Credit

Student Success and Support Program Plan

2015-16

District: Foothill-De Anza
College: Foothill

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@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[1]. 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[2].
- 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 cccsssp@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. 30th).

The program plan is to be submitted on an annual basis[3]. 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

[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

[2] 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.

[3] 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: Foothill College

District Name: Foothill-De Anza

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: Laureen Balducci, MS _____ Date: Nov. 20, 2015

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

Name: Denise Swett, EdD _____ Date: Nov. 20, 2015

Signature of the Chief Instructional Officer(Interim): _____

Name: Kurt Hueg, MBA _____ Date: Nov. 20, 2015

Signature of College Academic Senate President: _____

Name: Carolyn Holcroft, PhD _____ Date: Nov. 20, 2015

Signature of College Classified Senate President:_____
Name: Karen Smith_____ Date: Nov. 20, 2015

Signature of College President (interim): _____

Name: Kimberlee Messina, EdD _____ Date: Nov. 20, 2015

Contact information for person preparing the plan:

Name: Laureen Balducci Title: Associate Vice President of Student Services

Email: balduccilaureen@foothill.edu Phone: 650-949-7823

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.

We planned to update our SSSP plan through the Student Success and Support Program (3SP) Advisory Council. This group is comprised of representatives from administration, faculty, staff, and students. In addition, we solicited input from the Counseling Division (including counselors, Assessment and Testing staff, Enrollment staff, and Orientation staff) and from our Student Equity Workgroup and our Basic Skills Committee.

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

- We collectively looked at the 2014-2015 3SP Review Form from the State Chancellor's Office and started to make changes based on their suggestions regarding a few major factors:
  - Our CNSL 5 "Introduction to College" course is no longer "mandatory" but instead "strongly recommended"
  - We are creating a more robust Early Alert program for our students struggling to succeed in class within the first 4 weeks of the quarter
  - We are implementing multiple measures, and reexamining our assessment and placement procedures
- We also looked at our data for the numbers of both abbreviated and comprehensive educational plans completed. It was clear that although we made significant strides in working with students to create educational plans, we still needed more assistance in this endeavor and thus hired four full-time 3SP-funded counselors

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

Although the counseling division structures and student populations served differ between the two campuses, there are several areas where Foothill and De Anza have made coordinated efforts:

- Priority registration: both colleges utilize the same prioritization criteria

- Probation level holds – both colleges have the same criteria for placing students on probationary status and for registration holds (although each college handles the follow up services differently

- Disqualification – it was mutually agreed that if students have been disqualified from either Foothill or De Anza, the student must take classes outside of the District for at least one quarter until they may appeal to come back to either college

- Collaborative efforts have been made in reporting MIS data generated from Degree Works degree audit system and SARS appointment system reason codes

- We collaborate though joint weekly Student Services/Educational Technology Services (ETS) meetings to discuss Banner implementation and update issues, Degree Works updates and issues, Student Portal concerns, etc.

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

The 3SP, Basic Skills, and Student Equity plans began somewhat independently of one another last year, but the College is now collaborating on all three initiatives via a working group named the "Student Success Collaborative." This group is comprised of the tri-chairs from the 3SP Advisory Council, our Basic Skills Workgroup, and our Student Equity Workgroup, as well as our Vice President of Instruction, Associate VP of Instruction (our accreditation officer), and our Institutional Researcher (who is leading the effort to revise our college master plan). We meet to identify areas of common interest and collaboratively develop strategies to best leverage human and financial resources to increase student success. This year we will be evaluating the efficacy of this group's work and revise membership and charge as needed.

For example, one of the continued goals of the Student Equity Plan is to raise course completion rates for targeted student populations by 3% over the next three years. The work of the 3SP will support this effort in a number of ways. For instance, by providing the counseling services students need to make informed choices about the courses they take and the disciplines in which they major, student support services will help to ensure that target student populations get the right courses in the right sequence to be successful. Another example would be the new Early Alert implementation, which all three groups would spearhead efforts to work with faculty and staff in generating student success.

Planning and Resource Council (PaRC) is Foothill College's shared governance process and another venue in which to gain support and feedback from the college in regards to 3SP initiatives. *PaRC meetings are open to all faculty, staff, and students that would like to attend, with certain members from each campus constituency represented as voting members.*

In collaboration with the AB 86 consortium colleges, we are developing a program to equally serve adult learners and will have an interim program coordinator to oversee these efforts. The planning for 3SP core services includes providing services at times and in locations that are targeted for adult learners.

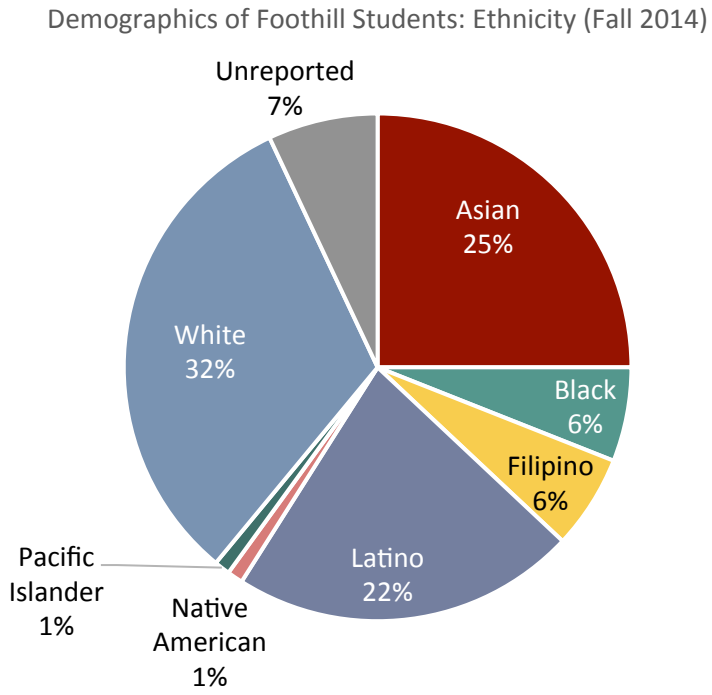
With the 3SP goals in mind, Student Services program reviews are written in collaboration with the faculty and staff within Student Services and then brought through the shared governance process:

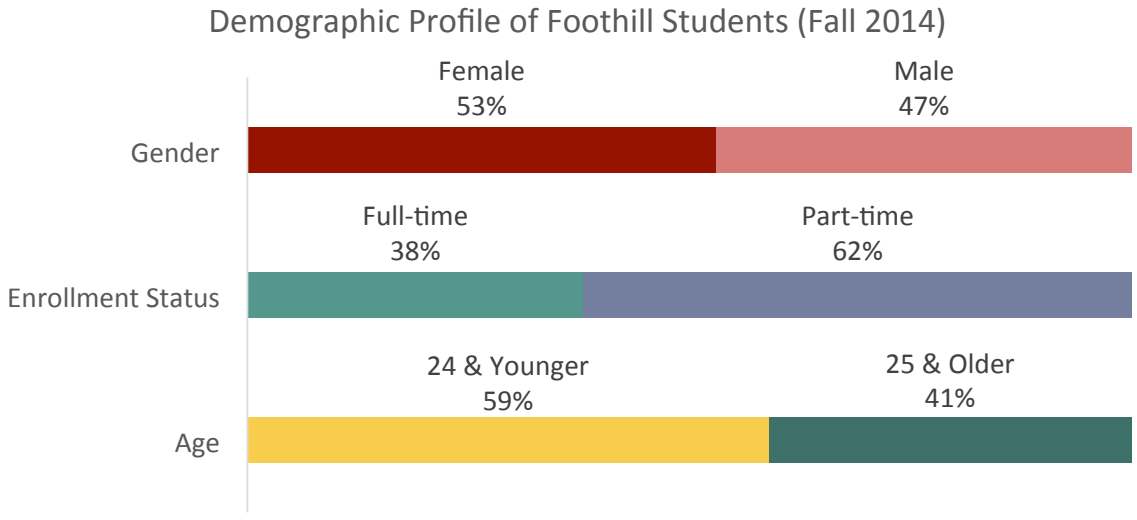
Program Review Committee, Operations Planning Committee, and lastly PaRC. The same processes will be implemented this year to reflect the 3SP plan and goals.

2. Describe the college's student profile.
   (Source: FHDA IR&P ODS)

   Foothill College's student information:

   - Student headcount – Fall 2014, credit classes: 13,277





	Fall 2014		*Winter 2015*		*Spring 2015*	
Student Type	N	%	N	%	N	%
First-Time Student	2,460	16%	903	6%	796	6%

First-Time Transfer Student	2,892	19%	1,721	12%	1,916	15%
Returning Student	3,113	20%	1,901	13%	1,733	13%
Continuing Student	6,330	41%	9,469	65%	8,099	62%
Special Admit Student	645	4%	638	4%	555	4%

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.

- SOAR events in partnership with high schools
- Occupational Training Institute (OTI) – CalWorks and CARE collaboration with Santa Clara County
- Partnerships with local unions in apprenticeship program
- Collaboration with Year Up program
- Summer Academies with Silicon Valley CTE – Accounting, Early Childhood, Emergency Medical Technician
- Middle College and dual/concurrent enrollment

Foothill coordinates with local high schools, using 3SP services to streamline the pathway for students from high school to community college. Foothill outreach staff work to ensure that high school principals, guidance counselors, and faculty have the latest information about Foothill College with regards to all of our programs and services. Each September the college hosts a High School Counselor breakfast for guidance counselors and principles to attend in order for them to get a tour of Foothill College and learn about our program updates, including transfer information, ADTs, careers, etc.

B. Orientation

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

The student data compiled from the September 2014-June 2015 has impacted how Foothill College makes decisions based on funding programs within the 3SP guidelines moving forward.

Note: Our orientation program is called “Student Orientation Assessment and Registration” or SOAR.

- Counseling 5 (Introduction to College) will no longer be a mandatory component of orientation
- Counselors meet with students to create and approve abbreviated educational plans with all orientation participants. A comprehensive ed plan is provided during a counseling appointment
- By completing a SOAR event, students will have completed requirements in order to be granted priority registration
- We found it was essential to have Spanish-speaking staff and faculty at SOAR events and will continue to do so

- We will no longer offer SOAR-on the-Go events at High Schools since it did not generate strong numbers of students who attended

Title 5 55521 – Mandatory Orientation Elements:

- Last year we ensured students received orientation to the required elements through one of two mechanisms:
  - Students could attend SOAR and a face-to-face counseling appointment. Or,
  - Students could complete Counseling 5
- As of Fall 2015, we are implementing new orientation workshops that cover the mandatory elements in greater depth. These workshops will be incorporated into SOAR events, and will be offered separately for students who do not complete Counseling 5 or attend SOAR

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

The data for new students that were provided orientation:
(Source: http://datamart.cccco.edu/Services/Student_Success.aspx)

Summer 2014: 582
Fall 2014: 733
Winter 2015: 536
Spring 2015: 536

b. What percentage of the target population does this represent?
(Source: FHDA IR&P ODS)

Target population is all students who are first-time in college and new to Foothill.

In 2014-15, 55% of students in the target population participated in orientation.

Among the groups targeted by the Student Equity Plan (African American, Filipino/Pacific Islander, Latino), participation in orientation was 47%.

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

After SOAR events, the orientation staff followed up with students via phone calls and emails, to see if students had any questions about the SOAR event and activities, and/or to provide students with more general information about the college. We found this to be very helpful in reaching out to students via their peers. Our intent this year is to again work with IR to generate a list of any new students that did not go through orientation, assessment, and have yet to create an educational plan, and contact those students accordingly to get them those services. At that point we will again reach out to students who may be missing any of the matriculation components.

2. a. Are orientation services offered online?

We anticipate implementation of our online orientation system, Go2Orientation (from Innovative Educators), no later than mid Fall 2015 quarter.

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

The online orientation that Foothill College will implement is from Innovative Educators and the online orientation is Go2Orientation. The online orientation is an interactive web video that gives information regarding various programs and areas of the college, both from Student Services and Instruction. Staffing required is on going (as needed) input and updates from key people at Student Services that represent areas such as admission, counseling, financial aid, transfer, evaluations, disability resources, EOPS/CARE, Veterans, and assessment. An annual check for updates is required since information in various areas change. Innovative Educators upgrade these changes as part of the cost of the program.

Other technology used for orientation is the Foothill College Orientation/Outreach website, where students can sign up to participate in SOAR events. For counseling appointments scheduled during SOAR events, Scheduling and Reporting System (SARS) is used.

3. 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.

State of California regulations require that new students starting in Fall 2015 complete orientation, assessment, and an educational plan before than can receive the highest enrollment priority allowed by the district in any future terms of enrollment. The regulations also state that students need to be in good academic standing and not on academic probation for 2 consecutive terms.

The Foothill requirements include, in addition to the state rules, the selection of an education goal of transfer, degree, or certificate and selection of a major field of study (rather than undecided).

- Academic expectations and progress and probation standards
- Maintaining registration priority pursuant to section 58108
- Pre requisite/co requisite challenge process
- Maintaining Board of Governor's Fee Wavier eligibility
- Description of available programs, support services, financial aid assistance, campus facilities, and how they can be accessed
- Academic calendar and important timelines

- Registration and college fees
- Educational planning services
- Selection of an educational goal
- Details in educational planning in references to nuances between local degree/certificate and transfer goals

These workshops will be run by our counseling faculty, and will also result in the creation and approval of student abbreviated educational plans. These workshops are planned into the SOAR events and offered as stand-alone workshops.

