



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

2014-15

District: Foothill De Anza College
College: Foothill College

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

Email report to:
cccssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

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

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

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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

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 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

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

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

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

GENERAL INSTRUCTIONS

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

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

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Foothill College

District Name: Foothill-De Anza Community College District

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

Signature of College SSSP Coordinator: _____

Name: Denise Swett _____ Date: _____

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

Name: Denise Swett _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Kimberlee Messina _____ Date: _____

Signature of College Academic Senate President: _____

Name: Carolyn Holcroft _____ Date: _____

Signature of College President: _____

Name: Judy Miner _____ Date: _____

Signature of District Chancellor: _____

Name: Linda Thor _____ Date: _____

Contact information for person preparing the plan:

Name: Lauren Balducci

Title: Associate Vice President of Student Services/Dean
of Counseling

Email: balduccilaureen@foothill.edu

Phone: 650-949-7823

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

Ila. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

Foothill College's orientation event, "Student Orientation, Assessment, and Registration" (SOAR) serves a diverse target student population. SOAR events are to all students, inclusive of first generation, first-time, and adult learner (re-entry) students. The SOAR events cater to a number of students from cultural, socioeconomic, transgender, religious, and ability-challenged backgrounds. SOAR accommodates students who have applied to Foothill College for the first time, no matter if they have previously attended other colleges. The college's outreach team works with underrepresented students by specifically conducting outreach events at their high schools and ROPs at convenient times, and utilizes portable technology to register students for the SOAR events and provide them with a hard copy of their registration and additional information. Outreach kits include laptops, portable printers and Jetpak internet connectors. Team members include student volunteers in the Community Ambassador Program who are trained in outreach. This program currently has Foothill College students who speak 17 languages

The SOAR events are given in person at both the main Foothill campus and at our satellite campus on Middlefield Road, Palo Alto. Staffing for SOAR events include various staff, faculty, students and administrators from both Student Services and the Office of Instruction. During SOAR events, we have bilingual staff and faculty counselors available as needed to accommodate English Language Learners in attendance. During SOAR events, students receive an orientation involving faculty, staff and administrators from 3SP, counseling, transfer and career preparation, financial aid, DSPS, and EOPS. Students then take the math and English placement tests, and the parents of those students stay with members of the SOAR team so that any questions they have about Foothill College and its services and course offerings can be addressed.

Prior to coming to Foothill College for SOAR, students receive information about taking pre-tests using Accuplacer, EdReady and Kahn Academy resources that can be found on the Assessment

webpage. After the students test, they immediately get a print out of their test scores. Students then can sign up for a mandatory CNSL 5 Introduction to College class as well as make an appointment to see a counselor. During the CNSL 5 course, students will build their abbreviated and comprehensive educational plans with a counselor. Students can follow-up with a counseling appointment should they have unanswered questions or concerns. While there is no specific policy about assessing student placement using multiple measures, counselors at Foothill do work with students who may have AP scores or other significant factors which could affect their placement.

After SOAR events, the outreach staff follow up with students via phone calls and emails, to see if students have any questions about the SOAR event and activities, or to provide the student with more general information about the college.

We are in the process of implementing an online orientation available from Innovative Educators (called Go2Orientation), which will begin late fall 2014. Foothill College has many online students that would not be able to attend an on campus orientation, so we wanted to give students the option to do so online and at their convenience. This online version of our orientation is ADA compliant and gives students an interactive role in orientation. The orientation includes video vignettes of various student service areas on campus and allows them to learn about services that are available to them. In order for students to get early registration and “credit” for taking the online orientation, they will receive a “virtual” certificate indicating completion of the online orientation.

The data for new students entering Foothill for Fall 2013 was 1,577. For Fall 2104 we anticipate the number of students entering Foothill College will be significantly higher due to the extensive outreach and support services provided through SOAR and other college activities.

SOAR was implemented at local high schools, especially our area feeder schools. SOAR has a team of staff that goes to feeder high schools and to area community centers to do orientation, testing, and registration. The 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.

- Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.
- 2 Outreach Specialists: Assist with organizing and implementing SOAR events and outreach to high schools (new positions)
- 2 Counseling Specialists: 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
- 5 Full time faculty counselors (including EOPS, DSPS and Athletic counselors not paid out of 3SP): Conduct presentations at orientations and answer general counseling and transfer questions to both students and parents during SOAR events
- 2 Assessment Specialists, 1 Assessment Supervisor (new positions): Administer assessment

tests as part of SOAR events and at high schools

- 8 Student Ambassadors: Assist students with check-in during SOAR events, answer general college life questions, and act as tour guides during SOAR events and throughout the academic year
- 5 Enrollment Specialists (new positions): Assist students with issues regarding CCCApply and registration, answer general admissions questions
- Dean of Enrollment Services: Coordinates outreach efforts with SOAR and at high schools, troubleshoots application issues, answers general enrollment questions, etc.
- Associate Vice President of Student Services (new position): Works with VPSS to coordinate SOAR events and high school visits, collaborates with Counseling Division, Enrollment Services, Marketing, and Outreach to develop, plan and implement orientation events
- The SOAR team’s staff, faculty, administrators and students are a very diverse group reflective of the college community.

3. IF ORIENTATION IS PROVIDED THROUGH THE FULL OR PARTIAL USE OF TECHNOLOGY, IDENTIFY ANY COMMERCIAL PRODUCTS OR DESCRIBE IN-HOUSE PRODUCTS IN USE OR UNDER DEVELOPMENT, INCLUDING ANNUAL SUBSCRIPTION OR STAFF SUPPORT REQUIREMENTS:

THE ONLINE ORIENTATION BEING BUILT FOR LATE SUMMER/EARLY FALL 2014, IS FROM A COMPANY, “INNOVATIVE EDUCATORS” AND THE ONLINE ORIENTATION IS CALLED “GO2ORIENTATION”. THE ONLINE ORIENTATION IS AN INTERACTIVE WEB VIDEO THAT GIVES INFORMATION REGARDING VARIOUS PROGRAMS AND AREAS OF THE COLLEGE, FROM STUDENT SERVICES TO INSTRUCTION. THE ANNUAL COST OF GO2ORIENTATION IS \$15,000.

ANNUAL UPDATES MAY BE REQUIRED AS INFORMATION CHANGES AND INNOVATIVE EDUCATORS WILL UPGRADE THESE CHANGES AS PART OF THE COST.

FOR SOAR EVENTS ON CAMPUS, STUDENTS SIGN UP ONLINE VIA THE FOOTHILL COLLEGE OUTREACH WEBSITE.

FOR COUNSELING APPOINTMENTS SCHEDULED DURING THE SOAR EVENTS, SARS STUDENT SCHEDULING SYSTEM IS UTILIZED. THE SARS SYSTEM COSTS THE COLLEGE APPROXIMATELY \$6,000 PER YEAR AND DOES REQUIRE SOME CAMPUS TECHNOLOGY SUPPORT. AS WE IMPLEMENT THE NEW ONLINE ORIENTATION, GO2ORIENTATION, WE PLAN TO WORK CLOSELY WITH DISTRICT INSTITUTIONAL RESEARCH TO ASSESS THE IMPACT ON STUDENT SUCCESS OF IN PERSON VS. ONLINE ORIENTATION.

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;

- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

(1) Academic expectations and progress and probation standards pursuant to section 55031: Students are able to get academic policy information, via online at Foothill College's website, in the SOAR orientation, and in the CNSL 5 course. The information includes 3SP rules and regulations, academic policies and procedures specific to Foothill College, how to apply and enroll as a student, assessment testing information, CNSL 5 course information, counseling appointment preparation (what to bring to an appointment and what to expect), general registration information, college majors and transfer requirements, and recommendations for follow up as needed. Foothill College's Student Affairs Office lists on their website, pamphlets, and in the student handbook (that all students are given) information regarding Student Conduct Code, FERPA laws, Sexual Harassment policy. Foothill College created an online Student Handbook <http://www.foothill.edu/services/handbook/>)

(2) Maintaining registration priority pursuant to section 58108:

Beginning for the Fall Quarter 2014 registration period, Foothill College will implement a new method for determining the day and time when students are first allowed to register for courses. The change is required by new state regulations. The new method includes state mandated requirements as well as new requirements specific to Foothill College.

