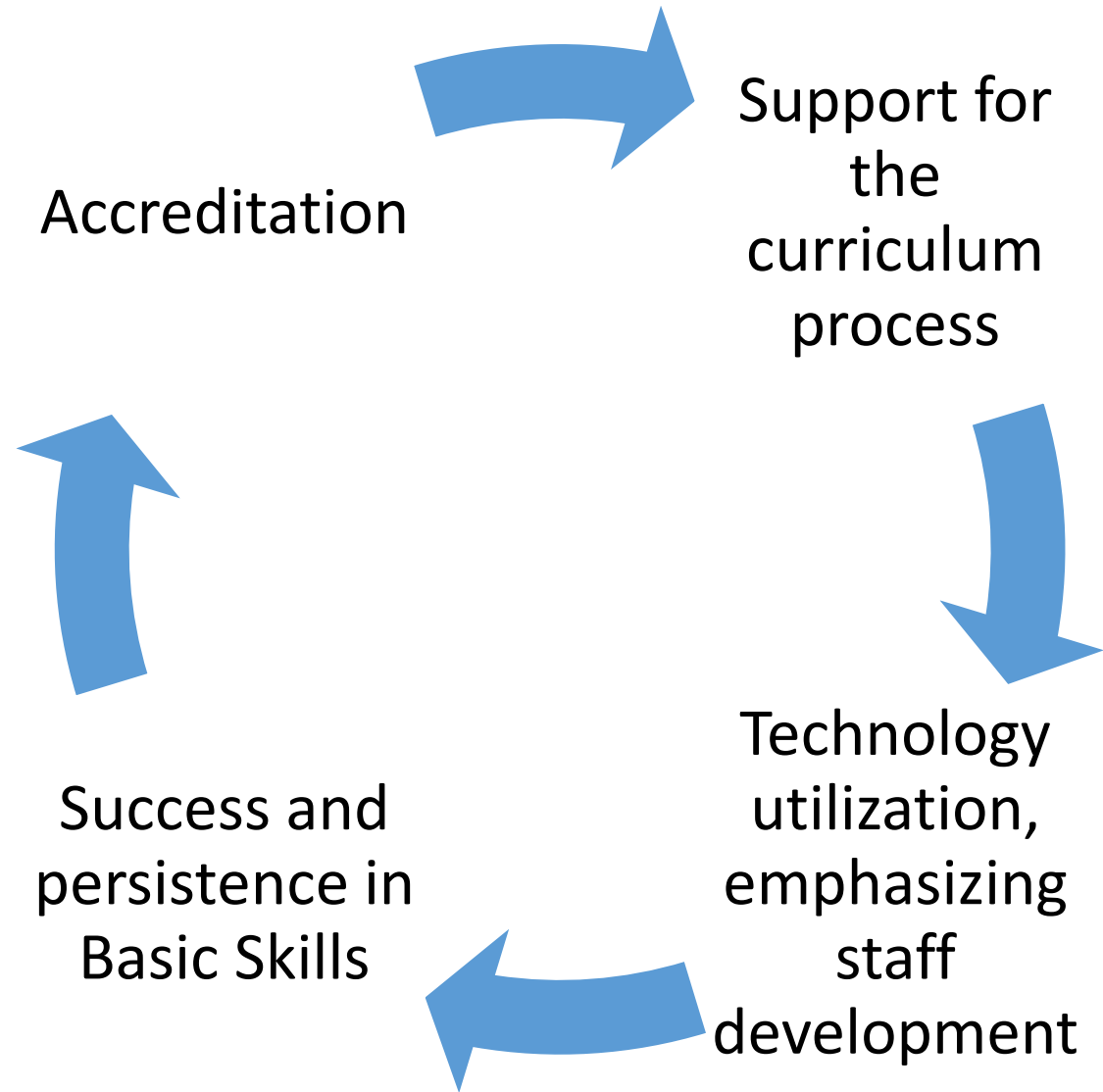


President, LPC

LPC
Major
Focus for
2014-2015



LPC Planning Priorities for Student Success



Student Success at Las Positas College

- Academic Success
 - Tutoring Center
 - Reading and Writing (RAW) Center
 - Reconfigured Library
 - Math X
 - Honors Programs
 - Undergraduate Research Projects
 - Lecture Series – Business and Sciences
 - Shark Tank

Student Success at Las Positas College

- Student Services
 - Veterans First
 - College Day
 - EOPS
 - Puente
 - Career/Job Fair
 - Student Clubs
 - Student Government

