



Noncredit

Student Success and Support Program Plan

2015-16

Report Due Postmarked By

Friday

October 30, 2015

Email PDF of completed plan to:

noncreditSSSP@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

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INTRODUCTION

The noncredit Student Success and Support Program (SSSP) plan aids the college or noncredit adult education program in planning and documenting how SSSP services will be provided to noncredit students. 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.

In accordance with the Student Success Act of 2012, each college and noncredit adult education program accepting SSSP funds must provide noncredit students with the following core services:

- Orientation
- Assessment and placement
- Counseling, advising, and student education planning
By the end of the second term of attendance, students should receive a Noncredit Student Education Plan (NSEP). This plan is distinguished from the comprehensive and abbreviated plans provided to credit students. It is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways.¹ NSEPs should be completed as soon as possible for students enrolled in short-term programs.
- Follow-up services
These services are targeted toward students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Services may include additional counseling, advising and education planning as well as referrals to additional resources.

Colleges and noncredit adult education programs may expend noncredit SSSP funds for core services to students enrolled in the following noncredit education program categories²:

- Elementary and Secondary Basic Skills (Math/Engl/ESL)
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Please refer to the [Program and Course Approval Handbook](#) and [the Chancellor's Office website for curriculum and instruction](#) for more information on the program and course approval process.

Colleges and noncredit adult education programs receiving noncredit SSSP allocations are required to provide a one-to-one match for each categorical dollar with district funds.

Note that this plan also requests the attachment of a roster for the college or noncredit adult education program noncredit SSSP advisory committee. It is recommended that this committee be established prior to completing the plan to guide the provision of noncredit SSSP services. (See attached)

¹ Student Services element SS01 in the CCCO MIS Data Elements Dictionary provides a complete list of student goals. http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SS/SS01.pdf

² Please refer to the Data Elements Dictionary under Course Data Elements (CB 22) for descriptions of these programs. http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb22.pdf

INSTRUCTIONS AND GUIDELINES

Please carefully review instructions and resources, including the SSSP Handbook, SSSP Funding Guidelines, relevant sections of the Education Code and title 5 regulations before completing the noncredit SSSP plan. Links to these documents and other resources are provided at the end of the plan template for your convenience.

The program plan is a Word document. As you enter your responses, the document will expand to accommodate the information provided. When completed, save the document as a PDF file and email it, along with the budget plan, to noncreditSSSP@cccco.edu. Include the name of the college or noncredit adult education program and "Noncredit SSSP Plan" in the subject line. Mail the signature page with original signatures by the postmark date to the address indicated on the cover sheet.

The program and budget plans must be submitted annually. These plans enable colleges and noncredit adult education programs to describe implementation of the noncredit SSSP provided with noncredit SSSP funding and with matching funds. The plan should draw a succinct, but accurate, portrait of your noncredit SSSP activities and staffing shall be developed through consultation with faculty, staff, administrators and students, per title 5, section 55510(b).

In addition, section 78211.5(b) of the Education Code permits colleges and noncredit adult education programs to expend SSSP categorical funds only on activities approved by the Chancellor. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source (i.e., noncredit SSSP funds or matching funds) should be clearly indicated and cross-referenced in the plan narrative and in the budget section. The program and budget plans will also be compared with the colleges' Noncredit 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 county programs.

GENERAL OUTLINE

The noncredit SSSP plan is divided into six sections, described below. The budget plan is a separate document.

- I. Signature Page
- II. Noncredit Student Success and Support Program Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment and Placement
 - iii. Counseling, Advising, and Student Education Planning
 - iv. Follow-Up Services
 - b. Additional Match Expenditures
- III. Policies
 - i. Exemption Policy
 - ii. Appeal Policies
 - iii. Prerequisite Procedures
- IV. Professional Development
- V. Institutional Research
- VI. Plan Coordination
- VII. Attachments
 - A: Noncredit SSSP Plan Participants
 - B: SSSP Organizational Chart
 - C: Noncredit SSSP Advisory Committee
 - D: Other (optional)

SECTION I. SIGNATURE PAGE

College/Noncredit Adult Education Program: Foothill College

District Name: Foothill-De Anza Community College District

We certify that noncredit SSSP funds 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 the SSSP Funding Guidelines.