The new 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:

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

State of California regulations require that new students starting in fall 2014 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).

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.

- I. Veterans, Foster Youth, DSPS, EOPS and CalWorks students who have completed orientation, assessment and an educational plan.
- II. Continuing students who have
 - o Enrolled in 12 units in most recent term (excluding summer)
 - o Selected an educational goal of transfer, degree or certificate
 - o Declared a major
- III. New college students (beginning in fall 2014) who have
 - o Completed an assessment, orientation and educational plan
 - o Selected an educational goal of transfer, degree or certificate
 - o Declared a major
- IV. Continuing students who have
 - o Enrolled in fewer than 12 units in most recent term of enrollment
 - o Selected an educational goal of transfer, degree or certificate
 - o Declared a major
- V. New college students (starting in fall 2014) who have
 - o Selected an educational goal of transfer, degree or certificate
 - o Declared a major BUT have not completed assessment, orientation or an educational plan
- VI. Returning students who have
 - o Enrolled in 12 or more units in last completed term
 - o Selected an educational goal of transfer, degree or certificate
 - o Declared a major
- VII. New transfer students from any other college who have
 - o Selected an educational goal of transfer, degree or certificate
 - o Declared a major
- VIII. 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
- IX. Concurrently-enrolled high school students

3. Prerequisite or co-requisite challenge process pursuant to section 55003; Proof of coursework

taken at another U.S. college/institution:

- Requires submission of an unofficial transcripts with a grade of C or better AND a course description from the school catalog at the time students took the class
- 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.:
 - Requires a Foothill counselor or departmental approval; and
 - Must include an evaluated foreign transcript with course descriptions
- Other/Challenge: If students do not meet any of the above, a prerequisite clearance requires dean or director approval

Eligibility explained:

Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621 State law requires that students attending California Community Colleges pay enrollment fees. The **California Community Colleges Board of Governors (BOG) Fee Waiver** permits these enrollment fees to be waived for all eligible California and AB540 students. Students are made aware that the BOG Fee Waiver is designed to cover their enrollment fees only. Other campus resources exist to assist with the purchase of books and supplies and must be applied for separately.

If students are a California resident or qualify for AB540 status (For AB540 information, please visit the following link: <http://www.foothill.edu/outreach/ab540.php>, they may be eligible for a BOG Fee Waiver if they meet at least one of the following criteria.

- I. They have filed a Free Application for Federal Student Aid (FAFSA) if they are a U.S. citizen or eligible non-citizen OR they have filed a California Dream Act Application if they are an undocumented AB540 student, AND have unmet need of \$1104 or greater, or
- II. They or their family are receiving Temporary Assistance for Needy Families (TANF)/CalWORKs, or Supplemental Security Income (SSI/SSP), or General Assistance, AND have submitted a paper BOG application and proof that they are currently receiving one of the above listed benefits, or
- III. They have certification/documentation from the California Department of Veterans Affairs, California National Guard Adjutant General, California Victim Compensation and Government Claims Board, or other public agency that they are eligible for a dependent's fee waiver, AND they have submitted a paper BOG application and a copy of the certification/documentation, or
- IV. They or their family's income for the base year (the tax year prior to the academic year for which they are applying for the BOG Fee Waiver) was equal to or less than 150% of the federal poverty level, AND they have submitted a paper BOG Application and provided the

necessary income information on the application.

5. Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed.

