faculty also provide training for high school counselors on a variety of topics designed to help high school students transition into college. The College also outreaches to the alternative continuation high schools so their students may be included in the Early Admission process. Counselors explain and review information about the core services available to students at these high schools as well.

- **Early Admission Program**

During trips to visit the high schools, counseling faculty promote the Early Admission Program. This program provides high school seniors with early orientation, assessment, and program planning services that include an abbreviated SEP written for 1-2 semesters. As a result these students receive an earlier registration priority date than those who do not participate in this program.

- **Counselor Summit**

The Summit was held at Las Positas College and included all high school counselors from our local districts and all LPC Counselors. During the Summit, the two groups trained each other on topics related to students: general education, transfer, TAGS, A-G requirements, CSU and IGETC, major requirements, GPA, application of high school GPA, learning skills support services, and SSSP core services. Counselors plan to continue the train-the-trainer approach in future sessions.

- **High School Senior and Parent Night**

For the past twenty years, the College has invited high school seniors and their parents to visit and tour the campus and learn about the Early Admission Program, programs and services on campus, majors, and additional support services.

- **Principals and Counselors Breakfast**

Once a year, the College invites the local high school principals and counselors to attend a breakfast on campus to meet our administrators and tour the campus. Research and data regarding our local student population are also discussed.

- **Financial Aid Workshops**

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, completing the FAFSA application, guidance for the California Dream Act application, and to answer questions.

- **English and Math Faculty Collaboration**

There is collaboration between Las Positas College Math and English faculty members 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 these disciplines. This collaboration has led to greater success for our students.

b. Tri-Valley Educational Collaborative (TEC)

TEC is a collaborative effort that has prepared students for college and careers since 1991. TEC is a collaborative forum that evaluates and plans Career Technical Education articulation strategies throughout our region. The TEC has recently integrated information about core services into the information provided to students with regard to CTE classes and transitions to college. For twenty five years LPC has been an active member of this group of ROP educators. The group meets once a month and currently our Vice President of Instruction is the co-chair. As a result of this collaboration, the College opened a Middle College Program in fall 2015.

c. Articulation Agreements

Many CTE programs have developed articulation agreements with local Career Tech programs providing a pathway for high school students to transition to the same major in community college. These agreements allow a seamless transition to college and provide the students with a pathway to access core services and continue their education at the College.

d. Lawrence Livermore National Laboratories (LLNL)

There have been many partnerships over the years with LLNL. The two most recent include an Engineering Technology AS Degree for Veterans and a speaker series featuring prominent scientists from the Lab.

e. Tri-Valley One Stop (TVOS)

The local county Employment Development Office partners with our district to offer a wide range of career and employment services for students: job openings, career counseling, career workshops, resume writing, internships, and interviewing. TVOS has regular office hours at LPC.

f. Disabled Students Programs and Services

Program mission is to support and encourage students with a disability to obtain their educational goals. Accessibility in classes, campus facilities and all educational services is our primary objective. LPC strives to ensure that each student is provided the opportunity to have a successful and enriching experience. Partnerships with local high schools have been established to help with the transition process.

g. Community Veterans Agencies

The Las Positas Veterans First Office provides support services to those who have served, currently are serving, and dependents and spouses of Veterans. The office is primarily

responsible for administration of veterans' educational benefits. In addition, veterans receive other resources and contacts such as career planning, financial aid, transition counseling services, and other needed services for returning Veterans. The program interacts with many local community organizations to contact veterans and provide core services on campus for the Veterans.

## **B. Orientation**

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

The College strategy for implementing the Seymour-Campbell Student Success Act of 2012 (SB 1456) was to target continuing students who had not completed the mandated three (3) core services (orientation, assessment, and educational planning) for enrollment priority. In addition, all new first time any college, early admission, first time transfer and returning students who had applied for Summer and Fall 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.

Adjustments were made to orientations services based on outcomes from activities from the College SSSP 2014-2015 Plan. The delivery method for orientation was revised. Data showed online orientations were very successful for most students. Additional in person orientations will continue to be developed for special populations of new students, such as reentry students, Veterans, Foster Youth, and other special populations.

Other outcomes from orientation activities that occurred during 2014-2015 and the current status is outlined below in the chart.

<b>Planning Agenda 2014-15</b>	<b>Outcomes and Continuing Plans</b>
LPC Counseling and Student Success Committee will review current delivery methods for orientation and program planning and determine if a need exists in providing other methods of delivery.	The delivery method was revised. As a result, data showed online orientations were very successful. Additional in person orientations will continue to be developed for special populations, i.e., reentry.
Online orientation includes 8 mandatory areas and Title IX requirements.	All mandatory areas are included in the online orientation.
Orientation for ESL Learners	Revised process for ESL learners in the Assessment Center. Added printed materials and signage for ESL students. ESL student handbook is in the process of being developed.

Increase the number of in-person program planning sessions.	Increased the number of in-person program planning session from 86 to 187 sessions. The 2-hour group program planning session is an enhanced orientation that is led by a Counselor.
Explore the option of offering workshops at local high schools.	Counselors are currently presenting workshops at high schools. Topics include transfer and major preparation, applying to a college, assessment, and schedule planning.
Partner with instructional faculty to offer workshops on major exploration and study skills.	Currently offer workshops and will add Major Exploration Faire.
Develop follow-up system to track and communicate with students who have not completed 3 core services.	Collected data and will continue this project 2015-16. The next step is to reach out to students via email, mail, flyers, and phone calls. Invite students to see a counselor to review core services.
Develop a student exemption form and process students can access and submit petition online.	The exemption form can now be accessed in the counseling office and online.

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

In 2014-15, **4,479 students** (unduplicated) received Orientation Services at Las Positas College.

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

Las Positas College provided orientation services to **29%** of its target population\* in 2014-15.

***\*Target population** are LPC non-exempt new first-time students enrolled at LPC, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.*

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

The College plans to continue to implement outreach activities in order to close the gap of unmet need. Ongoing outreach efforts include the hiring of an Outreach Coordinator, the development of an outreach plan, and ongoing work and collaboration with the implementation of the Student Equity Plan to identify groups such as Foster Youth and provide them with targeted orientations. To reduce any unmet need, student services will

send emails and letters to all students with instructions and reminders. Counselors will continue to meet with student government, ask faculty to make announcements in their classes, develop printed materials to be distributed in Counseling and other areas, place a Student Success ad or article in the school newspaper, and hire student assistants to follow up with phone calls to students who have not completed core services.

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

- Research and develop orientation programs for ongoing improvement of the orientation process and increase ability to address unmet need
- Include student government representation in orientation sessions and increase student led campus tours
- Develop an orientation that includes college “survival skills” topics
- Offer a “Math Jam” style orientation for college readiness topics
- Conduct workshops and orientations the week before school begins
- Develop the idea of “College Jam” that follows the best practices of the successful “Math Jam” currently being offered. Research and develop topics for College Jam that would be developed through coordination with the Faculty Association, librarians and faculty participants

3. a. Are orientation services offered online?

Yes, 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 further 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. In 2013-14 the College offered 86 program planning sessions, in 2014-15 there were 137 program planning session for a 59% increase over the previous year.