Laureen Balducci, MS

Noncredit SSSP Director/Coordinator (Typed Name/Title and Signature)

Phone: 650-949-7823 Email: balduccilaureen@foothill.edu Date: 10/28/15

Denise Swett, EdD

Noncredit SSSP Supervising Administrator (Typed Name/Title and Signature)

Phone: 650-949—7534 Email: swettdenise@foothill.edu Date: 10/28/15

Bernata Slater

Chief Business Officer (Typed Name and Signature) Date: 10/28/15

Carolyn Holcroft, PhD

Academic Senate President (Typed Name and Signature) Date: 10/28/15

Karen Smith

Classified Senate President (Typed and Signature) Date: 10/28/15

Kimberlee Messina, EdD

Chief Executive Officer (Typed Name and Signature) Date: 10/28/15

Contact information for person preparing the plan:

Name: Laureen Balducci

Title: Associate Vice President of Student Services

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Phone: 650-949-7823

SECTION II. NONCREDIT STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: Describe the approach your college or noncredit adult education program is taking to meet its responsibilities under title 5 for the following noncredit SSSP services: (1) orientation; (2) assessment and placement; (3) counseling, advising, preparation of the Noncredit Student Education Plan (NSEP) and other education planning services; and (4) follow-up and other services. **Please provide concise responses for each numbered item listed in each section. As you enter your responses, the document will expand to accommodate the information provided.** Please refer to the [SSSP Handbook](#) for more information on title 5 requirements.

You must report projected expenditures related to these items in the budget plan. Include all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for all core services detailed below.

Ila. Core Services

i. Orientation

Title 5, section 55521, requires orientation to include the topics listed below. Any orientation that does not include the topics listed in title 5 is not eligible for SSSP funding. General outreach activities are also not eligible for this funding.

- Academic expectations and progress standards pursuant to section 55031.
- Maintaining registration priority pursuant to section 58108.
- Prerequisite or co-requisite challenge process pursuant to section 55003.
- Description of available programs, support services, and campus facilities, and how they can be accessed.
- Academic calendar and important timeline.
- Registration and costs related to attendance.
- Available education planning services.
- Other issues, policies, and procedures determined necessary to provide a comprehensive orientation to students.

1. Give a brief and specific overview of your orientation services or plans for developing and implementing these services.

Student Orientation, Assessment and Registration (SOAR) events at Foothill College are the mainstays in serving both credit and noncredit students with pursuing their college goals. We have also have hosted SOAR-on-the-Go events at area high schools, community centers, and at our satellite campus on Middlefield Road, Palo Alto. With SOAR-on-the-Go events at local area high schools, students were able to ask specific questions related to attending Foothill College as well as go through the matriculation process of building an educational plan (building an abbreviated ed plan on-the spot with a counselor (with a comprehensive plan within 2 quarters of their attendance), and registering for classes. Staff for SOAR events includes various staff, faculty, counseling faculty, and students.

During SOAR events, students receive an orientation involving 3SP, counseling, transfer and career preparation, financial aid, DSPS, and EOPS. Students then take the math and English placement tests (as needed for NC), and the parents (if applicable) of those students stay with members of the SOAR team so that any questions they have about Foothill College and its service and course offerings can be addressed. After the students test, they immediately receive a print out of their test scores.

Students then see a counselor to collaboratively create an abbreviated educational plan and discuss their plan for taking both credit and noncredit classes.

All SOAR events have Spanish-speaking staff and faculty counselors available to accommodate English Language Learners in attendance.

In addition, Foothill College also offers Information Nights for the following groups:

- New students
- New Adult & Re-Entry students
- First Year Experience
- AB 540/Dreamers College Night
- Student Athletes
- Family Engagement Institute – Bridge to College Days
- Disabled students
- Veterans
- Foster Youth
- Summer Bridge for both Math and English

2. Describe the student audience and estimate the number to be served.

The target student population that Foothill College’s orientation event Student Orientation, Assessment, and Registration (SOAR) continues to serve is very diverse. SOAR events are equally open to all students. The importance of generating matriculation of first generation, first-time student, underrepresented students and adult learners is a continued goal for this academic year. The SOAR events cater to a number of students from cultural, socioeconomic transgender, religious, and ability-challenged backgrounds. SOAR will still accommodate students who have applied to Foothill College for the first time, no matter if they have previously attended other colleges