4. 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	Student Success Specialist	Collaborates with counselors to assist students with learning Degree Works degree audit program, clears student holds and pre-requisites, and assists with general questions during orientations, high schools visits and at the Counseling Office.	3SP /Match
3	Assessment Specialist	Administer assessment tests as part of SOAR events.	3SP
.5	Program Coordinator II	Coordinates SOAR events with AVPSS, assists students with check-in during SOAR events, answers general Foothill College questions, and coordinates tour guides during SOAR events as well as throughout the academic year.	3SP
1	Assessment Center Supervisor	Supervises placement testing during orientation events.	3SP
.5	Associate Vice President of Student Services	Along with the VPSS and Student Services team, coordinates, organizes and implements the SOAR events.	Match
5	Counselors	Present information at orientation on counseling, transfer and other college-related issues.	3SP
3	Deans: Student Affairs, Counseling, Disability Resources	Assist their teams in helping students during SOAR events	3SP (Only the Dean of Counseling)

5. 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
6000	Laptops, iPads, jet-packs. To have students apply on-site and register for CNSL 5 class	3SP	$5,000
5000	Degree Works/ degree audit	3SP	$7,201
5000	Go2Orientatation/ on-line orientation	3SP	$20,000
5000	SARS/ student appointment system	3SP	$ 9,520
5000	Guidebook/Mobile guide for SOAR and campus events	3SP	$4,000
4000	SOAR Event Supplies	3SP	$10,000
4000	Publications	3SP	$5,000
4000	Food for SOAR Events	3SP	$5,220

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?

   Since submission of our 2014-2015 3SP Plan, we formed an "Assessment/Placement Ad Hoc Committee" to review our assessment and placement processes. As a result, we revised our retest policy with the goals of aligning policies between English and math, clarifying the role of the Summer Bridge programs, and generally clarifying our policies for our students. We're currently in discussions with our sister college, De Anza, to attempt to enact a uniform district-wide retest policy. Additionally, a 3SP research analyst was hired to focus on as assessment-related needs and issues, including data validation and standardization.

2. a. How many students were provided assessment services in 2014-15?
   (Source: http://datamart.cccco.edu/Services/Student_Success.aspx)
   Summer 2014: 1,374
   Fall 2014: 1,879
   Winter 2015: 1,116
   Spring 2015: 1,504

   b. What percentage of the target population does this represent?
   (Source: FHDA IR&P ODS)

   Of the target population (students who are first-time to college at Foothill), 46% of students have been assessed for placement.

   Within the target population, nearly three-quarters (73%) of students who are full-time have been assessed for placement. Almost two-thirds (65%) of students who have an education goal of transfer have assessed.

Among the Student Equity target groups, the 36% rate of assessment is lower than among other students (53%).

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

The Testing and Assessment Center staff have identified unnecessary testing appointments (by students who may not need to take a placement test) as a potential barrier to new students completing assessments during busy times of the year. They are working with the 3SP Research Analyst to develop processes for identifying students who have made an appointment but may be ineligible for or may not need to take a placement test. These students would be contacted and re-directed before they arrive for testing, in an effort to free-up testing time slots during busy times of the year. Piloting suggests 5-10% of seats could be made available through these processes, although additional assessment specialist staff time would be needed to fully implement this process.

The amount of unmet need is new information for the college, and we will be considering what additional resources can be used towards this unmet need. In particular, we will investigate ways to use Early Alert to reach out to students who have not assessed but likely should have.

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

Assessment is required of Foothill students who plan to obtain a certificate, degree or ADT, take a math or English, or ESLL course or any pre-requisites that require certain math or English levels (and that have not been met by equivalent courses at other accredited colleges). In addition, students that want to waive the college level chemistry course may also take the chemistry assessment test. Foothill College accepts placement results from within the FHDA district and from all California Community Colleges with supporting documentation.

Prior to taking an assessment test at Foothill College, students must submit an application through Open CCCApply in order to obtain a Foothill student ID number. Once students have completed their online application are then able to register for an assessment test via RegisterBlast (Testing and Assessment's online appointment system). Students can also schedule their assessment time in-person or by telephone, should they be unable to access RegisterBlast).

Assessment tests are provided throughout every college quarter at the Assessment and Testing Office. The tests are also administered at our satellite campus - Middlefield, at local high schools, and at the Silicon Valley Career and Technical Educational Center, all through the SOAR orientation program.

After test scores and their corresponding placement are delivered to the student, they are advised to make an appointment to meet with a counselor to create an education plan. Students are directed to any campus services that they may have not yet utilized, or that might be appropriate (financial aid, EOPS, DSPS, Veteran's Services, tutoring center, Summer Bridge, etc.).

Test preparation:

Students are strongly advised (via our web site, counselors, and testing center staff) to prepare before taking their placement test. Foothill's testing webpage provides a link to Accuplacer's test preparation program. We also refer students to the Khan Academy webpage to review concepts that are covered on the placement tests.

Further, we have recently developed a partnership with EdReady, for our students needing additional pre-test support for our Basic Skills classes. Students identify a goal (testing into MATH 220, or general math placement test preparation, etc.) and EdReady sets up an individualized plan that will prepare students to meet those goals. This program is linked through our webpage as well.

In addition, the Summer Bridge Math Program (through the Basic Skills Initiative) and Summer Bridge English Program (through the Student Equity funds) offers another opportunity for students to improve their math and English placement scores. The Summer Bridge programs help students who have placed into basic skills classes to better understand basic math concepts and strengthen reading and writing skills. The goal of the program is to help students place higher in math and to be more successful in college-level math and English classes. In Summer 2014 approximately 100 students completed the Summer Bridge Math Program, and 70% improved their math placement at least one level. The English program, new in 2015, enrolled approximately 38 students, and the 2015 math program enrolled 130 students.

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.

Foothill College uses the Accuplacer testing platform for English, ESL, and math placement tests. All of these tests are administered on the most recent version of Accuplacer (6.0), which was delivered in March 2015.

- For English, students complete the College Reading and Sentence Skills exams.
- For ESL, students complete the Listening, Sentence Meaning, Reading Skill, Language Usage, and Write Placer ESL essay.
- For Math, students take either the Arithmetic, Elementary Algebra, or the College Level Math test.

There are accessibility options within Accuplacer that make the tests accessible for students with disabilities. We also offer paper/pen tests as needed and Braille tests for students with visual impairments.

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

The Accuplacer tests are all among the instruments approved by the CCCCO. The ESL Listening Test and WritePlacer ESL have full approval, and all others have probationary approval through March 2016.

For Chemistry, students take the California Chemistry Diagnostic Test (CCDT), 2006 version. The chemistry assessment content validation was completed in Spring 2015, and the criterion validation is currently underway. The report is scheduled to be submitted to CCCCO for review in November.

http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx

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

Disproportionate impact studies are currently underway.

Consequential validity studies are scheduled for this year:

Subject/Test	Survey of students and faculty
ESLL	October 15-30, 2015
English	February 1-15, 2016
Math	April 15-30, 2016

5. a. What multiple measures are used?