Program Planning Sessions	
7/1/2013-6/30/2014	86
7/1/2014-6/30/2015	137
Increase from 13/14 to 14/15	51 or 59%

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

*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 (our student information system).

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

**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 BOG 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 requirements 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

1. SAVE Act requirement
2. Career/Major Pathways

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	ISP Coordinator	Coordinates the 3-day International Student (F1) orientation which includes assessment, counseling, and immigration regulations	Match
1	ISP Admissions Specialist	Organizes and plans the orientation and facilitates various sessions offered through the orientation	Match
.10	Counselor - ISP	Provides individualized program planning for new F1 students	Match
1	EOPS Counselor	Provides program orientation	Match
1	EOPS Counselor Assistant	Provides technical support to EOPS Counselor/Coordinator	Match
1	Veterans Coordinator	Coordinates the 3-day orientation which includes assessment, counseling, VA regulations, and available support services	Match
.40	CalWORKs Counselor	Provides program orientation	Match
.5	Student Services Specialist	Assist with orientation data collection	SSSP
.10	Counselor - Student Athletes	Provide group planning and counseling for new student athletes	Match
2	DSPS Counselor	Provides program orientation	Match
1	Admin. Assistant	Assist the Dean with orientation efforts	Match
	Hourly Support	Assist with scheduling and coordination of orientation efforts	SSSP
11	Counselors	Provide group planning and counseling for students	SSSP/Match
2	Student Counselor Assistants	Assist the Counseling faculty with coordination of planning sessions	SSSP/Match

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies	SSSP	\$1,000
5000	CELSA	SSSP	\$5,160
5000	Computers	SSSP	\$10,000

**C. Assessment for Placement**

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

Hiring a permanent Assessment Specialist position continues to be the number one priority on the planning agenda. Currently, an Interim Assessment Specialist works 100% in assessment assisting us in moving forward all aspects of assessment.

Two major adjustments to the current assessment procedures are in the process of being implemented for the fall 2015 and spring 2016 terms. The first adjustment is to make the assessment sessions more available to all students. Currently, students make appointments for assessment sessions through the SARS online scheduling program. Outcomes indicated that sessions fill and not all students were able to obtain appointments during peak testing times. Rather than scheduling appointments for 2 hour sessions, in the new system, the Assessment Center will have open testing sessions several times a week, including evenings and weekends. The open testing sessions will provide students increased access and more flexibility in choosing a convenient test time and will ensure that all students will be able to test during peak periods.

The second adjustment is a re-evaluation of the cut scores and multiple measures used to determine student placement. Las Positas College is engaged actively in developmental education redesign through the Multiple Measures Assessment Project (MMAP). The MMAP is part of a statewide study that strives to more accurately place students into the appropriate levels of English and math by using multiple measures (e.g. high school GPA) along with results from assessment instruments. As a pilot college, the work conducted at Las Positas College will help inform colleges statewide regarding best practices for placing students into the most suitable English and math courses. By using multiple measures identified via the MMAP, more students are likely to be placed into college-level English and math courses rather than developmental courses in the aforementioned disciplines. Faculty from the English and math departments, counselors, institutional research, and the assessment specialist will be involved in the process and will make any changes necessary to ensure that the measurements used to place students in courses accurately reflects each student's potential ability to succeed.

Finally, outcomes revealed the need for the revision of some processes for ESL learners in the Assessment Center. The center added printed materials and signage inside the center for ESL students. Currently, Student Services is developing an ESL student handbook for orientation and assessment services.

2. a. How many students were provided assessment services in 2014-15?  
In 2014-15, **4,668 students** (unduplicated) received Assessment Services at Las Positas College.

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

Las Positas College provided at least one assessment service to **81%** of its target population\* in 2014-15.

***\*Target population** are LPC non-exempt new first-time students enrolled at LPC, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students receiving at least one assessment service.*

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

In order to ensure student participation and reduce any unmet needs, the assessment center will offer open scheduled testing sessions. Outcomes indicated that sessions reach capacity quickly and students are unable to obtain appointments during peak testing times. To remedy this situation, the assessment center will change testing sessions from appointment only to open scheduled sessions. Assessment sessions will be offered more frequently and on evenings and weekends to provide better access for all students.

The counseling staff, the Interim Assessment Specialist and the Dean of Student Services continue to collaborate closely in regular meetings with the math, English and ESL faculty to ensure students are directed to the appropriate placement test. Counselors currently meet with English and math faculty to discuss the assessment tests, cut scores, and student placements. Also, the College continues to stay updated regarding the ongoing discussions with the State Chancellor's office to meet mandates and implementation of the common assessment tool.

LPC math and English faculty are working with local high school teachers on a curriculum alignment project to more closely align curriculum to meet common core standards. The group has been meeting for one year and plans to continue regular meetings.

Assessments and course alignment are an important part of the work that the College is doing as part of the Adult Education Block Grant funding. Aligning and assessing curriculum pathways for adult learners and implementing those pathways for first time college students transitioning out of Adult Schools and into college may impact the numbers of SSSP target students that are served at the College.

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

- Continue to work towards including multiple measures in the placement process, using High School transcripts and other local measures.
- Include information about assessment and multiple measures at events such as Mega Day and Math Jam.

- Create themed orientations that include specific assessment information tailored for specific student population groups.
  - Explore best practices and options for conducting assessments at the local high school sites.
3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

All assessments are currently offered on-campus at the Assessment Center. Students view the scheduled open assessment sessions on the Assessment Center web page and choose the session most convenient to attend. Students are placed in the testing sessions on a first-come, first-served basis. If a session is full, students are seated as soon as space becomes available. Students can assess at any point along their academic pathway. Students are encouraged to complete the online orientation process 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 that 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)?

Assessment results are 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 and Services (DSPS) Department.

Students can prepare for their assessment by utilizing the math and English study guides that are accessible through the Assessment Center page on the College website. The math and English study guides are provided directly from ACCUPLACER with answer keys. ACCUPLACER also has an iPhone app that students may use for preparation.

The College's Assessment webpage provides links to numerous outside online tutorials for math and chemistry at

<http://www.laspositascollege.edu/assessmentcenter/studyguides.php>

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

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 than the given test range will be given a secondary test (one level lower). Algorithms are used to compute and generate the student's overall score and placement level. The 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 will use the ASC California Chemistry Diagnostic Test pending approval. 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. Student who place below are required to take pre-requisite coursework.

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

The ACCUPLACER English and math tests are on the California Community Colleges list of approved second party assessment instruments as of 3/1/2014 with probationary approval. The CELSA test has had full approval from the CCCCCO since 7/1/1993. The ASC California Chemistry Diagnostic Test is currently in the approval process with the CCCCCO.

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

The College is in the process of evaluating the cut scores and multiple measures used for English and Math placement assessments in collaboration with the faculty and deans of the respective departments, academic services and counseling. A comprehensive validity study of English placement accuracy will be completed in fall 2015 and math in spring 2016.

5. a. What multiple measures are used?