Student Success at Las Positas College

- Management
 - Focus on Mission
 - Accreditation

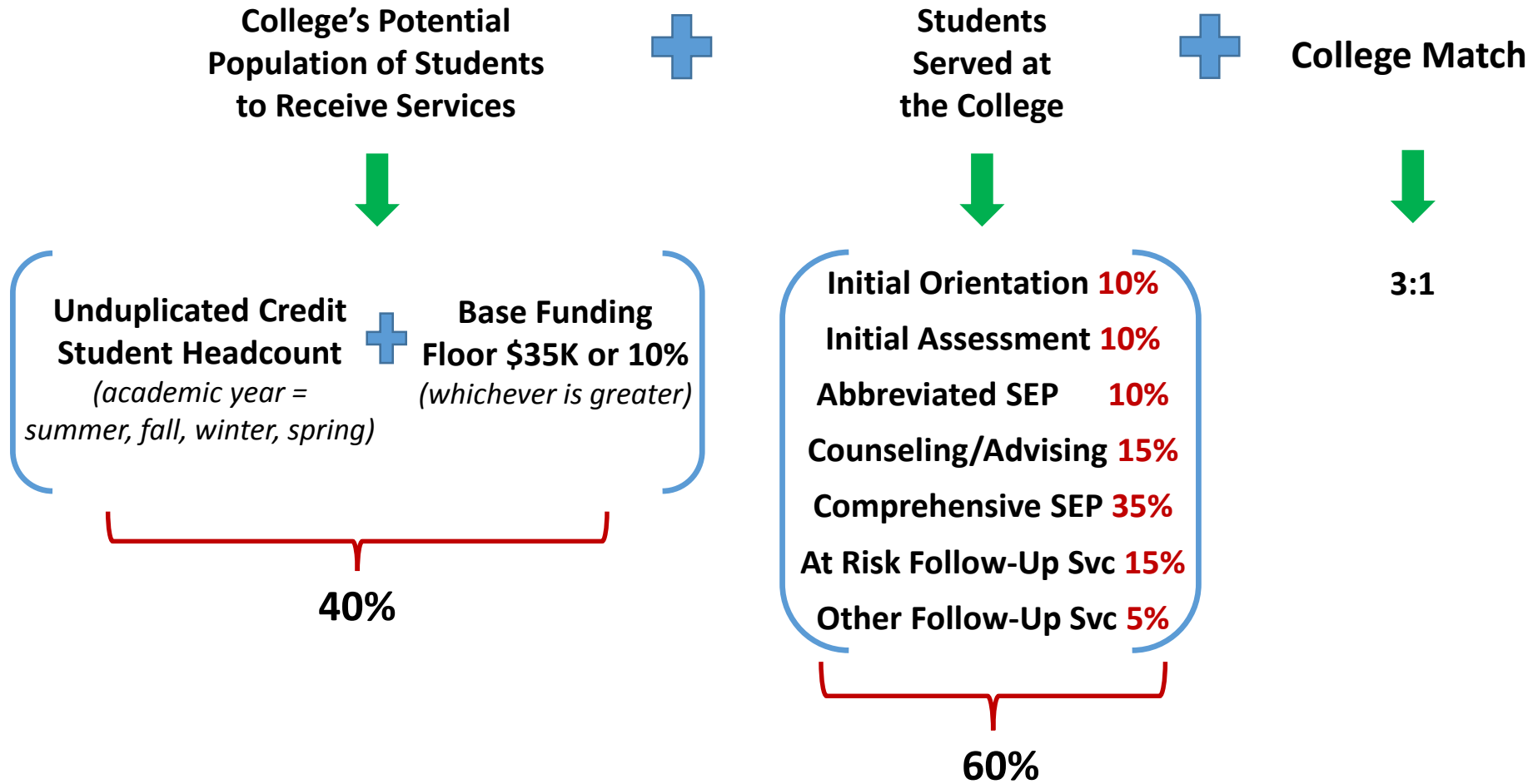
VPSS

Required Services: SB 1456

At a minimum, each community college district shall provide students with all of the following Student Success and Support Program services :

- (a) orientation on a timely basis, pursuant to section 55521.
- (b) assessment for all nonexempt students pursuant to section 55522;
- (c) counseling, advising, or other education planning services for nonexempt students pursuant to section 55523;
- (d) assistance in developing a student education plan pursuant to section 55524, which identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them;
- (e) follow-up services, pursuant to section 55525, to evaluate the academic progress of, and provide support services to, at risk students; and .