Currently Foothill College is interested in implementing and validating multiple measures for placement that are based on high school courses, high school grades, prior college transcripts and, counselor and faculty consultation. Much of the prior data is identified through CalPass+. Additional measures that are undergoing analysis include the Early Assessment Program (EAP) and some self-reported information (e.g. attendance at US vs non-US high school). The documentation of multiple measures is being coordinated and standardized so that the identified elements are fully integrated in the assessment process.

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 incorporated into placements for students by counselors and deans. The Testing and Assessment Center advises students to submit evidence of prior study, and uses self-reported information to guide assessment.

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

Yes, the measures that are used for placement (interviews with students, HS or college transcripts, military training and experience, AP test scores) meet the multiple measures requirements.

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.

Foothill College does not have a *formal* district-wide policy regarding acceptance of placement test results from our sister college, De Anza College. However, if a student has tested within the

district, we use the raw test scores and our cut scores to determine their placement at Foothill. We accept assessments from students who have tested outside of our district who have completed an Accuplacer placement test.

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

   Our retest policy is published on our "Placement Testing" web page at http://foothill.edu/placement/testfaqs.php. The policy is also posted in the testing center and staff discuss the policies with students when they complete assessments at Foothill. The staff lets students know about their placement scores as well as next steps such as meeting with a counselor for an educational plan or referring them to the appropriate dean if necessary.

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 Center Supervisor	Supervise staff and resources of Assessment & Testing Center and manages the day-to-day operations of the assessment center. Supervises the overall administration and coordination of the center such as program reviews and Student Services Area Outcomes. Works with institutional research and division deans and discipline faculty to validate cut scores and to collect data	3SP
2 currently (Proposing one 1 additional to work with accommodated testing)	Assessment Specialists	Assists with scheduling student testing, checks-in students gives general testing directions, and monitors testing. In addition, the specialists give the students their test results and assist them with the next steps to their success at the college. We are proposing another Testing and Assessment Specialist for this year in order to assist with accommodated testing	3SP
1	Administrative Asst.	To assist with front desk student questions and appointments.	3SP

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
N/A	RegisterBlast/Schedule student testing appointments	N/A	N/A
5000	Accuplacer/ testing platform for English,	3SP	$35,000 per year

	ESLL, and math placement tests. All of these tests are web-based.		
4000	Testing materials	3SP	30,000 per year

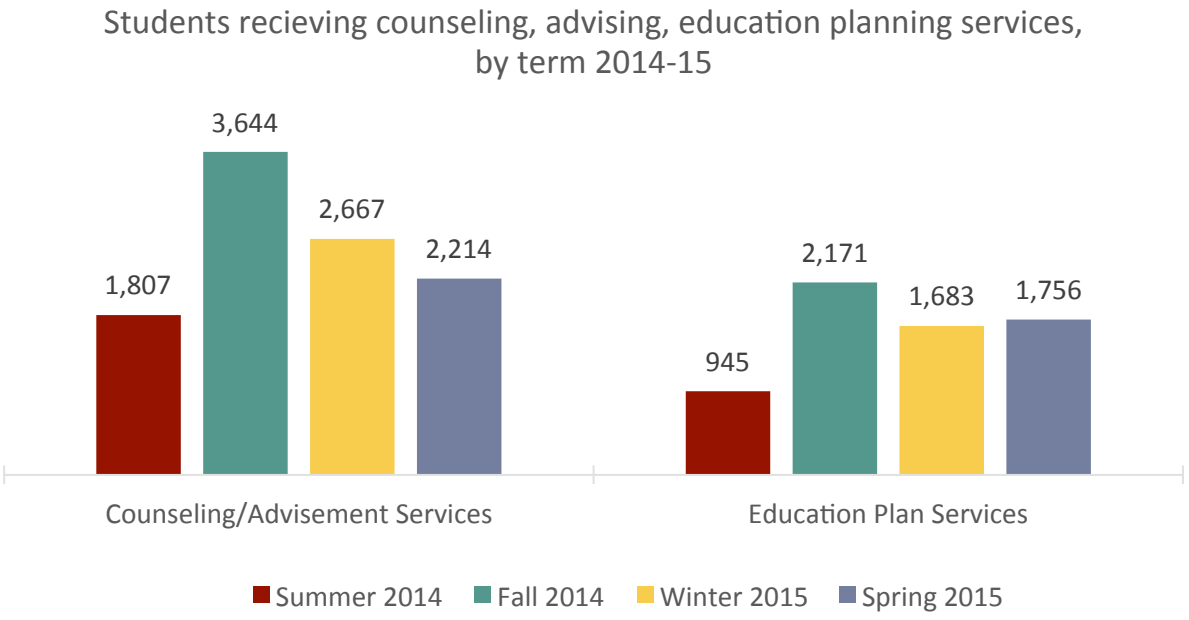
D. Counseling, Advising, and Other Education Planning Services

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

Yes. We are going to deliver services in multiple ways. We are planning on doing more intrusive counseling. During SOAR events specifically we have set up group counseling to implement abbreviated education plans for students, along with a counseling appointment to follow-up with doing a comprehensive educational plan. In addition, we will have counselors available during New Student Orientation to do abbreviated education plans and to answer counseling and transfer-type questions to students. During Welcome Week (the first week of the fall quarter), the counselors will also be available to students at the event to do abbreviated education plans and answer quick questions to students. Lastly, during peak times, when students finish the placement test they will then go to a group counseling session to assess the results and complete an abbreviated education plan.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?
(http://datamart.cccco.edu/Services/Student_Success.aspx)

	Students served in 2014-15
Counseling/Advising	10,332
Education Planning	6,555



b. What percentage of the target population does this represent?
(Source: FHDA IR&P ODS)

In 2014-15 52% of the target population (first time – new students) received an education plan.

Among first-time African American, Filipino, and Latino students, the percentage of students receiving an education plan is 47%.

c. What steps are you taking to reduce any unmet need or to ensure student participation?
For the 2015-2016 year, we are incorporating the following services to further meet the needs of students:

- Conduct in-reach with students by counselors having a quick question table set up in the Student Center, in order to reach the students where they are
- SARS will now have a checklist as to what students do not have an educational plan. Therefore, we can capture students to make sure that if we missed them we can still create an abbreviated and comprehensive educational plan
- Group educational plan counseling for students who are new to the college – to give students an incentive to meet with a counselor initially for an abbreviated educational plan (then follow up with at an individual counseling appointment to complete a comprehensive educational plan)
- In order to reduce unmet student needs, group educational plan counseling will be implemented. This will increase counselor accessibility, especially during peak times when counseling appointments are in high demand.
- SOAR events will also capture students prior to them starting school to receive services such as group counseling

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

In-person counseling is available through one-on-one appointments, group counseling, workshops, through online via email or Skype, and via phone.