The Foothill College Financial Aid Office offers the following Federal, State, and Institutional aid programs (http://foothill.edu/aid/fa_programs.php):

- Federal Pell Grant - A federal entitlement grant program
- Federal Supplemental Educational Opportunity Grant (SEOG) - A secondary federal entitlement grant program for the most financially needy students
- Federal Work-Study - A federal employment program where students work for their aid
- Federal Direct Loans - A federal loan program where a student borrows funds that will later need to be repaid
- Federal Direct Parent Loans - A federal loan program where a student's parent(s) borrow funds that will later need to be repaid
- Chafee Grant - A federal grant program where students who are current and some students who are former foster youth can obtain additional funds
- Cal Grant B & C - A CA state grant program
- Board of Governor's Fee Waiver (BOG) - A CA state program that waives the enrollment fees for eligible CA residents
- Scholarships – Instructional, government, and private funds that are targeted to specific student types to receive funds that don't have to be paid back

Virtually all of these programs can be applied for online and some can be applied for in-person at one of our two Financial aid Office locations. The main office is on the Los Altos Hills campus and a satellite office is available at the Middlefield site. Free assistance is available via the web (<http://foothill.edu/aid/index.php>), phone, e-mail, or in-person for any of these programs or any questions a student may have about financial aid.

All of the above information regarding the orientation checklist is integrated within the online and in-person orientations.

6. Academic calendar and important timelines. (See Attachment #1)

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services (See Attachment #2)

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Prior to taking an assessment test at Foothill College, students must apply and submit an application through CCCApply in order to obtain a student ID number. Assessment Testing and Placement 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.

Assessment tests are provided throughout every college quarter at the Assessment and Testing Office. The tests are also administered at our satellite campus, Middlefield College, at local high schools, and at the Silicon Valley Educational Center through the SOAR outreach program. New students are not required see a counselor prior to taking their placement tests. The majority of students who register for SOAR are advised by the outreach team of the value of placement test prep and the supporting resources available.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.
 - 1 Assessment and Testing Supervisor - manages the day-to-day operations of the assessment center; supervises the overall administration and coordination of the center and the staff. Starting in Fall 2014 the testing center supervisor will work with institutional research and division deans and discipline faculty to validate cut scores and to collect data.
 - This year the college intends to challenge and offer more assessments online utilizing a new technology to verify student identity
 - This year we will be evaluating, changing and implementing multiple measures for assessment and placement in general counseling.
 - 2 Assessment and Testing 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
 - In order to provide accurate data and support for these goals we will be proposing to the college the hiring of a specific researcher to evaluate and support the multiple measures process as well as testing cut scores for math and English.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
 - If using a test, describe what other measures are used and how they are used to meet the multiple measures. If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
 - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Foothill College uses the Accuplacer testing platform for English, ESLL, and math placement tests. All of these tests are web-based. There are accessibility options within Accuplacer that make the tests accessible for our students with disabilities. If those web-based accommodations are not sufficient, students can take a paper/pen placement test. We also offer Braille tests for our students with visual impairments.

For English, students complete the College Reading and Sentence Skills exam. Those two scores are used to determine placement into English classes.

For ESLL, students complete the Listening, Sentence Meaning, Reading Skill, Language Usage, and Write Placer ESL essay. Those scores are used to determine placement for ESLL classes.

For Math, students can take the Arithmetic, Elementary Algebra, or the College Level Math tests. Those scores are used to determine placement for math classes.

Most assessment tests are administered at the main Foothill College campus, with additional testing available at the Middlefield satellite campus, at high schools requesting assessment for their students, and at the Silicon Valley Educational Center.

Prior to taking an assessment, students need to apply to the Foothill College through CCCApply in order to obtain a student identification number. If students do not have a Foothill student ID number and a valid photo ID, they will not be able to take an assessment.