Proposed SB 1456 Student Success & Support Program Credit Funding Formula



Orientation: Education Code 78212

Orientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other matters the college or district finds appropriate.

Title 5 sec 55521 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.

Assessment : Education Code 78213

- Assessment is one of the major components of the community college process known as matriculation, which was created in 1987 by the California legislative mandate Assembly Bill (AB) 3.
- Assessment is a holistic process through which each college collects information about students in an effort to facilitate their success by ensuring their appropriate placement into the curriculum.
- Examples of this information include the students' English and math skills, study skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services.

Title 5 sec 55524

- The Chancellor shall ensure that all assessment instruments included on the list minimize or eliminate cultural or linguistic bias, are normed on the appropriate populations, yield valid and reliable information, identify the learning needs of students, make efficient use of student and staff time, and are otherwise consistent with the educational and psychological testing standards of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education.

Student Education Plans (SEP): Education Code 78212

- (a) Each district or college shall establish a process that takes into consideration the student services and instructional resources available for assisting students to select an education goal and course of study within a reasonable time after admission.
- (b) Districts or colleges shall provide students with an opportunity to develop student education plans that are either:
 - (1) Abbreviated student education plans are one to two terms in length designed to meet the immediate needs of students for whom a comprehensive plan is not appropriate; or
 - (2) Comprehensive student education plans take into account a student's interests, skills, career and education goals, major, potential transfer institutions, and the steps the student needs to take on their educational path to complete their identified course of study.

Priority Enrollment Concept in the Proposed Title 5, Section 58108 Regulation

Order of Priority:

Academic Conditions for :

- 100 unit threshold
- Good standing: not on academic or progress probation for 2 consecutive terms (title 5, 55031)

1

Ed Code: Active duty military & veteran students* and current and former foster youth* who are new & fully matriculated or continuing in good standing

District flexibility provided to collapse level 1 & 2 if sufficient capacity exists to do so without displacing level 1 students



2

Existing Title 5: New and continuing fully matriculated EOPS & DSPS students in good standing



3

Continuing students in good standing and new, fully matriculated students.

District flexibility to set priorities and categories within these groups



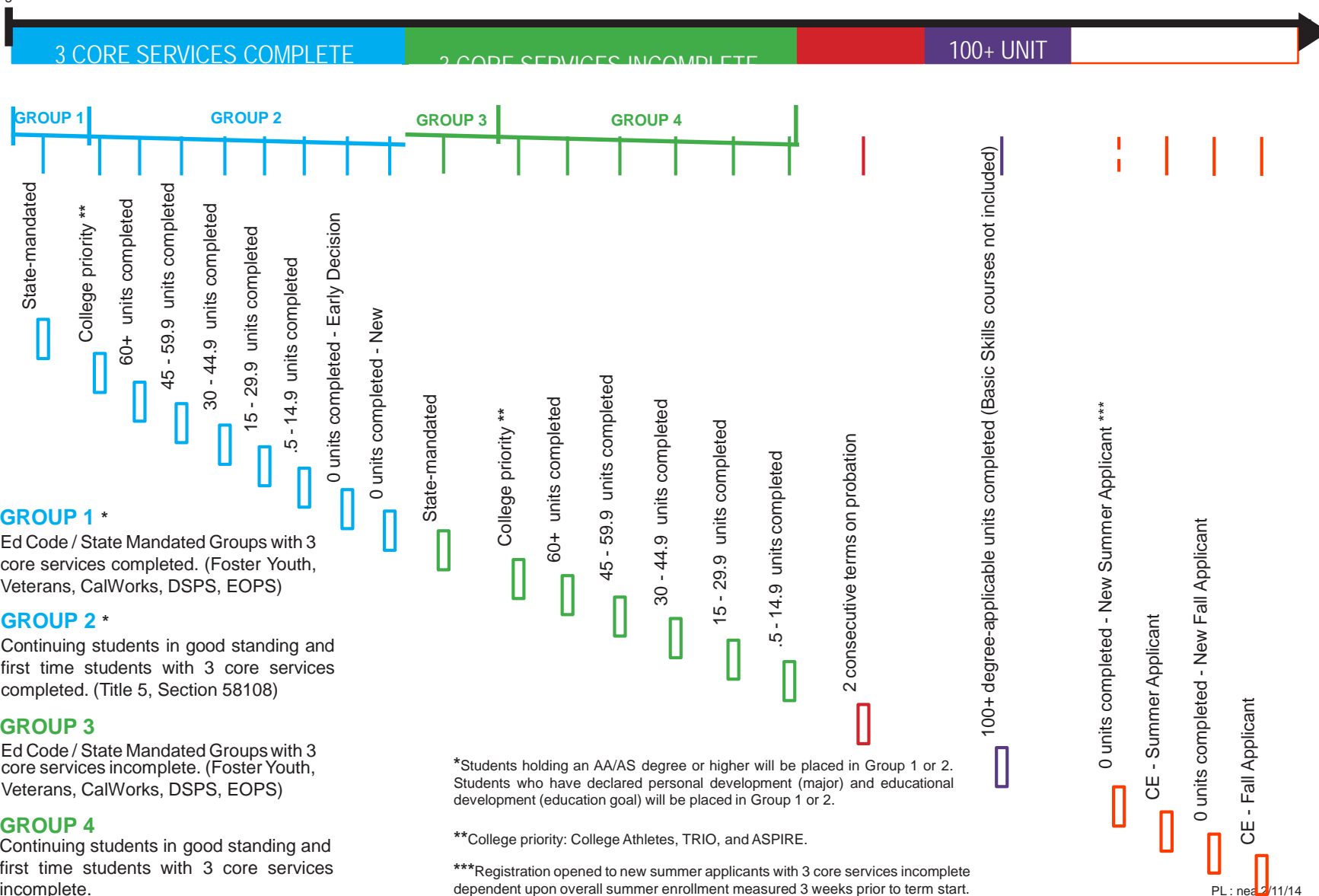
District flexibility to set priorities and categories for other students