The following classes are taught under the Counseling Division as another method in which to deliver academic or personal counseling services:

- CNSL 1 – College Success (4 units)
- CNSL 2 – College and Life Management (4 units)
- CNSL 5 - Orientation to College (1.5 units)
- CNSL 51 – Learning Strategies (tied to our Pass the Torch tutorial program; 3 units)
- CNSL 52 – College & Life Management (4 units)
- CNSL 53 – Effective Study (designed specifically to meet the needs of our probation and disqualified students; 4 units)
- CNSL 72 – Stress, Wellness & Coping (3 units)
- CNSL 85A – Transfer Readiness (1 unit)
- CNSL 90 – Introduction to Online Learning (1 unit)
- CNSL 275 - EOPS: Road to Success (1 unit)
- CRLP 55 – Lifelong Learning Strategies
- CRLP 7 – Career Life Planning Self-Assessment (4 units)

- CRLP 71 – Exploring Career Fields (1 unit)
- CRLP 73- Effective Resume Writing (1 unit)
- CRLP 74 – Interviewing Techniques (1 unit)

(Note: All courses except CNSL 275 are CSU transferable, with CSNL 1, 2, and 5, and CRLP 7 being UC transferrable. FTES is counted through these courses and an average of 30 students are in attendance of these courses.)

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

- As an alternative to drop-in counseling "quick questions" tabling is available during peak times for quick questions related to counseling and transfer, and counseling appointment assistance
- 30-minute counseling appointments are required for a comprehensive educational plan
- Group educational plan counseling is available by appointment to generate education abbreviated educational plans

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

- The average wait-time for a counseling appointment is about a week. But during peak times such as the first two weeks prior to each quarter and at the end of a quarter, the wait time may be up to two weeks
- Students can see a counselor on an emergency basis as needed

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

   Students are able to complete an abbreviated education plan during: individual counseling appointments, group education plan counseling, CNSL 5 Orientation to College class, and at SOAR events. This plan is 1-2 quarters and typically includes the students' starting their math and English sequences. Students have 24/7 access to their educational plan in the Degree Works degree audit system.

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

   One-on-one counseling appointments and CNSL 5 classes are ways in which students can obtain a comprehensive educational plan. The scope of the plan is such that at least 3 quarters (if not their entire plan for their college career) are planned out for the student in the Degree Works degree audit system. Students have 24/7 access to their educational plan. Counselor appointments are for 30 minutes (via online, phone or in-person) to discuss issues such as types of majors Foothill College offers, transfer opportunities, career possibilities associated with their major, financial aid questions, time management as it relates to the number of courses students want to take and the amount of hours they work, family obligations, etc. For students who are Veterans or DSPS, their appointments times are for 50 minutes.

Counselors work to change and/or update educational plans as needed. Students also must see a counselor when petitioning to take over 21.5 units in a single quarter, to complete financial aid educational plan, and for graduation petitions. In addition, counselors are a support system for students in regards to personal issues that may be impeding their college progress.

Counselors approve students' educational plans in the degree audit system (Degree Works). If a student updates or changes the plan, counselor approval is required. Only counselor approved education plans are counted in MIS data collection.

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.

- Foothill College webpage: Students can readily peruse important information and download forms such as pre-requisites clearances, petitions to Academic Council, graduation petitions and course substitution forms; Foothill College online college catalog
- Banner: General student information system used at Foothill College
- Degree Works degree audit system: Online educational planning and tracking
- Edunav: To supplement the Degree Works degree audit system to make it more user-friendly for students
- SARS: Student scheduling system
- ASK Foothill (Intelliresponse): General questions and answers regarding Foothill College policies, application, registration, course info, etc.
- EUREKA: Career exploration
- Accuplacer: Assessment system
- Go2Orientation: Online orientation
- College Source: Online college catalog source utilized for review of course descriptions and assessment/evaluation of transcripts
- ASSIST.org: Online CSU/UC general school information, course lists, comparisons and requirements for students transferring from Foothill College to a potential CSU or UC
- C-ID.net: CA articulated numbering system – allows students to see what courses from other CA schools have the same course content regardless of the title of the class - free
- Career Café: online career development
- StudentLingo: A series of interactive on-demand workshops, action plans and valuable resources focused on helping students achieve their academic, personal and career goals
- Smarthinking: Live on-demand online tutoring
- We are currently looking at Starfish for assistance with Early Alert - so that faculty may message students, check any assignments not completed by a student between a given date range and monitor the student's progress.
- Fall 2015 we are implementing Drop Thought: A tool that students can use to offer real-time feedback to Student Services (and potentially instructors) based on the kinds of services they received and their experiences of those services.

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)
17 4.17	General Counselors (full time) General Counselors (part-time)	Offer academic, transfer, career and personal counseling and teach various counseling courses.	3SP funded for 6.09 full time and 4.17 part time
.54 (Proposed)	Early Alert/Retention Counselor	To counsel students on probation and disqualified status as well as work with the Early Alert Coordinator to proactively meet with students who are not succeeding in class the first 4 weeks of school.	3SP
2 2	DSPS Counselors EOPS/CARE Counselors	Offer academic, transfer, career and personal counseling, and teach various courses related to special populations	Categorically funded through their respective programs
3	Administrative Asst. II	To assist students with general college and Counseling Division questions as well as assist students in scheduling appointments with counselors. One of the Admin Assistants helps students specifically in navigating the Transfer Center and assists with general transfer questions.	3SP funded positions
.54 (Proposed)	Transfer Counselor/Director	To assist students specifically with transfer issues, write the annual Transfer Center report, check TAG requirements for UCSC and UC Davis. Attend all transfer related conferences as needed.	3SP
.94	Transfer Center Coordinator	To assist students with general transfer questions as well as connecting them with college reps visiting the campus and with coordinating the transfer fair	3SP
.1	Dean of Counseling	To direct, hire, train and evaluate the faculty counselors and staff within the Counseling Division.	3SP (partially)

.5	Associate Vice President of Student Services/Title IX Coordinator	Oversees all aspects of the 3SP planning, budget and implementation. Oversees all aspects of Title IX including federal mandates, updates and dissemination of information, as well as investigate Title IX cases. Oversees deans of Counseling Division and of Enrollment Services	Match (partially)
.75 (1 FTE hired @ 9 mos)	Program Coordinator, Senior	Assists the AVPSS in the planning, budgeting and implementing the 3SP.	3SP

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
5000	SARS	3SP	$ 9,520
5000	Degree Works	3SP	$7,201
5000	EUREKA	3SP	$4,000
5000	EDUNAV (fall 2015)	3SP	$70,000

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?

   Yes. Students who are on academic and/or progress probation, disqualification, or are having difficulty with their academic progress in general are advised to meet with a counselor. In meeting with a counselor, students are able to discuss impediments in their college career and academic goals. Counselors review their educational plan and help set up students in successful services such as tutorial, disability services, financial aid, psychological services, and special programs such as EOPS/CARE and/or Puente. Counselors also have students take counseling courses on topics such as college success, career life planning, and study skills to help them get back on track with their goals. These courses are offered face-to-face and online. Counseling appointments are also offered face-to-face, via phone and online.

   In addition, starting fall 2015, we are staring a more robust Early Alert Program to include a staff program coordinator, a faculty coordinator (as part of load or release time) and a mentoring team of faculty and staff, to assist and support at-risk students.