Las Positas College is engaged actively in a developmental education redesign through the Multiple Measures Assessment Project (MMAAP). The MMAAP is part of a statewide study that strives to more accurately place students into the appropriate levels of English and math by using multiple measures (e.g., high school GPA) along with results from assessment instruments. As a pilot college, the work conducted at Las Positas College will help inform colleges statewide regarding best practices for placing students into the most suitable English and math courses. By using multiple measures identified via the MMAAP, more students are likely to be placed into college-level English and math courses rather than developmental courses in the aforementioned disciplines

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

Other multiple measures include EAP test scores, ELM, AP test scores, and assessment scores from other community colleges.

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

Multiple measures are integrated into the ACCUPLACER test with algorithms that are built into the test set up and are applied automatically depending on the number of questions the student answers correctly during the test. The algorithms are used to compute and generate the student's overall score and placement level. The scores are based on a combination of the tests taken and the background questions weighted for multiple measures.

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

The requirement to use multiple measures is stated in Title 5 §55522(a): "When using an English, mathematics, or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures." The College meets the multiple

measures requirements for the English and math assessments by using algorithms to weigh multiple measures questions included in the assessment to more accurately place students in the appropriate level class. The ESL assessment includes both multiple choice and written essay sections. These multiple measures are reviewed by the ESL faculty to determine the most appropriate placement for ESL students.

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

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.

The 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 are evaluated by a Counselor.

The College is currently a member of the Mid-Alameda County Consortium for the Adult Education Block grant. The College is working on implementing career and college pathway plans for adults transitioning from consortium adult schools into the College. Implementation work involves aligning curriculum and assessments for those students, and has been funded this fall.

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

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 a more appropriate level.

The College's re-take policy information is available on the Assessment Center web page, in the Catalog and course schedule and on flyers available in the Assessment Center and Admissions and Records Office. The Assessment Test Challenge Petition is available to students in the Assessment Center and Counseling Office and online on the Counseling webpage.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Assessment Specialist	Administer, proctor and score standardized tests. Assist in coordinating orientation and group program planning sessions. Participate in outreach program activities designed to facilitate the SSSP process for high school students and increase the number of matriculated students. Responsible for daily operations of the Assessment Center.	SSSP/Match
1	Student Assistant	Assists with student check-in during testing sessions. Provide follow-up for Assessment test results. Assist students during testing sessions. Assist in processing test scores.	SSSP
1	Research Analyst	Assist with validation of assessment instruments and provide data for those who assess.	SSSP/Match
	Hourly Classified Support	Assist the Assessment Specialist with day-to-day tasks within the Assessment Office	SSSP
1.	Degree Works Coord.	Assist with the assessment process to ensure proper assessment results are connected to the student records within the DegreeWorks system	SSSP
1	Counselor Assist	Assist with scheduling students for assessment testing	Match
1	Student Counseling Assist	Assist with scheduling students for assessment testing	Match
1	International Student Admissions Specialist	Assist international students with preparation for assessment testing	Match
1	Program Coord, International Students	Oversee all aspects of assessment testing for international students	Match
11	Counselors	Assist with assessment process and course placement	SSSP/Match

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	ACCUPLACER Testing Units	SSSP	\$25,216.00
5000	Scranton Software	SSSP	\$2,234.00
4000	Office Supplies	SSSP	\$4,000.00
5000	Hospitality	SSSP	\$9,000.00
6000	Computers	SSSP	\$10,000.00

**D. Counseling, Advising, and Other Education Planning Services**

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

Adjustments were made to processes and procedures based on outcomes from 2014-2015 in several areas.

Though LPC hired two counseling faculty in 2014-2015, outcomes pointed to the need for more counselors. Paperwork is in progress to hire two to four additional counselors to assist with student success initiatives and support special populations (veteran, foster youth, etc.).

Outcomes also suggested a need for continuous evaluation of the efficacy of counseling services. Processes and procedures for providing SSSP core services now have to be factored in when considering mandates such as AEBG and Foster Youth requirements.

Adjustments do need to be made based on outcomes that revealed that follow-up services to students who had not completed their core services could be improved. Students were identified and they were contacted via email, by letter and by phone and asked to complete services in order to gain priority registration and move along their career pathway.

SSSP and Equity Planning outcomes revealed the need to align all of the SSSP mandates and the Student Equity Plan initiatives. Implementation of First Year Experience was identified as a way to help students understand and complete their core services, improve retention, and help students successfully complete their educational goal. Student Services plans to participate in the “On-Course” training program and provide professional development for faculty and staff about the program during the fall 2015 semester.

Outcomes indicated that efforts need to continue to advise and inform students regarding academic and progress probation for at-risk students. Student Services completed numerous progress probation workshops during the 2014-2015 academic year, but work needs to continue in order to reach students who have not yet identified an educational goal. Continuing to embed counseling services into basic skills classes has benefits for reaching at-risk students. Embedded counseling for these students covers study skills, time management and Growth Mind Set counseling. Students are also advised about DSPS and EOPS services.

The implementation of plans and processes that need to change based on 2014-2015 outcomes requires professional development for activities such as the First Year Experience, Common Assessment projects, and the integration of all planning activities (SSSP, AEBG, Equity, Multiple measures assessment, HSI designation, the Puente program grant, Veteran’s services).

Ongoing work regarding 2014-2015 plans is listed below:

<b>Planning Agenda 2014-15</b>	<b>Outcomes</b>
Develop criteria for mandatory comprehensive Student Education Plan.	SEP includes: educational goal; requirements for general education and major preparation; certificates, AA/AS degrees; or transfer; support services if needed; referrals.
Develop and implement online counseling services.	Students can access E-Counseling at the LPC website 24 /7. A response time is 2 business days.
Increase number of Counseling Faculty.	Hired two (2) counselors in 2014-15. Paperwork has been submitted to appropriate institutional committees for approval of two to four additional SSSP Counselors.
Continuous evaluation of efficacy of counseling services through the College processes of program review, SAO/SLO, and SSSP core service mandates.	This is an ongoing process that involves professional development and collaboration with academic faculty. Continued professional development is needed learn about mandates that integrate counseling services.
LPC is in preliminary stages of implementing a Middle College program	Middle College opened Fall 2015 with a Director, LPC Counselor and Dean of Student 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.	Adjustments do need to be made based on outcomes that revealed that follow-up services to students who have not completed their core services could be improved. Students were identified and they were contacted via email, by letter and by phone and asked to complete services in order to gain priority registration and move along their career pathway
Develop workshops that align all of SSSP mandates and Student Equity Plan activities.	Counselor planning retreat identified priorities and areas for implementation. The College will be establishing a First Year Experience with the nationally recognized "On-Course" program and provide training for all faculty in Fall 2015.
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,	LPC completed numerous academic and progress probation workshops and continues to develop workshops for students who have not identified an educational goal Fall 2015.