Fall 2014 Noncredit, first time students who participated in orientation	No		Yes	
	N	%	N	%
	519	46%	615	54%

Source: FHDA IR&P ODS

Foothill Noncredit Courses - Fall 2014	Noncredit Sections	Noncredit FTES	Enrollment Count
Courses for Persons with Substantial Disabilities	39	26.35	793
Elementary and Secondary Basic Skills (supplemental instruction not included)	9	52.96	2,819
English as a Second Language (ESL)	5	16.52	140
Parenting	24	7.2	605
Short-term Vocational/Career Technical	2	2.3	32
Total	79	105.33	4,389

Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

3. Describe the delivery methods (in groups, in person, online, etc.) and activities that will be provided.

The delivery of services is in mainly in groups – for building abbreviated education plans for students and group orientations.

In person delivery of services for assessment testing as needed, and comprehensive education plans by counselors.

Online for orientations (through Go2Orientation) and individual online counselor appointments.

4. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation.

Some of the partnerships include:

- High School Partners Appreciation Breakfast – annual breakfast with local high school guidance counselors, principals, and community partnership representatives to inform them of the latest information on credit and noncredit courses and programs, updated policies, general Foothill College information, and student services offered to students wanting to attend Foothill College
- OTI (Occupational Training Institute)
- Partnerships with unions in apprenticeship program
- Parenting classes at all sites – Mountain View Whisman, Santa Clara Unified, Campbell Unified, San Jose Unified, Santa Clara County Office of Education, Sunnyvale School District, Ravenswood City School District, Redwood City School District
- Foothill College off-site campus to offer transition-to-credit program
- Geriatric Home Aid of Santa Clara county – if students complete it they will enter a job with a geriatric house member
- Disability Resource Center (DRC) – noncredit classes partnership with Workability and County programs (Transition to Work program) and partnership with senior centers for noncredit programs
- Career and Technical Education
- Noncredit classes for health care internship sites to offer noncredit ESLL for health care workers
- Noncredit English programs for child development for child education for students to work on their English skills – after school care and child care
- Partnership with Stanford University – A collaboration between researchers at Stanford University’s Graduate School of Education and the Family Engagement Institute (FEI) at Foothill College to bring developmental science research to the parenting course on how to engage children and adolescents in science learning in everyday settings to promote STEM learning and college readiness
- UC Berkeley –A collaboration between Lawrence Hall of Science and Family Engagement Institute to promote postsecondary education and career pathways by

exposing parenting students and their adolescents to hands-on STEM summer learning through field trips to Lawrence Hall to attend staff led workshops and exhibit tours and student panels led by Foothill College first-generation students

- CSU Channel Islands – A partnership with CSU Channel Island Child Development Department and FEI to increase participants' knowledge and practice on how to meaningfully and effectively support student learning for dual language learners' to improve school and college readiness and transition to college for student success

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 principals 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.

The orientation team also ensures that the 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 we host a High School Counselor breakfast for guidance counselors and principals 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. By discussing transfer and career options for NC students we hope to instill in the NC students that they come to Foothill College and continue on with credit courses.

The Family Engagement Institute (FEI) additionally has its own FEI Family Bridge to College Day to introduce the program and articulate the purpose of the college connection to underrepresented students and their families.

5. Include at what point in the enrollment process orientation is provided.

Orientation is provided to students ideally prior to the beginning of the enrollment process. At which point, students are assisted with applying to the college via Open CCCApply, are able to complete an assessment test (for any credit classes), and are able to meet with a counselor to do an abbreviated plan. If on campus, students are given a campus tour and are able to receive their student ID.

6. Include information on awareness and prevention programs on campus sexual violence consistent with requirements of the federal Clery Act and the Violence Against Women Act.