Our plan is to implement by Winter 2015, an online student identity verification system through a company, titled: It'sMe✓, that confirms that the student who enrolled in an online class or takes a test online is the same person throughout the entire testing process. The system uses facial recognition to identify the student each time they log-in to either take a class, take a final or do an assessment test to basically verify their identity. It starts with the student logging in for the first time and displaying a government issued picture ID to identify them. The company has agreed to provide Foothill College with all of the data from usage and to not release any student information for any reason except to the College. Additionally, the VP of Student Services will be developing the student information that will be published as part of this online assessment to meet FERPA so that students are aware of the parameters of the program and the consequences if they are caught cheating.

We plan to review cut scores and multiple measures, aligned with the selection of the state-wide common assessment , which will include discipline faculty, student services faculty and staff and administrators.

4. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

There is no district-wide policy regarding acceptance of placement test results from either DeAnza (the other college in our district) or from other colleges. If a student has tested within the district, we use the raw test scores and our cut scores to determine their placement at Foothill College. We accept assessments from students who have tested outside of our district who have completed an Accuplacer placement test.

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

New students are not required see a counselor prior to taking their placement tests. The majority of students who register for SOAR are advised by the outreach team of the value of placement test prep and the supporting resources available.

- b. Accuplacer offers a test preparation program that develops the pre-test performance results. A link to the pre-test information is provided on Foothill’s testing webpage. Additionally, we refer students to the Khan Academy webpage to review concepts that are covered on the placement tests. This is informal, and does not offer feedback on performance, per se. 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 is a relatively new program and is linked through our webpage as well.
- c. Students must wait one year to retest for English and ESLL. Students may retake the Math placement test after waiting at least 24 hours from the time of their original test. They must retest within seven days. All of this is consistent with published guidelines on our webpage.

d. English and ESLL placement test scores are valid for two years. Math placement test scores are valid for one year.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

Foothill does not accept any third-party test results for placement.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

- Assessment Center Supervisor: 1 FTE; salary: \$75,50.56; benefits: \$25,460.53
- Assessment Specialists: 2 FTE; salaries: \$105,730.00; benefits: \$40, 877.34
- RegisterBlast cost: \$20,000/year
- Accuplacer cost: \$40,000/year

iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

The target student audience for counseling, advising and educational planning services is inclusive of the entire student population. Specific programs such as Puente, EOPS, DSPS, Veterans, Pass the Torch, conduct outreach to target students from underrepresented and/or underserved student populations. At every step of the process to start at Foothill College, students are reminded of the available support services to assist them with a successful college experience. Foothill also has ASK Foothill a 24/7 online, on-demand Q & A program that students can utilize to obtain information anytime and anyplace.

Counseling and advising are provided to students in a variety of venues including:

- Direct, one-on-one counseling (done exclusively by counseling faculty): Individual counseling sessions can focus on many topics such as academic, personal, career, and transfer. Students

also receive assistance in formulating abbreviated and comprehensive educational planning, based on math and English score placements and by integrating multiple measures. Financial Aid counseling is also provided to students if needed

- Counseling faculty teach courses both online and face-to-face:
 - CNSL 1 – College Success (units)
 - CNSL 2 – College and Life Management (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 (units)
 - CNSL 53 – Effective Study (designed specifically to meet the needs of our probation and disqualified students; 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
 - CRLP 55 – Lifelong Learning Strategies
 - CRLP 70 – Career Life Planning Self-Assessment (4)
 - 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 soon to be CRLP 7 are UC transferrable. FTES is counted through these courses and an average of 30 students are in attendance of these courses.)

- Counselors also offer workshops on study skills, resume writing, interviewing, career possibilities and major selection. Each workshop has a minimum of 20 students in attendance
- Triage of counseling services: (done by evaluators, counselor specialists and student success specialist positions) Pre-requisite clearances, course substitutions processing, workshops given to student groups and instructional areas on new 3SP regulations, Degree Works degree audit systems (particularly to Allied Health programs as requested by the programs) and general orientation workshops for late-comers
- Assistance for probationary and disqualification students - an Early Alert program will be implemented this year starting with a cohort within the math division to identify students struggling in math courses and to connect those students with the appropriate student support services such as tutoring, counseling, time management assistance, etc.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the

adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Students receive counseling division services in many modalities including in-person, email, phone and online via Skype if applicable and available. All counselors respond to students in these ways since students ask a majority of their questions through ASK Foothill or through their MyPortal system.