2. a. How many students were provided follow-up services in 2014-15?
   (Source: http://datamart.cccco.edu/Services/Student_Success.aspx)
   Academic/Progress Probation Services:
   Summer 2014: 42
   Fall 2014: 230
   Winter 2015: 292
   Spring 2015: 264

   b. What percentage of the target population does this represent?
   (Source: FHDA IR&P ODS)

   Of students who were on academic probation for two consecutive quarters or more, the percent who received Academic/Progress Probation counseling services:
   Summer 2014: 12%
   Fall 2014: 25%
   Winter 2015: 43%
   Spring 2015: 42%

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

Students whose cumulative GPA drops below 2.0 for 3 consecutive quarters are placed on Level 3 (Severe) academic probation, and a hold is placed on their account. To lift the hold they must attend an academic probation workshop with a counselor.

The use of these requirements/holds for Level 3 academic probation is likely a contributing factor to the increase in rate of services in Winter and Spring. In the Fall many students were on Level 2 probation and did not have the mandatory workshop and registration holds. This information will be used to inform the new Early Alert program services.

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

Through the new Early Alert program, students will be manually flagged by faculty (until we can implement Starfish to do this), then streamlined through the Early Alert Coordinator to triage the information and make referrals to the counselor, student mentor, tutorial, psychological services, etc. as needed.

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

Students on academic probation are emailed notification, informing them of the requirements to remedy their probationary status. Students can also view any holds on their accounts through their online portal.

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

- Group workshops – to conduct general counseling information and abbreviated education plan
- Appointments with counselors made through SARS scheduling system
- Education plans in Degree Works – approved by counselors
- Online workshops through StudentLingo (e.g. Time Management, Procrastination, Note Taking)

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

Instructional faculty will be involved in the implementation of the pilot of the early alert program.

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)
1	Early Alert Coordinator	Coordinate all facets of early alert program	3SP
1	Student Success Specialist	Assists the Early Alert Coordinator with pairing students to services	3SP/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.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Starfish/early alert tracking system	3SP	$80,000 (Approx. TBD)
5000	Innovative Educators – Go2Knowledge/videos on study skills/time management/etc.	3SP	$20,000
5000	Smarthinking/study and tutorial online services		$15,000

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
2000	3SP Research Analyst	3SP	$85,563 (salary and benefits)

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
2000	Evaluations Specialist/Evaluate transcript/process degrees/processing course substitutions	Match	$97,678 (salary and benefits)
2000	Admissions & Records Asst./scanning incoming transcripts and petitions/data entry of transcripts/building catalogs in degree audit (Degree Works)	Match	$263,124 (salary and benefits)

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.
Foothill College does not exempt students from participating in the 3SP process and regulations. However, CNSL 5 Orientation to College class is strongly recommended for students to take with the following exceptions:

- Students have 20 or more semester units, or have completed an AA/AS degree or higher from another accredited institution
- Courses that are part of personal enrichment, certificate or licensure and not tied to a major or degree
- Students may appeal the process of exemption through the Academic Council should they have extenuating circumstances as to not taking CNSL 5

Students will need to meet with a counselor to complete an educational plan if do not take CNSL 5.

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

   Only those students who have 30 or more semester units or 45 quarter units are exempt from having to take a CNSL 5 class altogether, but it is still strongly recommended that they do so in order to assist in their success at Foothill College.

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.

1. Appeal Policies
Describe the college's student appeal policies and procedures.

Foothill College does not have an appeal process for the 3SP, however there is an appeal process for the enrollment priorities process.

Enrollment Priorities for Fall 2015:

Registration requirements are informed by research on factors that lead to student success. The FHDA Enrollment Priorities Committee began meeting in the summer of 2012 and were guided by the following principles:

1. Adhere to State of California Title 5 regulations
2. The same rules should apply to students at both colleges
3. The focus should be on behaviors rather than group status
4. Use Student Success Task Force recommendations as a guide, including:
   - An emphasis on students selecting an education goal of transfer, degree, or certificate
   - And emphasis on students selecting a major
5. Encourage enrolling full time
6. Use Enrollment Priorities to encourage student behaviors important for success by providing them their own data

The State of California regulations require that new students starting in fall 2015 complete orientation, assessment, and an educational plan before than can receive the highest enrollment priority allowed by the district in any future terms of enrollment. The regulations also state that

students need to be in good academic standing and not on academic probation for 2 consecutive terms.

The Foothill requirements include, in addition to the state rules, the selection of an education goal of transfer, degree, or certificate and selection of a major field of study (rather than undecided). A higher priority is given to continuing and returning students enrolling full time (12 units or more) but the Enrollment Priorities Committee is looking at changing this possibly to include students with less than 12 units to make the process more equitable.

The date and time of initial registration for students not meeting the enrollment priority criteria will be after students who have met the criteria and will be determined by the number of units earned.

Priority Enrollment Order:

In accordance with new state and local regulations, students will be assigned registration dates in the following order.

1. Veterans, Foster Youth, DSPS, EOPS and CalWorks students who have completed orientation, assessment and an educational plan.
2. Continuing students who have
    - Enrolled in 12 units in most recent term (excluding summer)
    - Selected an educational goal of transfer, degree or certificate
    - Declared a major
3. New college students who have
    - Completed assessment, orientation and an educational plan
    - Selected an educational goal of transfer, degree or certificate
    - Declared a major
4. Continuing students who have
    - Enrolled in fewer than 12 units in most recent term of enrollment
    - Selected an educational goal of transfer, degree or certificate
    - Declared a major
5. New college students who have
    - Selected an educational goal of transfer, degree or certificate
    - Declared a major BUT have not completed assessment, orientation or an educational plan
6. Returning students who have
    - Enrolled in 12 or more units in last completed term
    - Selected an educational goal of transfer, degree or certificate
    - Declared a major
7. New transfer students from any other college who have
    - Selected an educational goal of transfer, degree or certificate
    - Declared a major
8. All other college students, including continuing students who have not declared a major or who have not selected an educational goal of transfer, degree or certificate
9. Concurrently-enrolled high school students

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.

Prerequisite Procedures:

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

The college's procedures are outlined in the Content Review Process, available at this website: http://www.foothill.edu/staff/Curriculum/documents/Content_Review_for_Requisites.docx

Many courses require the student to have completed prerequisites to enroll. These prerequisites are listed under each course description in the catalog and the Schedule of Classes. Faculty submit all course prerequisites, co-requisites and advisories first their division or department curriculum sub-committee, then once approved they are submitted to the college curriculum committee to review and approve. These are reviewed at least once in a 5-year cycle.

Students who submit written evidence or evidence by performance of sufficient competence through previous training or experience may be permitted to enroll in a course without completing the listed prerequisites if authorized to do so by the instructor or counselor and by the chairperson of the appropriate division.