**Education Code section 66025.8 requires community college to grant priority enrollment to any member or former member of the Armed Forces of the United States within four years of leaving active duty. EC 66025.9 requires priority enrollment for current and former foster youth up to, and including, age 24.*

SB 1456 - STUDENT SUCCESS & SUPPORT PROGRAM (SSSP) REGISTRATION PRIORITY

EFFECTIVE SUMMER / FALL 2014

Priority
Registration
Begins



Campus Collaborations

- Chabot and LPC 3SP Workgroups met regularly throughout FY 13-14
- Chabot / LPC Joint Meetings Each Term as well as a Fall and Spring Retreat with representation from both colleges
- Chabot and LPC Sharing Resources (flyers, email templates, data collection consistency, process and practices alignment, etc.)
- Chabot and LPC cooperatively responding to new policy developments

How students navigate through our complex system:

Senario #1:

Matt Chavez, a graduating Mt. Eden High School Senior has decided he wants to attend Chabot in mid-April. Matt is a first generation college student from a low-income family whose parents mostly speak Spanish.

Senario #2

Diana Zamora, a returning student from southern California has decided to attend Las Positas College. Diana has completed a few classes at Chaffey College prior to joining the United States Airforce.

VPI

Las Positas Middle College

A Future Student Success Initiative

What is a Middle College?

- Opportunity for students to complete high school graduation requirements while dually enrolled in college level courses
- High school students in grades 11 and 12 attend classes on the college campus

Why Middle College?

- Prepares students for transfer and high skill careers
- Engages students in rigorous college preparatory curriculum
- Improves high school graduation rates
- Removes barriers to post-secondary degree attainment such as costs, curriculum alignment, and uncoordinated support services

Who Are The Prospective Students?

- Disengaged youth
- First generation college bound students
- Underrepresented populations

How Does the Middle College Work?

- College course work in the morning or late afternoon/early evening from menu of college courses
- Each student integrated into college courses and the campus community
- Cohort of students attend high school classes mid-day for English and Social Science

Where Will the Middle College Be?



Who is Involved in this Collaborative Project?

- Las Positas College
- Dublin Unified School District
- Livermore Joint Unified School District
- Pleasanton Unified School District
- Tri-Valley Regional Occupational Program
- Tri-Valley Educational Collaborative



**Tri-Valley Educational Collaborative (TEC)
Middle College Career Pathway Project**

Enhancing CTE pathways to include expanded work-based and linked learning opportunities and dual enrollment, creating a robust system of support to provide fluid transitions K-14 and beyond.

*Upholding the TEC's Mission:
The Mission of the Tri-Valley Educational Collaborative is to ensure that all students learn and apply the academic, thinking, interpersonal skills, and personal qualities to be successful in their life's work.*



Implementation of a **fully enabled teleconferencing system** with "capture, transform, and share" and "voice analytics" capabilities, fully connecting K-14 students and staff, and expanding and incorporating business and industry engagement.



CTE Middle College
Patient Care, Networking, and System and Software Development



Enhancing all K-14 Pathways and Further Developing:
Patient Care, Networking, and System and Software Development