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.	Embedded counseling in basic skills English and math courses. Topics included covering study skills, time management, college success and creating an abbreviated SEP.
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.	Sending a team of six (6) counselors to training on First Year experience in the “On Course” program. Provided flex day workshop on Common Assessment Project. Collaborated with Student Equity and SSSP to bring training to campus for a one-day course for instructional faculty.
Develop interventions to assist undecided students in defining an education goal and course of study.	Embedded counseling is an intervention strategy where Counselors attend basic skills English and math classes and provide workshops on a variety of topics. The last session is writing an abbreviated SEP. Categorical programs such as EOPS, CalWorks and DSPS have also presented workshops on majors and careers tailored to identify at-risk students.
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.	The implementation of this program has begun with the help of professional specialists and current employees. The project is complex and requires district wide resources and cooperation. A coordinator for the project will be hired. Counselors are using Degree Works for degree audits and SEP planning. Additional work districtwide needs to take place so that the system can become fully operational.
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	Exploration of e-portfolio continues. Eventually, information included in a student’s e-portfolio will be readily accessible for counseling appointments to promote communication and consistency among all student service areas.

Staffing to support DegreeWorks implementation and its ongoing sustainability (such as scribing, catalog/addendum updates, training, etc.).	DegreeWorks requires specially trained staff for full implementation. DegreeWorks coordinator position is in the process of being filled for Spring 2016.
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.	A Microfiche film reader was purchased and has benefited students with regard to transcript evaluation and completing comprehensive SEPs.

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

In 2014-15, **7,657 students** (unduplicated) received a Counseling/Advising/Educational Planning Services at Las Positas College.

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

Las Positas College provided a counseling/advising/educational planning service to 70% of its target population\* in 2014-15.

*\*Target population are LPC non-exempt new first-time students enrolled at LPC, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students receiving an counseling/advisement or educational planning service.*

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

All new students are required to complete the online orientation, attend a program planning session, and complete an abbreviated SEP. Student Services staff have worked with ITS to create a list of students who have not completed the core requirements. These students will receive an email to let them know they have not completed a requirement that may impact their priority registration status. Counselors set time aside in September and October to address the priority registration needs of these students. Student Services staff enlisted the faculty to make general announcements and the College advertised information about completing the requirements in the school newspaper. The College's active student government has been essential and effective in reaching students.

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

- Develop a student handbook and calendar that includes topics such as career information, study skills, academic calendar, to be used in PSCN 30 and in a variety of orientations.
  - Create a workgroup to gather data continuously and establish criteria for in-reach and outreach and the creation of projects like the First Year Experience and learning communities.
  - Pursue involving community resources such as the Student Health Center in creating and disseminating information about the core services and contacting students who are at-risk in order to address unmet need.
3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

### **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, Veterans, 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 global and local community of 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 30 Student Success and the College Experience (New Course-Fall 2015)	3	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.

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

Both drop-in counseling and appointments are available to students. 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 required to complete a comprehensive SEP, evaluate transcripts, or to provide a degree audit for those seeking to graduate. These appointments are usually 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.

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

According to SARS REPORTS, the average wait time for an appointment is 25 minutes.

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

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's file. All Student Education Plans are saved for follow-up counseling appointments.

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

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.

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

The major technology tools used for, or in support of counseling, advising and other education planning services include:

- 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.
- DegreeWorks software implementation provides direct access for students to their educational plans (SEP) and also tracks progress toward their goals. Counselors are using DegreeWorks to pilot an electronic SEP. Eventually, students will also be able to receive a degree audit at any time to verify their progress toward a degree or certificate.
- Plans are to pilot E-portfolio through DSPS and EOPS. E-portfolio will allow

students to collect and archive all information relevant to their educational and personal development goals.

- Banner is used as the institutional database to maintain comprehensive student records and to generate the MIS SSSP data file. Information is maintained and allows student core services to be tracked and reported. Explore using the Argos tool to generate reports using data from Banner to identify students who have not completed core services.
- Explore the implementation of Recruiter in Banner. Recruiter is a module in Banner with analytical tools that track prospective students and provide information and tools that will be used to monitor the completion of core services. Student services staff will be able to manage these prospective students, supply applications and forms for various events and activities, communicate with specific students or groups of students, and run reports. Recruiter offers personalized communications to help move students through the admissions process.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
8	General Counselors,	Provide all core services, workshops, teaching	SSSP/Match
1	Student Intervention/Counselors	Develops interventions for At Risk students	Match
6	Special Programs Counselors, (DSPS, EOPS, CALWORKS, Veterans)	Assist with providing follow-up with SEP's and all core services.	SSSP/Match
1	Counseling Assistants	Schedule Appointments, contacts students, SARS data entry for SSSP.	SSSP/Match
1	Student Counseling Assistants	Assist the Counseling Office with scheduling appoints and helping students understand the core services	Match
1	Research Analyst	Data analysis for MIS and SSSP planning and reporting	SSSP
1	Student Records Evaluator (Outreach)	Incoming transcript evaluation for core services planning.	Match
2	Student Records Evaluator	Incoming transcript evaluation for core services planning.	SSSP/Match

2	Admin Assistant	Support the Deans with SSSP planning and implementation	Match
1	Student Services Assist.	Assist with counseling outreach activities to promote awareness of SSSP requirements	Match
1	International Admissions Specialist	Advising for international students on course selections	Match
1	Program Coord. Veterans	Ensures veterans complete core service and classes align with eligibility requirements	Match

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Printing	SSSP	\$2000
4000	Office Supplies	SSSP	\$6,000
5000	Conference	SSSP	\$15,000
5000	CELSA/ <i>Comevo</i>	SSSP	\$495
5000	Consultants	SSSP	\$100,000
5000	FYE Training	SSSP	\$16,148
5000	Computers	SSSP	\$15,000
5000	Hospitality	SSSP	\$6,000

#### **E. Follow-Up for At-Risk Students**

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

Adjustments were made to procedures and processes based on outcomes from the 2014-2015 plan. Outcomes of early warning systems for categorical populations like DSPS and EOPS students seems to work in terms of providing the types of follow up services for students at risk. Plans include modifying this type of early warning system for at-risk students who have not completed their SSSP core services or could benefit from counseling and services.

Additionally, embedded counseling in basic skills and ESL courses has been successful in getting at-risk students to complete core services, and plans are to expand these types of services for at-risk students.

Please see the table below for a summary of ongoing work related to follow-up for at risk students.

Planning Agenda Summary 2014-15	Outcome
Expand embedded counseling and Basic Skills and ESL Courses.	The initial plan was successful, and more sections were added (17) of English will add ESL in Fall 2015.
Expand Early Alert	Expanded early alert processes will be implemented in 2015-2016
Outreach efforts to “undecided” students to identify their major and career goals.	Plans involve implementing career exploration to help at-risk students who have not decided on career majors.
Consider identifying students at 2.5 and below to provide early intervention.	In process for Spring 2016.
Develop a proactive plan to address need to require SEP’s for students on Financial Aid	SEP workshops were established and need to be expanded.
Establish a work group to implement the Cash Course program	This initiative is moving forward into 2015-2016.
Early interventions training for instructional faculty.	This initiative is moving forward into 2015-2016.
SSSP Coordinator Position	The position is under review in college prioritization system. The position has been approved by the Campus and is at the District Office for final approval.
Degree Audit Position	Position is currently being recruited.
Preliminary steps to develop a Student Pathways to Success Program to support at-risk students.	Development of this program needs to be integrated more fully with other on campus programs and funding.

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

In 2014-15, **5054 students** (unduplicated) received some follow-up Service at Las Positas College.

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

Las Positas College provided a follow-up service to 51% of its target population\* in 2014-15.