- Foothill college offers training and information sessions on Title IX, Campus SaVE, Clery, and VAWA concerns and updates faculty and staff regularly regarding these issues via professional development trainings
- Professional development that addresses education and prevention strategies regarding sexual harassment, assault, stalking, and bullying. Presentations have introduced Title IX information and resources to students during New Student Orientation, CNSL 5 Orientation to College classes, SOAR, Go2Orientation, our online orientation platform, and Not Anymore

- Implement an infrastructure college-wide that assists in on-going communication, contacts, training, resources, and processes to raise awareness, preparedness and responsiveness to sexual harassment, assault, stalking, and bullying
- We have developed a college-wide network to address sexual harassment, assault, stalking, and bullying. The network includes a partnership with the District Compliance Office, Title X Coordinator, Dean of Student Affairs, Investigators, and Advocates

6. Describe any commercial technology or in-house products, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

- Eureka – annual subscription of online career resources, colleges, job information and quick career assessments
- Simplicity – implementation winter 2016 – career management system
- Go2Orientation – orientation topics for new students
- Degree Works – degree audit system
- SARS – online student appointment system
- Ed Ready – online test prep
- Rosetta Stone – language assistance
- SmartThinking – online tutorial
- RegisterBlast – online testing appointment system
- Caspio – enhanced database system to track students/family demographics
- Banner – Student information system

7. List all staff costs in the table below for each position providing these services. List any other orientation-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

- Counselors paid *in part* under NC 3SP – .335 full time
- Classified Staff:
 - 1 Career Development Coordinator (proposed) to assist noncredit students with major and career choices and encourage continuance into credit courses
 - 1 Student Success Specialist (proposed) for FEI – retention and bridging them under credit classes and access financial resources and support in tutoring
 - 1 Part-time Classified TEA- Additional assistance during peak orientation times
 - Note: We have budgeted these positions for 6 months (.5 FTE) due to hiring timeline. In following years, these positions will be 12 months (1 FTE).
- Supplies: Laptop and jet pack for orientations at local High Schools and community centers

See the Chancellor's Office [Budget and Accounting Manual](#) for more detail on expenditure codes. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries	.335	\$36,340.45	
2000	Classified & Other Nonacademic Salaries	1.5 (proposed)	\$72,712.00	
3000	Benefits	1.833 (1.5 proposed)	\$32,001	
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay	Jet packs/computers	\$5,000	

7000	Other Outgo			
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8. Identify the staff providing or supporting orientation services and provide a brief, one-sentence statement of their role in orientation. Please add rows as necessary.

Title	Role
Student Success Specialist (proposed)	Assist in the orientation process with SOAR events and with special programs enrollment such as FEI program, Puente, etc. as well as noncredit transition to credit.
Program Coordinator I (proposed)	Provide coordination in the orientation at local high schools and community centers with SOAR events. Coordinate the Campus Ambassadors Program that in part assists NC students with navigating the campus once they attend school.
Counselors	To counsel students on career, major, abbreviated and comprehensive educational plans
Part-time TEA	Additional assistance during peak orientation times

ii. Assessment and Placement

1. Give a brief and specific overview of the assessment process for noncredit students. Include a description of the test preparation that is available.

Assessment is required of Foothill students (credit and noncredit) 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). 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 and Summer Bridge English Program offer 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. Collaboration and support from the Math, English and Counseling divisions has played an integral role in the success of the Summer Bridge Programs

1. 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.

2. Describe the student audience, including an estimate of the annual number of students to be assessed and a description of who is required to be assessed.

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.

In estimating the number of students to be served for the 2015-2016 academic year, we hope to increase the number of students served from last year:

Fall 2014 Noncredit, first time students who participated in assessment for placement	No		Yes	
	N	%	N	%
	537	48%	573	51%

Source: FHDA IR&P ODS

- Identify any assessment test(s) used for placement into English, mathematics, and ESL courses or any other noncredit course or program. Provide specific information about any second-party tests, including the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc., and indicate when tests were approved by the CCCCO and what type of approval was granted. Indicate when disproportionate impact and consequential validity studies were completed.

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.

- Describe what multiple measures are used, how they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.) and how they meet the multiple measures requirement per title 5, sections 55502 and 55522.

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.

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.

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.

- 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.

6. 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.

7. Describe any additional commercial technology or in-house products used for assessment and placement, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

Accuplacer - Testing platform for English, ESLL, and math placement tests. All of these tests are web-based.

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.

EdReady - for 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.

RegisterBlast -Schedules student testing appointments.