Current Plans for 2015-2016:

- Complete validation of pre and co-requisites, including CTE program courses

Foothill College's Prerequisites, Co-requisites & Advisories

Prerequisites, co-requisites and advisories are intended to guide the student into courses in which he/she will have the greatest chance for academic success:

- Prerequisite means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program
- Co-requisite means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in a course or educational program
- Advisory of recommended preparation means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program

Challenging Prerequisites

- Students may challenge prerequisites and co-requisites if they can demonstrate that:

- They have the knowledge or ability to succeed in the course without the prerequisite or co-requisite
- They will be subject to undue delay in attaining their educational goal because the prerequisite or co-requisite has not been made reasonably available
- The prerequisite or co-requisite is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner
- The prerequisite or co-requisite has been established in an arbitrary manner

Clearing Prerequisites
The student may clear a prerequisite or co-requisite by providing any of the following:

- Proof of coursework taken at another U.S. college or institution
- AP test score of 3 or higher
- Assessment/Placement Exam score (Math, English, ESLL, chemistry)
- Proof of coursework taken at a college outside the U.S.
- Other/Challenge: if students do not meet any of the above, a prerequisite clearance requires dean or program director approval

To challenge a prerequisite or co-requisite, students need to complete the "Academic Release of Hold(s) Agreement Form" available online at:
foothill.edu/reg/forms/hold_release_agreement.pdf

Additional information is available at: http://www.foothill.edu/reg/prereqs.php

SECTION IV. PROFESSIONAL DEVELOPMENT

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

The Professional Development program at Foothill College continues to be a top college priority, as we face many new challenges with technology, accreditation, underrepresented students, returning students, veterans and especially the 3SP. It is important that we continue to provide educational tools and resources to support faculty and staff in effectively supporting the 3SP. Some specific professional development in relation to the 3SP include:

- Professional Development workshops in regards to Early Alert implementation, use, and faculty input as well as assessment of program

- Continue with workshops and trainings on Title IX, with education regarding sexual harassment, including VAWA and Clery Act. So far we have trained faculty and staff representatives to become victim advocates and investigators. Faculty, staff and administrators were also invited to a Title IX consortium with other Bay Area colleges

- Counseling Division meetings – to share updates on testing and assessment, evaluations, counseling and educational planning

- Counselors have in-services on a regular basis specifically geared for information sharing, teaching and learning about how to best serve the students and to collaborate the 3SP

- Student Services department meetings and bi-annual retreats – updating staff and counselors

- 3SP Advisory Council– combines instructional staff with student services staff to work towards student equity in relation to the 3SP

- The newly formed 3SP, Equity and Basic Skills Collaborative Group also serves to combine what is done in 3SP with other initiatives related to student success

- Basic Skills, Equity, and Special Programs (i.e.: EOPS/CARE/DRC) – collaboration in assisting at-risk students with understanding and working though the 3SP criteria

- 3SP All Directors Training – for 3SP Coordinator and AVPSS in charge of writing, coordinating and implementing 3SP services on campus

RP Group Student Success Conference (off-campus site, varies)

Foothill offers professional development online through the following:
Innovative Educator's Go2Knowledge - Go2Knowledge offers workshop topics such as:

- Understanding and assisting At-Risk Populations
- Campus Safety
- Organizational Development
- Student Success Initiatives

SECTION V. ATTACHMENTS

The following attachments are required:

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

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating

council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION

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

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

Attachment A

Student Success and Support Program Plan Participants

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

Name: Denise Swett Title: Vice President of Student Services

Stakeholder Group: Student Services

Name: Laureen Balducci Title: Associate Vice President of Student Services

Stakeholder Group: Student Services

Name: Carolyn Holcroft Title: Academic Senate President

Stakeholder Group: Academic Senate

Name: Karen Smith Title: Classified Senate President

Stakeholder Group: Classified Senate

Name: Rebecca Askerstrand Title: Student Senate Representative

Stakeholder Group: Student Senate

Name: Choi Huo Leong Title: Student Senate Representative

Stakeholder Group: Student Senate

Name: Andrew LaManque Title: Associate Vice President of Academic Affairs

Stakeholder Group: Academic Affairs

Name: Nazy Galoyan Title: Dean of Enrollment Services

Stakeholder Group: Student Services

Name: Teresa Ong Title: Dean of Disability Services and Veterans Center

Stakeholder Group: Student Services

Name: Thom Shepard Title: Acting Dean of Student Affairs (prior Assessment Supervisor)

Stakeholder Group: Testing and Assessment

Name: Lan Truong Title: Dean of Counseling and Special Programs

Stakeholder Group: Student Services

Name: Isaac Escoto Title: Counselor/Curriculum Chair

Stakeholder Group: Student Services and College Curriculum

Name: Liz Leiserson Title: Research Analyst

Stakeholder Group: Student Services

Name: LeeAnn Emanuel Title: Counselor

Stakeholder Group: Student Services

Name: Casie Wheat Title: Acting Assessment Supervisor

Stakeholder Group: Testing and Assessment

Name: Antoinette Chavez Title: Adult Learner and Community Ambassador Program Coordinator

Stakeholder Group: Student Services

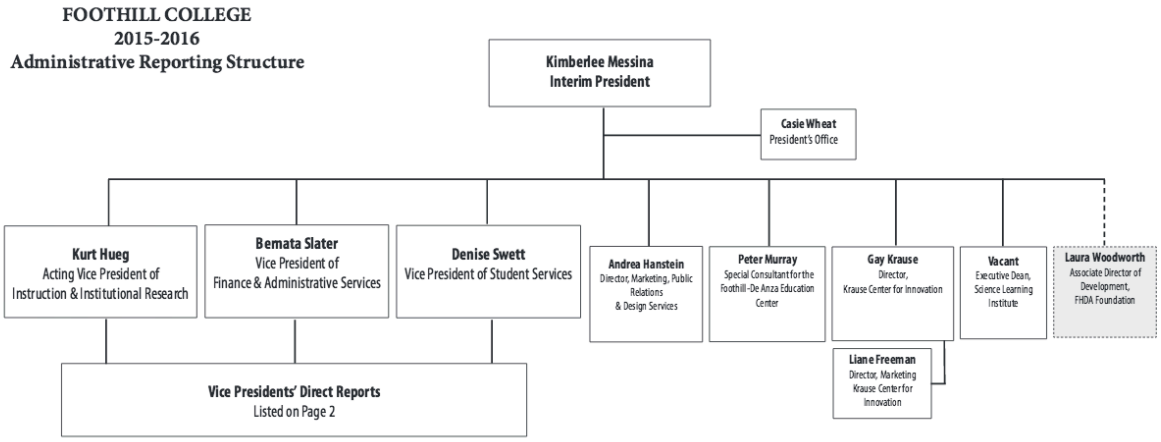
Name: Marco Tovar Title: School Relations Specialist

Stakeholder Group: Student Services

Name: Amanda Kolstad Title: Coordinator, Senior- 3SP

Stakeholder Group: Student Services

Attachment B:



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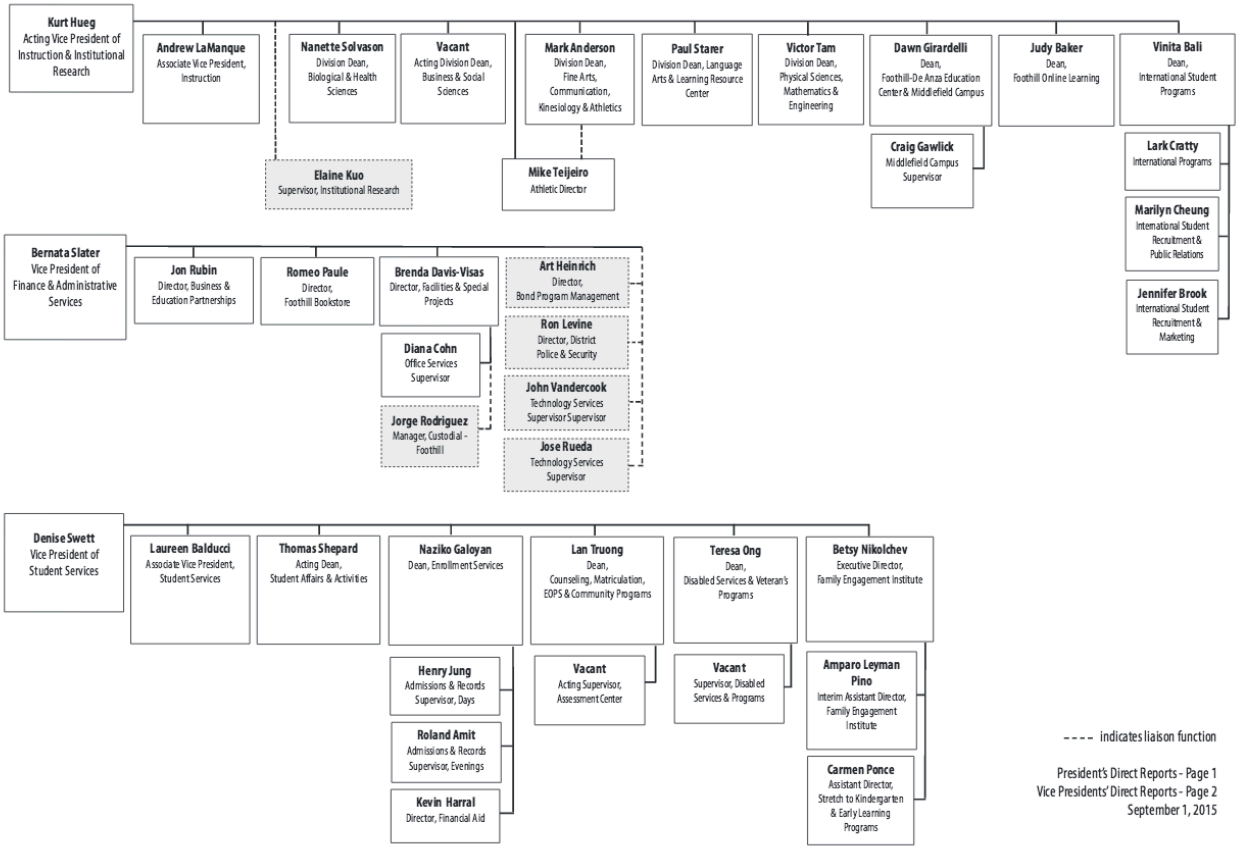
Vice Presidents' Direct Reports - Page 2
September 1, 2015


Kurt Hueg
Acting Vice President of Instruction & Institutional Research
Andrew LaManque
Associate Vice President, Instruction
Nanette Solvason
Division Dean, Biological & Health Sciences
Vacant
Acting Division Dean, Business & Social Sciences
Mark Anderson
Division Dean, Fine Arts, Communication, Kinesiology & Athletics
Paul Starer
Division Dean, Language Arts & Learning Resource Center
Victor Tam
Division Dean, Physical Sciences, Mathematics & Engineering
Dawn Girardelli
Dean, Foothill-De Anza Education Center & Middlefield Campus
Judy Baker
Dean, Foothill Online Learning
Vinita Bali
Dean, International Student Programs
Elaine Kuo
Supervisor, Institutional Research
Mike Teijeiro
Athletic Director
Craig Gawlick
Middlefield Campus Supervisor
Lark Cratty
International Programs
Marilyn Cheung
International Student Recruitment & Public Relations
Jennifer Brook
International Student Recruitment & Marketing
Bernata Slater
Vice President of Finance & Administrative Services
Jon Rubin
Director, Business & Education Partnerships
Romeo Paule
Director, Foothill Bookstore
Brenda Davis-Visas
Director, Facilities & Special Projects
Art Heinrich
Director, Bond Program Management
Ron Levine
Director, District Police & Security
Diana Cohn
Office Services Supervisor
John Vandercook
Technology Services Supervisor Supervisor
Jorge Rodriguez
Manager, Custodial - Foothill
Jose Rueda
Technology Services Supervisor
Denise Swett
Vice President of Student Services
Laureen Balducci
Associate Vice President, Student Services
Thomas Shepard
Acting Dean, Student Affairs & Activities
Naziko Galoyan
Dean, Enrollment Services
Lan Truong
Dean, Counseling, Matriculation, EOPS & Community Programs
Teresa Ong
Dean, Disabled Services & Veteran's Programs
Betsy Nikolchev
Executive Director, Family Engagement Institute
Henry Jung
Admissions & Records Supervisor, Days
Vacant
Acting Supervisor, Assessment Center
Vacant
Supervisor, Disabled Services & Programs
Amparo Leyman Pino
Interim Assistant Director, Family Engagement Institute
Roland Amit
Admissions & Records Supervisor, Evenings
Carmen Ponce
Assistant Director, Stretch to Kindergarten & Early Learning Programs
Kevin Harral
Director, Financial Aid
---- indicates liaison function
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September 1, 2015

Attachment C:

Foothill College 3SP Advisory Group

Co-Chair: Laureen Balducci, AVPSS and 3SP Director
Co-Chair: Carolyn Holcroft, Academic Senate President
Co-Chair: Karen Smith, Classified Senate President
Student Members: Rebecca Akerstrand, ASFC
Choi Hou Leong, ASFC
Faculty Members: Isaac Escoto, Faculty Counselor/Curriculum Co-Chair
LeeAnn Emanuel, Faculty Counselor
Members: Andrew LaManque, AVPI
Nazy Galoyan, Dean of Enrollment Services
Lan Truong, Dean of Counseling
Teresa Ong, Dean of Student Resource Center
Thom Shepard, Acting Dean of Student Services
Casie Wheat, Acting Assessment and Testing Supervisor
April Henderson, EOPS/CARE Interim Supervisor
Amanda Kolstad, Program Coordinator, Senior – 3SP
Antoinette Chavez, Interim Program Coordinator II
Adrienne Hypolite, Program Coordinator II - Early Alert
Liz Leiserson, Research Analyst
Marco Tovar, Student Success Specialist