***\*Target population** are all LPC students enrolled at LPC who are either taking a basic skills/ESL (non-transfer level) course, on academic/program probation, or have not identified an educational goal or course of study.*

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

Student services is assessing and leveraging follow-up services that have been successful in categorical programs and adapting them for at risk students whose SSSP core services have not been completed, and who may need help. The table in E1 outlines some of the steps Student Services is continuing to address the unmet need.

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

- Purchase MBTI/SII assessments and interpret them for EOPS students.
- Embed orientations and abbreviated SEP workshop services into ECD 50/56 classes to assure the core services are available and completed for Teacher Certification/AST for ECE students.
- Work with the Career Center to develop internships and job shadow days.
- Develop alternate methods and career tools for students to identify their educational goals.
- Create career brochures with links to the career center and YouTube resources (nursing, business, communications, engineering, biology).
- Create and post “job journey” videos about people working on campus and post online in conjunction with campus public relations coordinator.
- Include trainings on the soft skills needed overall for jobs.
- Subscribe to “Road Trip Nation” that helps undecided majors with exploration of careers and trainings related to CTE and other kinds of careers.
- Continue to develop early alert systems in relation to the core services through collaboration with faculty.
- Explore and develop early alert systems to serve populations such as veterans, foster youth, and other categorical programs.

**3. a. What types of follow-up services are available to 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 with a goal 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 Exam. This will allow students who were not placed correctly to “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.

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 DSPS 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, DSPS 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 2015, of the 1,484 students who received a Pell Grant, 218 (14.7%) students were placed on warning and 416 students (28%) were disqualified. Therefore, 42.7% 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. 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 2015 term, 386 students (10.9%) were on excessive unit disqualification. Of these students, 113 (29.2%) 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). Student Services will email all identified students in Probation 1 or Probation 2 status effective just after grades are submitted in the fall. Emails and letters will provide a first notification to the students of the changes to the BOGW program, which may include a spring 2016 deadline for improvement. Lack of improvement could result in the loss of the BOGW waiver.

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 as soon as possible; however, the College needs to strategize on how to best utilize and implement this program throughout student and academic services and integrate the program with other statewide mandates. 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.

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

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 probation workshops 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).
- Resources on campus to help student improve their standing (tutoring, study skills classes).
- 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

Counseling

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

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.

- c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools 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 that IT sends to students.

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

- Student services intends to create and leverage social media and use it to inform students of program deadlines, graduation deadlines, transfer information, financial aid opportunities, and additionally follow-up and SSSP issues for at-risk students.

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

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.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
11	General Counselors	Assist with planning follow-up activities, SEPs, workshops and presentations.	SSSP/Match
1	Student Interventions Developer-Counselor	Develops intervention and follow-up strategies for students-at risk, SEPs, workshops and presentations.	Match
4	Part-time General Counselors	Assist with planning follow-up activities, SEPs, workshops and presentations.	SSSP
6	Special Programs Counselors (DSPS, EOPS, CalWORKs)	Assist with planning follow-up activities, SEPs, workshops and presentations.	SSSP/Match
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.	SSSP/Match
	Student Assistants	Assist with making appointments, work with students, follow-up after workshop or appointment and data entry.	SSSP/Match
1	Student Services Specialist	Assist with planning of follow-up services to students	SSSP
1	Research Analyst	Assist with research and data analysis as it relates to SSSP	SSSP
	Hourly Support	To assist with follow-up services	SSSP
1	Degree Works Coordinator	To coordinate all aspects of DegreeWorks and serve as a liaison between Student Services and ITS	SSSP

1	Outreach Specialist	To assist Counseling staff in developing 'in-reach' activities to help retention efforts	SSSP/Equity
1.5	Evaluators	Assist in Counseling faculty in follow-up services activities for students to assure proper course placement.	SSSP/Match
1	Admin Assistant	Assist the Dean of Student Services who oversees all follow-up activities	Match
1	International Admissions Specialist	Conducts follow-up services for all international students	Match
1	Program Coordinator (Veterans)	Develop early alert system to follow-up with veteran students at risk	Match
1	Program Coordinator (International Students)	Develop early alert system to follow-up with international students at risk	Match
1	Student Counseling Assistant	Assist Counselors with follow-up services	Match

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies for research	SSSP	\$1,000
4000	Office Supplies	SSSP	\$3,000
4000	Testing Materials	SSSP	\$30,000
5000	Conferences	SSSP	\$10,000
5000	Computers	SSSP	\$10,000

#### **F. Other SSSP/Match Expenditures**

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Counselors	Match	\$24,340
2000	Dir. of Research and Planning	Math	\$31,388

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

Budget Code	Expenditure Title/Description	Funding Source	Amount
1000	Dean of Student Services (Coordination/Technology/Transitional Services)	Match	\$124,583
1000	Dean of Enrollment Services (Transitional Services)	Match	\$48,359
1000	Counselors (Coordination/Research)	Match	\$28,090
2000	Director of Research and Planning (Research)	Match	\$31,388
2000	Student Records Evaluator (Transitional Services)	Match	\$6,348
2000	Administrative Assistant (Transitional Services/Coordination)	Match	\$51,253
2000	Student Services Assistant (Transitional Services)	Match	\$9,125
2000	Administrative Assistant (Transitional Services)	Match	\$26,681
2000	A&R Assistant (Transitional Services)	Match	\$46,254
2000	A&R Assistant II (Transitional Services)	Match	\$52,080
2000	A&R Assistant II (Transitional Services)	Match	\$53,785
2000	Instructional Assistant (Transitional Services)	Match	\$27,797
2000	A&R Assistant III (Transitional Services)	Match	\$61,644

### SECTION III. POLICIES

#### A. Exemption Policy

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

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

Of all Las Positas College students enrolled in 2014-15:

- 11% were exempt from Orientation Services
- 11% were exempt from Assessment Services
- 49% were exempt from Educational Plan Development Services

<b>Orientation</b>	<b>Num</b>	<b>Pct</b>
Directed to Orientation Services	9,782	89.4%
Exempt from Orientation Services	1,164	10.6%
Total	10,946	100.0%
<b>Assessment</b>	<b>Num</b>	<b>Pct</b>
Directed to Assessment Services	9,800	89.5%
Exempt from Assessment Services	1,146	10.5%
Total	10,946	100.0%
<b>Student Educational Planning</b>	<b>Num</b>	<b>Pct</b>
Directed to Educational Plan Development	5,640	51.5%
Exempt from Educational Plan Development	5,306	48.5%
Total	10,946	100.0%

## **B. Appeal Policies**

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

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.

Appeal Policy outlined:

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

Appeal Form:

[http://www.laspositascollege.edu/admissions/documents/AppealforLossofPriorityReg-LPC\\_FILLABLE.pdf](http://www.laspositascollege.edu/admissions/documents/AppealforLossofPriorityReg-LPC_FILLABLE.pdf)

**C. Prerequisite and Corequisites Procedures**

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

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 and 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.