8. List all staff costs in the table below for each position providing these services. List any other assessment-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries	N/A	\$	\$
2000	Classified & Other Nonacademic Salaries	1 Assessment Center Supervisor; 2 Current & 1 proposed Testing Specialist; 1 Admin Asst.	\$75,550.56 \$52,865.00 (each) \$47,818.61	
3000	Benefits	1 Testing Supervisor; 2 Current & 1 proposed Testing	\$ 25,460.53 \$20,411.17 (each)	\$

		Specialist; 1 Admin Asst.	\$18,462.77	
4000	Supplies and Materials – general (brochures, etc.) Accuplacer		\$ 5,000 \$35,000	
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

9. Identify the staff providing or supporting assessment services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

# 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

iii. Counseling, Advising, and Student Education Planning

1. Give a brief and specific overview of the process and service delivery methods for noncredit students for:
 - Counseling and Noncredit Student Ed Plan - 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. For a comprehensive education plan, students will need to meet with a counselor during a counseling appointment

- Counseling and noncredit student education plans – Complete this during the FEI Bridge to College Days and NCEL Orientation

2. Describe the student audience and estimate the number to be provided services.

To estimate the number of students to be served, we would like to project an increase to last year’s numbers:

Fall 2014 Noncredit, first time students who have an education plan:	No		Yes	
	N	%	N	%
	554	49%	580	51%

Source: FHDA IR&P ODS

3. Describe any partnerships among colleges, high school districts, adult education programs, workforce agencies, or other community partners that assist with counseling, advising or education planning.

Partnerships with Mountain View Whisman, Santa Clara Unified, Campbell Unified, San Jose Unified, Santa Clara County Office of Education, Sunnyvale School District, Ravenswood City School District, Redwood City School District connects students with counseling resources with the Foothill College.

Child Development and EMT Academies – starting point that can lead to further educational opportunity. A counselor is assigned to these Academies to do an education plan with the students, along with teaching CRLP 7 – Career Life Planning, and career counseling services.

Apprenticeship programs and East Side Union High School partner with Counseling to offer CRLP 7 course.

4. Describe at what points in the student’s academic pathway these services are provided.

The intention of the connection with the partners listed above is to bring the students to the campus.

The student’s pathway starts from outreach, orientations, and from the following classes:

NCEL 411 (First course in the noncredit sequence) Counselors attend these classes provide initial orientation and counseling for students.

NCEL 422 & 423 Counselors who attend these classes offer counseling regarding transition to credit courses.

Counselors will also pair up with School Relations Specialist to meet with noncredit students and their high school-aged children.

5. Describe the adequacy of student access to counseling and advising services. Indicate whether appointments are required and the average wait time for an appointment and for drop-in counseling, if it is available.

The current average wait time for a counseling appointment varies depending on the time during the quarter. Typically there can be upwards of a two-week waiting period during peak times. Therefore, to help offset this, we have offered “Quick Question Counseling” to be available for the first two weeks of school. During non-peak times, counselors are more readily available and can see students within 1 day or so.

6. Describe any use of academic or paraprofessional advising.

Any academic counseling such as career, transfer, abbreviated and comprehensive education plans are done exclusively by faculty counselors. We do not have paraprofessional staff to do any academic advising.

7. Describe any additional commercial technology or in-house products used for support of counseling, advising, NSEP development and other education planning services, such as scheduling or degree audit, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

- 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
- Banner – student information system

8. List all staff costs in the table below for each position providing these services. List any other related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries	3 proposed counselors: 1 Early Alert Counselor, 1 First Year Experience Counselor (in piloted program this year), 1 Transfer Director/Counselor; 1 EOPs part-time counselor 17 general counselors; 3 part-time counselors;	\$425,000 (Approx.) \$2,000,000	\$
2000	Classified & Other Nonacademic Salaries	2 Admin Assts.; 1 Transfer Coord.; 1 Career Coord.; 1 Early Alert Coord.; 1 3SP Coord., Sr.; 1 AVPSS	\$400,000 (Approx.)	
3000	Benefits	Counselors Classified/Admin.	\$90,000 (Approx.) \$175,000 (Approx.)	
4000	Supplies and Materials	General supplies (brochures, etc.) Degree Works/Eureka/EduNav; Starfish - (TBD)	\$5,000 \$100,000 (Approx.) \$100,000 (Estimated, TBD)	
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

9. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
1 Early Alert Coordinator	To implement all facets of Early Alert Program
1 Evaluations Supervisor (proposed)	Supervise 4 Evaluators and coordinate evaluations services as well as coordinate Degree Works - the college's degree audit system

iv. Follow-Up Services

1. Give a brief and specific overview of the process for noncredit students for follow-up services in accordance with title 5, section 55525.