When students first go through the orientation and assessment processes, they are then scheduled to meet with a counselor, who assists the students from that point on in their college career at Foothill College. Counselors no longer see students on a drop-in basis, as the short 10-minute drop-in sessions proved to be inefficient to address most issues. Students are also served through the 2 Counselor Specialist positions. These staff provides students with assistance getting pre-requisites cleared, holds on their accounts cleared, quick questions regarding how to use Degree Works, and general questions about college policies, procedures and/or deadlines. Students are better prepared for their appointments with a counselor and have more time to really address their needs without the appointment being weighed down with clerical or administrative tasks. On average, there is a two-week waiting period to see a counselor. Foothill College is in the process of hiring more part time counselors to reduce this wait time.

Counselors take the time in ½ hour appointments (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 50 minutes.

Counselors also work with students to help create their educational plan. As part of the follow-up to general and at-risk students, counselors work to change and/or update educational plans as needed. Students also must see a counselor when petitioning to take over 25 quarter units in a single quarter, have a financial aid over-the 120 unit limit waived, IGETC certification and for graduation petitions. In addition, counselors are a support system for students regarding personal issues that may be impeding their college progress.

For students, meeting with a counselor is essential, particularly when they are faced with academic or progress probation. Once students have applied to the college and have obtained a college ID number, they can make an appointment to see a counselor. Typically, students see a counselor at least once a quarter or on an as-needed basis throughout their time at college.

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

After students apply to the college, they are given an orientation to the college and take their assessment tests, they then either take the mandatory CNSL 5 Orientation to College course to do an abbreviated and comprehensive educational plan, or if students have 30 or more quarter units

from another institution and requested a waiver of CNSL 5, they can see a counselor for their abbreviated and comprehensive plan.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

After students apply to the college, are given an orientation to the college and take their assessment tests, they then either take the mandatory CNSL 5 Orientation to College course to do an abbreviated and comprehensive educational plan, or if students have 30 or more quarter units from another institution and requested a waiver of CNSL 5, they can see a counselor for their abbreviated and comprehensive plan.

Students can explore career, major and transfer possibilities with a counselor as the abbreviated and comprehensive educational plan is built. Students also explore course selection in regards to general education classes and discuss this with their counselor as the educational plans are built. Through certain assessments (True Colors through EUREKA Career Exploration, STRONG Interest Inventory, Myers-Briggs Type Indicator, etc.) and various Foothill College counseling classes, students are able to be better prepared in the session with their counselor to discuss career, major and transfer goals and develop their educational plans.

Counselors are the only ones who can lock a student's educational plan in the degree audit system (Degree Works) for updates or changes to the plan as needed. For MIS data collection both the abbreviated educational plan and the comprehensive plan are locked in the system in order to be counted.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

- 19 Counselors/Instructors (faculty): Provide counseling to all new and continuing students
 - Puente coordinator/counselor (1 FTEF, not counted in 3SP funding)
 - International counselors (2.5 FTEF)
 - EOPS/CARE counselors (2.0 FTEF, not counted in 3SP funding)
 - DSPS and Veterans counselors (2.5 FTEF; not counted in 3SP funding)
 - Athletic counselor (1 FTES)
 - Probation/Disqualification/Early Alert (12 total general counselors)
- Counselors are assigned 30 hours per week, with 28 hours per week direct student contact hours, and two hours of either counseling division meetings or in-service trainings