Prerequisite Procedures outlined:

[http://www.laspositascollege.edu/admissions/registration\\_policies.php#prerequisites](http://www.laspositascollege.edu/admissions/registration_policies.php#prerequisites)

Prerequisite Appeal form:

<http://www.laspositascollege.edu/counseling/documents/MasterRequesttoChallengeCoursePrerequisiteOct2013.pdf>

**SECTION IV. PROFESSIONAL DEVELOPMENT**

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

- A. The College's Student Success Committee will continue disseminating information and provide training through ongoing SSSP workshops and updates. Ongoing, successful professional development ideas 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).
- Student Success Committee 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.
- A team of College faculty and administrators attend the Strengthening Student Success Conference every year.
- As statewide and regional Student Success conferences and workshops are announced, faculty, staff and administrators involved in student success activities will be encouraged to attend.
- Continue with implementation training for new first year experience, ONCourse. (Counselors and institutional faculty).
- Provide follow up training for new common assessment (Counselors, English and Math faculty).

B. Professional development ideas that are in the planning stage for the college:

- Send team to College of the Canyon workshops on coordination Student Equity and SSSP plans. Then bring these best practices back to the campus and provide a training for faculty, administrators and staff on the integration of the plans.
- Train counselors on career assessments to assist in providing career workshops for undecided students: (MBTI/SII) Eureka, other tools
- Develop training on cultural competence and diversity. Possibly include a speaker series which would provide pedagogical ideas on teaching diverse populations and provide training to faculty, staff and administrators.
- Invite CPP to come to campus for this training. Identify a counselor for training to interpret results.

## SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

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

the narrative above. If your district has a district SSSP Coordinator in addition to the College SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

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

#### **ADDITIONAL INFORMATION**

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

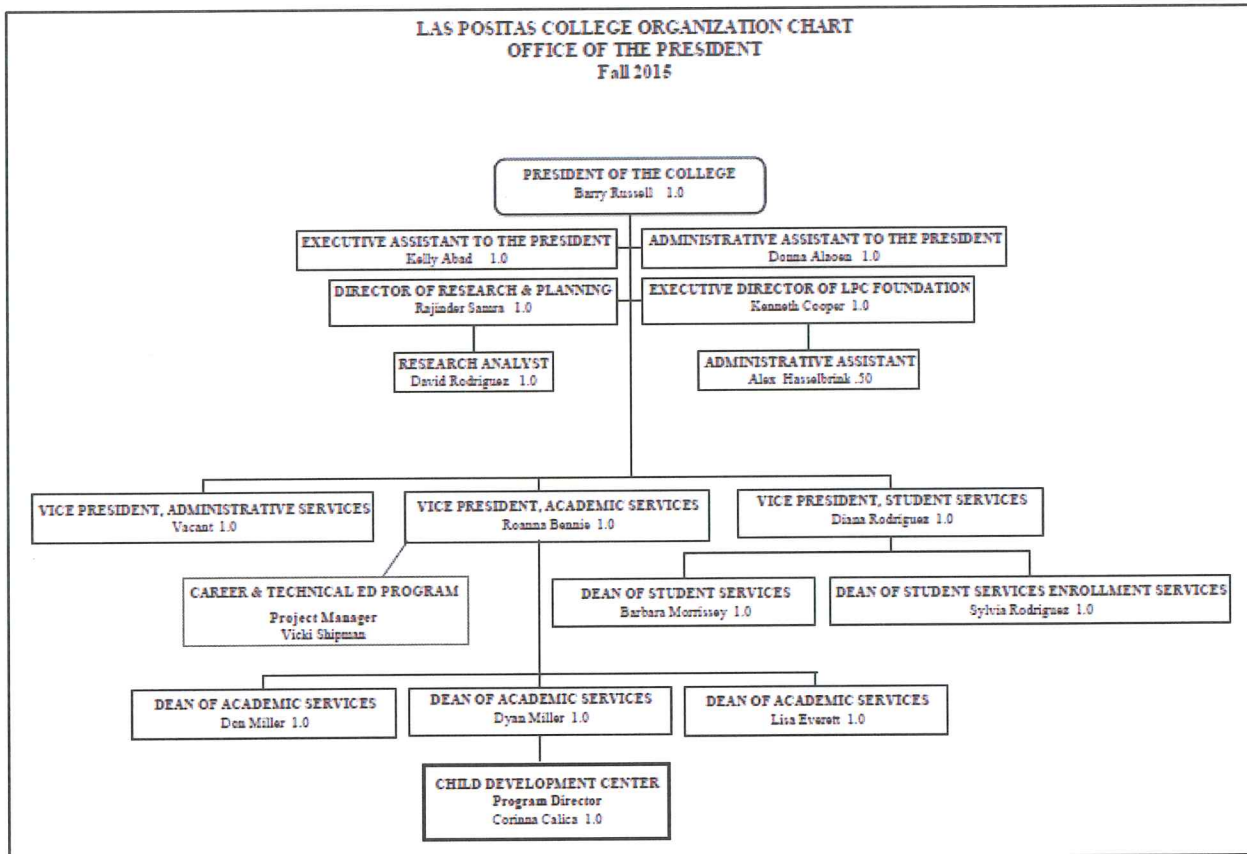
Mia Keeley  
California Community College Chancellor's Office  
[mkeeley@cccco.edu](mailto:mkeeley@cccco.edu)  
(916) 323-5953