Both noncredit students and students who move onto credit classes who are on academic and/or progress probation, disqualification, or are having difficulty with their academic progress in general are encouraged 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 credit counseling courses or noncredit workshops 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.

2. Describe the student audience and estimate the number to be served. Note that noncredit at-risk students meeting the definition provided by title 5 are those enrolled in basic skills courses or students who have not identified an education goal and course of study.

Noncredit students	N	%
Enrolled in Basic Skills	2913	60%
Who have not selected a major	1269	24%

Source: FHDA IR&P ODS

3. Include an estimate of the annual number of students to be provided these services, and the process to identify them.

Beginning fall 2015, we will have 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. The process to identify students who are at-risk in credit and noncredit classes will be to have the teaching faculty alert the Early Alert Program faculty and staff as to which students are not succeeding in the class, contact the student directly and to form an intervention (referral to tutoring, a counselor, a faculty or staff or student mentor, etc.) for the student to continue on in the class and succeed.

For strictly noncredit students, there is no formal process due to the issue of not receiving grades in class. However, recognizing how we serve noncredit students is currently being discussed on campus. Open communication in regards to student progress in completion of the noncredit course.

4. Describe the strategies for addressing the needs of these students, including:
 - Types of services available: 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

- Strategies for providing these services to assist students in selecting an education goal and course of study, and how the services are provided (online, in groups, etc.). 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)

5. Include any commercial technology or in-house products used for follow-up. Be sure to include these items in the table below.

(See technology above).

6. List all staff costs in the table below for each position providing follow-up services. List any other follow-up-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries	1 Faculty Counselor (proposed) 1 part-time	\$100,231.56 \$50,000 (Approx.)	\$
2000	Classified & Other Nonacademic Salaries	1 Early Alert Coordinator	\$62,426.61	
3000	Benefits	Counselors	\$37,000 (Approx.)	
		Classified	\$23,865.69	
4000	Supplies and Materials	Computers and general supplies	\$5,000	
		Degree Works/Eureka/Edunav; SARS	\$120,000 (Approx.)	
		Starfish	\$100,000 (Estimated, TBD)	
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

7. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Early Alert Coordinator	Coordinate all facets of early alert program
Counselor	Counsel students in Early Alert program

IIb. Additional Match Expenditures

List any match expenditures not previously accounted for in this plan. These expenditures may include Admissions and Records, Transfer and Articulation services, Career Services, institutional research (unrelated to SSSP), institutionally funded tutoring, and supplemental instruction costs for at-risk students. Ensure that expenditures are clearly cross referenced in the budget plan.

Budget code	Expenditure	Amount
1000	Director STK & ELP	\$67,113
2000	Program Coordinator II- FEI	\$52,609
3000	Benefits	\$35,741

SECTION III. POLICIES

i. Exemption Policy

Provide your institution's policy for exempting noncredit students from participation in the required services listed in title 5, section 55520 consistent with the requirements of section 55532.

- No exemption necessary - there is no repeatability issue and anyone can take noncredit courses except international or high school students
- No proof of residency is required
- Grades are currently optional – open- entry/open exit

ii. Appeal Policies

Briefly describe the student appeal policies and procedures required under title 5, section 55534 (e.g., priority enrollment, prerequisites, corequisites, etc.) and explain how students can access them.

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 2014 complete orientation, assessment, and an educational plan before they 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). 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.

iii. Prerequisite Procedures

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

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

Students can download the Academic Release of Hold(s) Agreement form at www.foothill.edu/reg/forms/hold_release_agreement.pdf. Students can check what the prerequisites are in Foothill College's online course catalog at <http://www.foothill.edu/schedule/catalog.php>.

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.

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 and co-requisites - students must 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 corequisite 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 - students 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

Briefly describe plans for faculty and staff professional development related to implementation of noncredit 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 (both credit and noncredit) include:

- Professional Development workshops in regards to Early Alert implementation, use, and faculty input as well as assessment of program
- The assessment evaluations will include data examining the impact on noncredit classes.