- Counseling appointments are 30 minutes in length, except for DSPS students, who receive 50 minute appointments
- Same day appointments are available if students cancel an appointment that day with their counselor, allowing other students to visibly see this on the online appointment scheduling system (SARS) and book an appointment immediately. No drop-in times are available, but students may see a Counselor Specialist if they have a quick general question. If there is an emergency situation, a counselor can rearrange their schedule to accommodate for this
- ASK Foothill (an online service) is also available to answer quick questions for students. Students also email and call their counselors directly and the counselors have an hour time in their day set aside to answer phone calls and emails
- 6 Part-time Counselor/Instructors (faculty): Have the same responsibilities as full time counselors, but work 18 hours per week instead of 30 full time student contact hours. "Article 19" retired counselors (3 of the 6 part-time counselors) work for 18 hours per week during fall quarter and partial winter quarter
- 2 Counseling Specialists (staff): To assist students with general holds on their account, pre-requisite clearances, general questions regarding degree audit issues in Degree Works, and to offer general information regarding the college, its policies, courses, etc. in order to better prepare students for their counseling appointment

Totals:

- Full time: 12 general counselors + 7 special program counselors x 30 student contact hours = 570 student contact hours per week.
- Part time: 3 x 18 hours per week = 54 student contact hours per week
- Article 19 (temporary part time fall quarter only, 12 weeks): 3 x 18 = 54 student contact hours per week

We estimate our Counselor student ratio to be approximately 1:1014. Clearly more counselors are needed to fully assist students in being successful with their educational, career and transfer goals. Additional counselors would also better enable us to provide both abbreviated and comprehensive educational plans.

Additional staff that offer assistance in student success services:

- Transfer Center Coordinator – provides workshops on transfer and the need to establish an educational plan for transfer and TAAs
- Counselor Specialists – Conduct workshops and one-on-one assistance with using the Degree Works degree audit system

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of

counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

The Counseling Division (Counselors, Evaluators, and Counseling Specialists) use the following tools for technology:

- 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; free
- Banner - general student information system used at Foothill College
- Degree Works degree audit system – online educational planning and tracking \$20,000 per year
- SARS – Student scheduling system; approx. \$7,500 per year within Counseling Division
- ASK Foothill (IntelliResponse): general questions and answers regarding Foothill College policies, application, registration, course info, etc.; \$25,000 per year
- EUREKA - for career exploration; \$5,000 per year
- Accuplacer - assessment system; \$40,000
- Go2Orientation – for online orientation; \$15,000 per year
- College Source – online college catalog source utilized for review of course descriptions and assessment/evaluation of transcripts; free
- 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; free
- 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; free
- StudentLingo – a series of interactive on-demand workshops, action plans and valuable resources focused on helping students achieve their academic, personal and career goals; \$20,000 per year
- Smarthinking – live on-demand online tutoring; \$15,000 per year
- Laptop computers for counseling classroom - \$30,000
- Printers and scanners to upload transcripts for evaluation purposes: \$5,000

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

- For technology costs, please see #6 above
- Counselor (3SP): 1 FTE; salary: \$11,722.82; benefits: 27,796.63
- Counselors (Match): 8.776 FTE; salaries: \$849,844.14; benefits: \$211,441.19
- Part time counselors (Early retirees; Match): 3 FTE; salaries: \$90,365.72; benefits: \$3090.50
- Counselors (Instruction; Match): 2.700; salaries: \$266,612.77; benefits: \$66,333.21
- Counselors (Early retirees – Instruction; Match): 2.00 FTE; salaries: \$42,254.14; benefits: \$1,445.08

- Part time counselors (General; Match): 2.804 FTE; salaries: \$154,690.20; benefits: \$18,110.98
- Director of Student Affairs/instructional faculty (Match): .240 FTE; salary: \$24,055.57; benefits: \$5,985.02
- Transfer/Articulation counselor (Match): .200 FTE; \$22,344.56; benefits: \$5,559.32
- Athletics Counselor (Match): .865 FTE; salary: \$88,012.02; benefits: \$21,897.39
- Counseling Services Specialists (3SP): 2.00 FTE; salaries: \$117,838.18; benefits: \$ 45,497.31
- Program Coordinator (3SP): .942 FTE; salary: \$65,412.60; benefits: \$25,255.80
- School Relations Specialists (3SP): 1.495 FTE; salaries: \$85,581.66; benefits: \$33,043.07