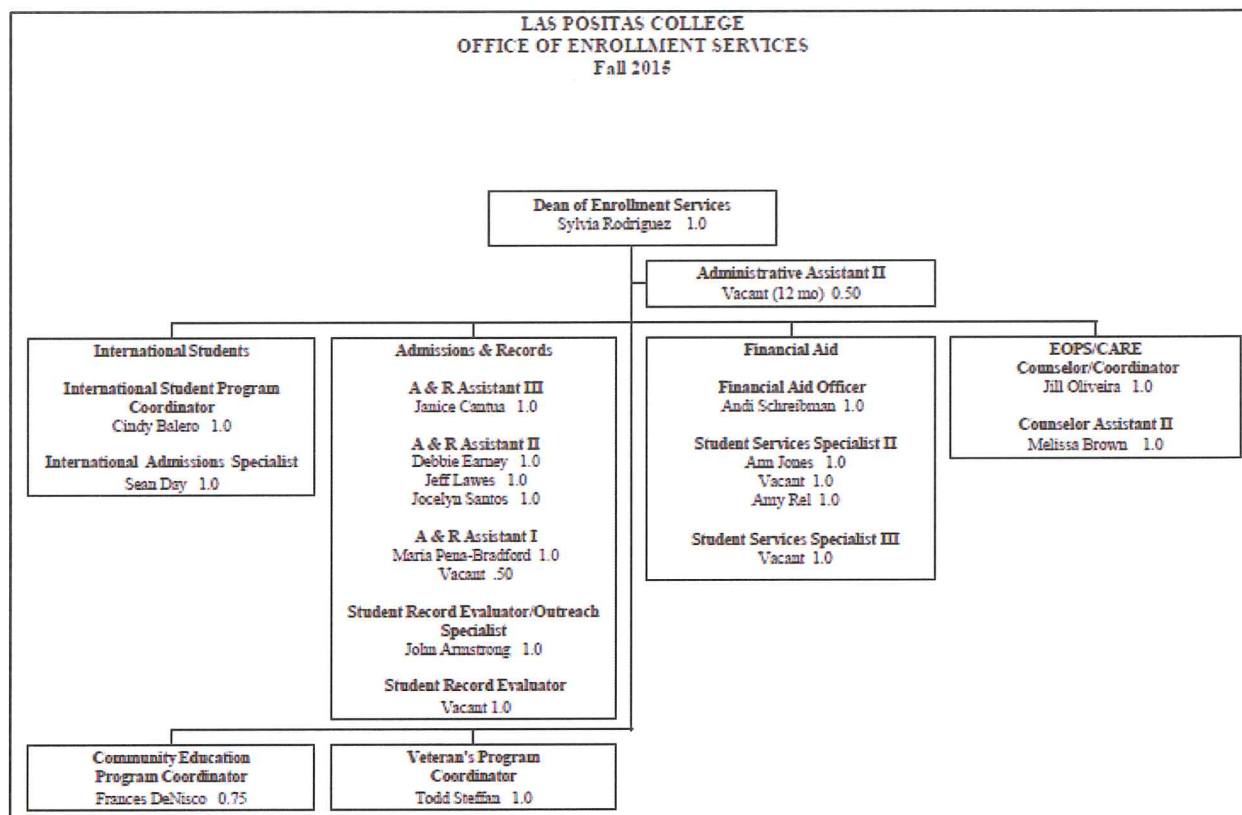
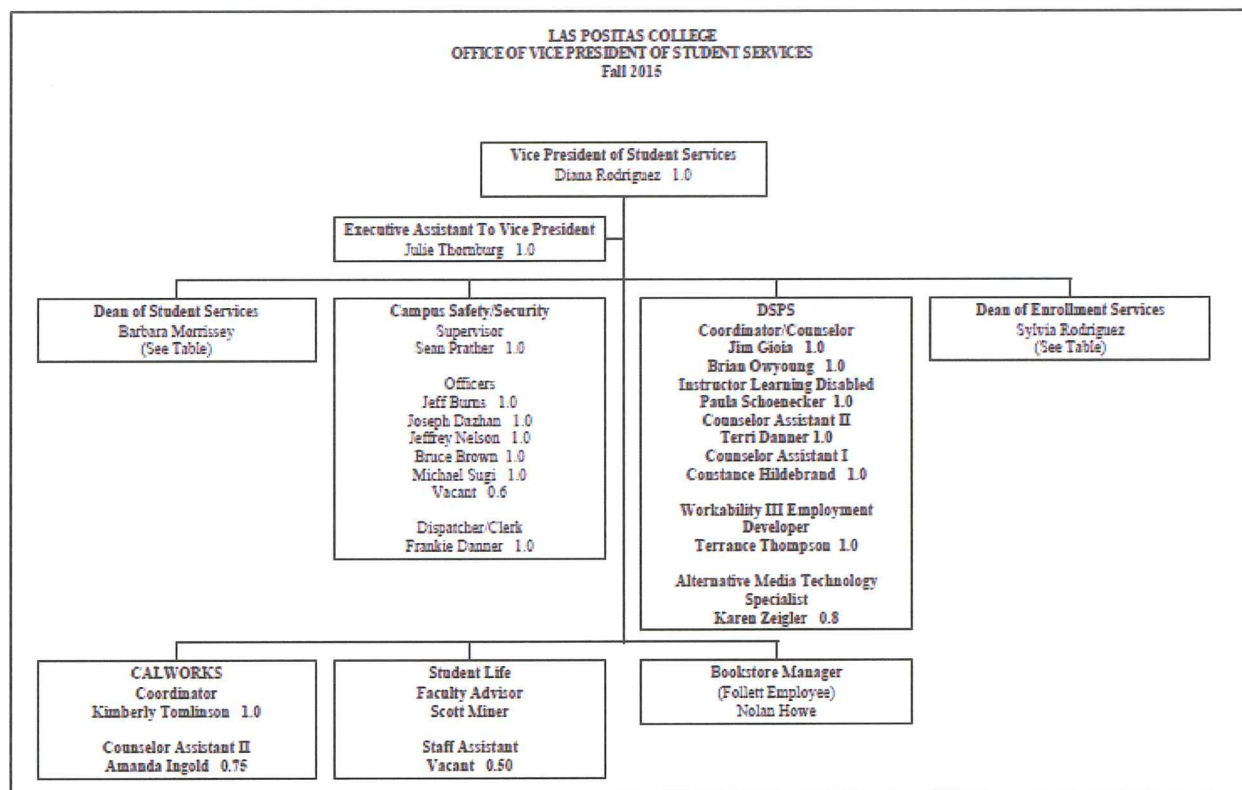
**Attachment A****Student Success and Support Program Plan Participants**

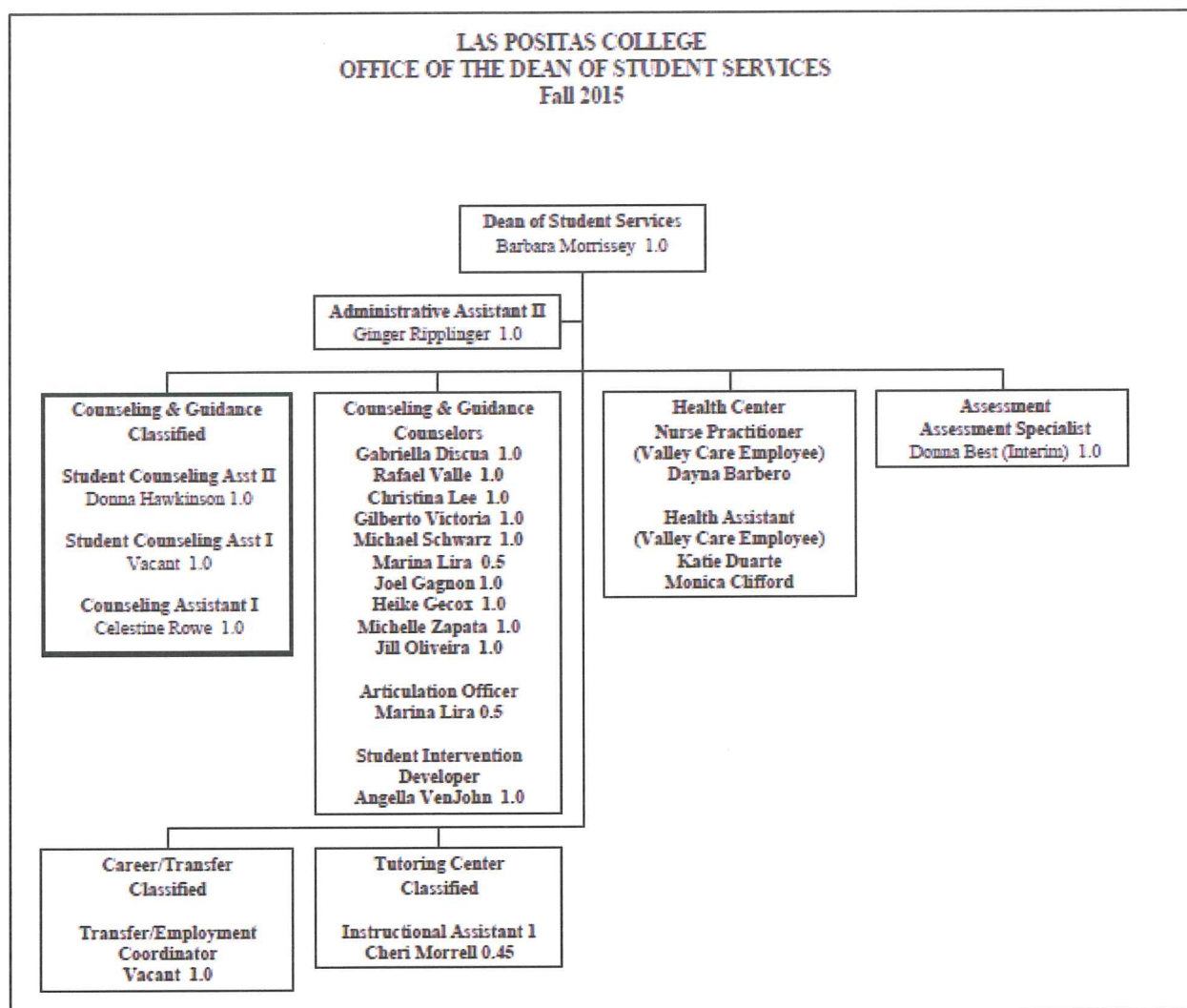
Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g.,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