- 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 two, two-hour in-services 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 through 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. INSTITUTIONAL RESEARCH

Briefly describe the types of institutional research that will be provided that directly relates to the provision or evaluation of noncredit SSSP services.

- Studying the transition from noncredit to credit rates
- Assessment of Orientation
- Tracking noncredit certificates earned

- Tracking noncredit students in Early Alert (Math 220)
- Supplemental instruction tracking with regard to pass rates in credit classes

SECTION VI. PLAN COORDINATION

Coordination with Credit SSSP Plan, Student Equity Plan, Basic Skills Initiative and Other Institutional Planning Efforts

Briefly describe how the plan and services are coordinated with the credit SSSP plan, 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, and departmental program review.

- Coordination with 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 - serves to combine what is done in both credit and noncredit 3SP with other initiatives related to student success
- Basic Skills, Equity, and Special Programs (i.e.: EOPS/CARE/DRC/Puente/Pass the Torch/Early Alert) - collaboration in assisting at-risk students with understanding and working through the 3SP criteria
- Adult Education - Students can easily transition from adult education programs to take courses at Foothill College, be it credit or noncredit courses. Articulated courses meet major and certificate requirements for certain degrees, especially for vocational and technical programs. This enables students to go directly into more advanced courses when they come to Foothill
- Departmental Program Review, Educational Master Plans and Strategic Plans - Collective work in writing the Noncredit 3SP Plan as well as coordinating proposed positions in area program reviews; tying into the EMP and Strategic plans equitable programs and services that are generated within the 3SP Plan as well as Basic Skills and Equity Plans

SECTION VII. ATTACHMENTS

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

The following attachments are required:

Attachment A, *Noncredit SSSP Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the plan.

Attachment B, *SSSP Organizational Chart*. Please attach a copy of your SSSP organizational chart and highlight the noncredit SSSP coordinator's position. Please include all positions included in your noncredit SSSP plan and also include any district-level positions if funded out of SSSP. Include district level positions in your plan narrative and budget, as the district will not have its own reporting structure. The colleges within the district will each include the prorated portion of the salary and benefits

If your district has a *district* noncredit SSSP coordinator, please attach a copy of the district Student Services organization chart, and highlight the district coordinator's position (if it is not identified as such on the chart).

Attachment C, *Noncredit SSSP Advisory Committee*. Attach a list of the members of your noncredit SSSP advisory committee and their positions. If noncredit SSSP is addressed by the college's SSSP committee, please include information from that group.

Attachment D, *Other* (optional). Additional attachments may include noncredit SSSP forms or templates to illustrate responses. You may also submit links to any relevant documents, handbooks, manuals or similar materials that your district/campus has developed as noncredit SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development and submission of the noncredit SSSP plan may be directed to:
noncreditSSSP@cccco.edu.

Attachment A

Noncredit SSSP Plan Participants

Title 5 Section 55510 (11)(b) requires that the plan "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.