<b>Name</b>	<b>Title</b>	<b>Stakeholder Group</b>
Barry A. Russell	Ph.D.	President
Diana Z. Rodriguez	Vice President	Student 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 VenJohn	Counselor, Student Intervention Developer	Counseling Department
Jill Oliveira	Counselor/Coordinator EOPS	Student Services
Michelle Zapata	Counselor/ Student Equity Plan Faculty Lead	Student Services
James Gioia, Ph.D.	Counselor/Coordinator	DSPS
Michelle Gonzales	Faculty. English Department	Academic Services
Kristine Woods	Faculty, Math Department	Academic Services
Todd Steffan	Veterans Coordinator	Student Services
Frances DeNisco	Program Coordinator, Classified Senate Secretary, AEBG Liaison	Student Services
John Armstrong	Evaluator Admissions and Records	Student Services
Maria Pena-Bradford	Admission and Records Assistant	Student Services
Noveena Koka	LPC Student	ASLPC
Donna Best	Interim Assessment Specialist Assessment Office	Student Services
Natasha Lang	College Business Officer	Administration Services
Andi Schreibman	Financial Aid Officer	Student Services
Stacey Followill	Senior Programmer Analyst	Information Technology Services
Rachel Ugale	Administrative System Analyst	Information Technology Services

## Attachment B Organizational Charts







**Attachment C**  
**Student Success and Support Program Committee**

<b>Name</b>	<b>Title</b>	
Diana Z. Rodriguez	Vice President	Student Services
Barbara Morrissey	Dean, Student Services	Student Services
Michelle Zapata	Counselor/Instructor	Equity Plan Lead
Jill Oliveira	Counselor/Coordinator	EOPS
Jim Gioia, PhD	Counselor/Coordinator	DSPS
Angella VenJohn	Counselor	Student Intervention Developer
Amanda Ingold	Counselor Assistant	CalWORKS
Frances DeNisco	Program Coordinator	Classified Secretary, AEBG Liaison
Frances Hui	Librarian	Faculty
Angela Amaya	Librarian	Faculty
Noveena Koka	Student Representative	ASLPC

## Attachment D

### Las Positas College Student Characteristics

#### Las Positas College Student Characteristics Spring 2015 Final Census

Overall			Num.	Pct.
Total Students			8,751	100%

Gender	Num	Pct	Student Type	Num	Pct	Enrollment Pattern	Num	Pct
Female	4,336	50%	Full-time			Day only	3,780	43%
Male	4,302	49%	12 or more units	3,218	37%	Both Day and Eve/Sat	2,682	31%
Unknown	113	1%	Part-time			Evening or Eve/Sat	1,598	18%
			6 to 11.5 units	3,291	38%	Saturday only	30	<1%
			.5 to 5.5 units	2,242	26%	Independently Scheduled	661	8%

Race-ethnicity			Enrollment Status			Educational Goal		
African-American	374	4%	First time any college	437	5%	Transfer		
Asian-American	1,098	13%	First time transfer	655	7%	(with/without AA/AS)	5,526	63%
Filipino	354	4%	Returning transfer	460	5%	AA/AS only		
Latino	2,450	28%	Returning	48	1%	(not transfer)	569	7%
Native American	16	<1%	Continuing	6,962	80%	Occupational certificate		
Pacific Islander	44	1%	In High School	188	2%	or job training	1,044	12%
White	3,714	42%	Unknown	1	<1%	Improve Eng/Math		
Multi-Ethnic	573	7%				Basic Skills	188	2%
Unknown	128	1%				Personal development		

Citizenship			Student Educational Level			New Students: High school districts		
U.S. Citizen	7,784	89%	In High School	231	3%	LPC Districts:	138	35%
Permanent Resident	581	7%	Freshman (< 30 units)	4,330	49%	Dublin	22	6%
Student Visa	257	3%	Sophomore (30-59 un.)	1,974	23%	Livermore	75	19%
Other	125	1%	Other undergraduate	1,224	14%	Pleasanton	41	10%
Unknown	4	<1%	AA/AS degree	312	4%	Chabot College Districts	23	6%
			BA/BS or higher deg.	680	8%	Other Alameda County	9	2%
						Other Bay Area	55	14%
						Other California	107	27%
						Other States	17	4%
						Other Countries	42	11%
						Unknown	46	12%
						Total new students:	437	100%

Age			Official residence			Transfer students: Previous college		
19 or younger	2,463	28%	District Resident	5,398	62%	CA Community College	564	51%
20-21	2,031	23%	Other CA Districts	3,144	36%	California State Univ.	142	13%
22-24	1,460	17%	Other States	52	1%	University of California	46	4%
25-29	1,043	12%	Other Countries	157	2%	CA private colleges	102	9%
30-39	838	10%				Out of state	118	11%
40-49	523	6%	Note: Cities in the District include			Out of country	82	7%
50 or older	393	4%	Dublin, Livermore, Pleasanton,			Unknown	61	5%
			Castro Valley, Hayward, San Leandro,			Total transfers:	1,115	100%
			San Lorenzo, and Union City.					

Local residence: Cities with over 100 students			Transfer students: Previous college					
Livermore	2,564	29%	Hayward	220	3%	CA Community College	564	51%
Tracy	1,421	16%	Danville	156	2%	California State Univ.	142	13%
Pleasanton	1,276	15%	San Leandro	180	2%	University of California	46	4%
Dublin	755	9%	Brentwood	123	1%	CA private colleges	102	9%
Castro Valley	443	5%	Manteca	105	1%	Out of state	118	11%
San Ramon	427	5%	Other local cities	1,081	12%	Out of country	82	7%
						Unknown	61	5%
						Total transfers:	1,115	100%

SOURCE: Chabot-Las Positas Institutional Research Dataset, Spring Census, Final count.