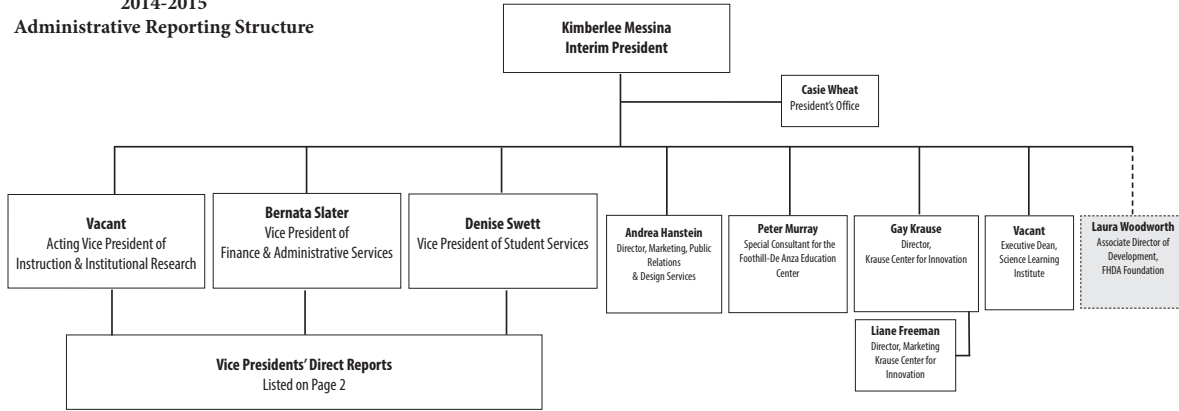
1. Name: Denise Swett Title: Vice President of Student Services
Stakeholder Group: Student Services
2. Name: Lauren Balducci Title: Associate Vice President of Student Services
Stakeholder Group: Student Services
3. Name: Carolyn Holcroft Title: Academic Senate President
Stakeholder Group: Academic Senate
4. Name: Karen Smith Title: Classified Senate President
Stakeholder Group: Classified Senate
5. Name: Rebecca Askerstrand Title: Student Senate Representative
Stakeholder Group: ASFC (Student Senate)
6. Name: Choi Hou Leong Title: Student Senate Representative
Stakeholder Group: ASFC (Student Senate)
7. Name: Andrew LeManque Title: Associate Vice President of Academic Affairs
Stakeholder Group: Academic Affairs
8. Name: Nazy Galoyan Title: Dean of Enrollment Services
Stakeholder Group: Student Services
9. Name: Teresa Ong Title: Dean of Disability Services & Veterans Resources
Stakeholder Group: Student Services
10. Name: Thom Shepard Title: Acting Dean of Student Affairs
Stakeholder Group: Testing and Assessment
11. Name: Lan Truong Title: Dean of Counseling and Special Programs
Stakeholder Group: Student Services

- | | |
|-------------------------------------|---|
| 12. Name: Isaac Escoto | Title: Counselor/Curriculum Chair |
| 13. Name: LeeAnn Emanuel | Title: Counselor |
| Stakeholder Group: Student Services | |
| 14. Name: Liz Leiserson | Title: Research Analyst |
| Stakeholder Group: Student Services | |
| 15. Name: April Henderson | Title: Interim EOPS/CARE Supervisor |
| Stakeholder Group: Student Services | |
| 16. Name: Casie Wheat | Title: Acting Assessment Supervisor |
| Stakeholder Group: Student Services | |
| 17. Name: Antoinette Chavez | Title: Adult Learner & Community Ambassador Coordinator |
| Stakeholder Group: Student Services | |
| 17. Name: Marco Tovar | Title: School Relations Specialist |
| Stakeholder Group: Student Services | |
| 18. Name: Amanda Kolstad | Title: Program Coordinator, Senior, for 3SP |
| Stakeholder Group: Student Services | |

ATTACHMENT B

FOOTHILL COLLEGE ORG CHART

FOOTHILL COLLEGE
2014-2015
Administrative Reporting Structure



--- indicates liaison function

President's Direct Reports - Page 1
Vice Presidents' Direct Reports - Page 2
July 27, 2015

ATTACHMENT C: 3SP ADVISORY GROUP

LAUREEN BALDUCCI, AVPSS, TRI-CHAIR
CAROLYN HOLCROFT, ACADEMIC SENATE PRESIDENT, TRI-CHAIR
KAREN SMITH, CLASSIFIED SENATE PRESIDENT, TRI-CHAIR
AMANDA KOLSTEAD-STOBAUGH, 3SP COORDINATOR
ANDREW LA MONQUE, AVPI
NAZY GALOYAN, DEAN OF ENROLLMENT
LAN TRUONG, DEAN OF COUNSELING
PAUL STARER, DEAN OF LANGUAGE ARTS
TERESA ONG, DEAN OF BEHAVIORAL AND SOCIAL SCIENCES
SAN LU, INTERIM DEAN OF DISABILITY RESOURCE CENTER
CASIE WHEAT, INTERIM ASSESSMENT CENTER SUPERVISOR
KATIE HA, INSTRUCTOR, SUPPLEMENTAL INSTRUCTION – ENG AND ESL
ISAAC ESCOTO, COUNSELOR/INSTRUCTOR
LIZ LEIERTSON, RESEARCH ANALYST
MARCO TOVAR, STUDENT SUCCESS SPECIALIST
REBECCA ACKERSTRAND, ASFC STUDENT REPRESENTATIVE

RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- [Student Success and Support Program Handbook](#)
- [MIS Data Element Dictionary](#)
- [Student Success and Support Program Student Equity Plan](#)
- [Program and Course Approval Handbook](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)