- o For specifics, please refer to attachment #2. Note that all Counselors listed above create abbreviated and comprehensive educational plans with the students

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services are available to these students; how they are notified and when
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems

Title 5 section 55525 identifies at-risk students as those enrolled in basic skills courses, students who haven't identified an educational goal and course of study, and/or students who are on academic or progress probation or facing dismissal. Given this, we plan to identify students at risk via our Early Alert system, which involves faculty and staff collaboration in assisting the student with success of their college goals.

Counseling Division:

Students are identified via an Academic Standing report through ARGOS to assign a term-specific academic level of probationary status and disqualification status. The report is done at the end of each quarter. With Early Alert, the reports will be run about 6 weeks into the quarter (mid-terms) to assist students who may need extra help in their classes.

There are 5 levels of probation/disqualification:

- Level 1 students: Students are sent an email notification warning them of their status
- Levels 2-5 students: Have to meet with a counselor
- Level 5: Students must sit out at least one quarter from classes and must meet with a counselor upon their return to taking classes. Students may be limited to taking a certain amount of units upon their return to school

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 to progress toward their college career and academic goals. Counselors review their educational plan and help set up students with 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 and online.

Disability Recourse Center (DRC):

Disability Resource Center serves students with disabilities both on and off campus. Our annual student head count for 12/13 was 1397 with approximately half of these students participating in non-credit programs off campus and the other half participating in degree, transfer, certificate programs on campus.

DRC provides the following services to students:

- Academic Counseling (in-person, or by phone)
- Disability Counseling, including disability management and accommodations requests (in-person, or by phone)
- Learning Disabilities testing services (in-person)
- Training/ Classes for students needing alternative media and assistive technology (in-person)
- Academic Coaching (1-1 and workshops, in-person) to begin in Fall 2014 in the areas of time management, organization, study skills, executive functioning.
- Registration and enrollment assistance

Students are notified of these services in several ways:

- Transition tours in during their senior year in high school.
DRC has long-standing relationships with special education teachers and counselors in our feeder high schools and several other high schools in the vicinity. Our staff visit these schools during Transition Night (organized by the high schools) and students also visit our department when they tour Foothill. During this time, we inform students of the services available to them

- Orientation at Foothill College
DRC also participates in all orientation events for new students including SOAR, Counseling 5 courses and New Student Orientation.
- Referrals from Instructors
Students are often referred to our office by instructors, during which they are provided with such information.

All students who self-identify with DRC and provide verified documentation of their disability are registered with DRC. This is known as the intake process where the student has a 1-1 appointment with our staff to determine services and accommodations needed. Each quarter, the student has to make a request for services and accommodations via an online process. It is at this time that staff members review the student's file (including grades, case notes etc.) and determine if any follow up is required. If the student is not making measurable progress, staff members contact the student for a follow up appointment. Most of these appointments are in-person, although a small percentage of our students request phone appointments.

All eligible students are strongly encouraged to request accommodations early in the quarter (within the first 2 weeks) so that their faculty members can be informed of their accommodation needs. This alerts faculty whom to contact in the event the student needs further help. Teaching faculty are encouraged to contact DRC staff if there are any academic issues with the student.

Veterans Resource Center (VRC):

The VRC functions as a one-stop shop for student veterans. Veterans can meet with a certifying official at VRC so they can access the GI Bill benefits. They can also meet other student vets, use the center as a lounge, and get access to services such as academic counseling and technology training. Approximately 600 student veterans are certified by VRC so they can access their GI Bill benefits. However, all veterans (whether eligible for services or not) may use the VRC.

VRC provides the following services to students:

- Academic Counseling (in-person, or by phone)
- Disability Counseling, including disability management and accommodations requests (in-person, or by phone)
- Referrals to psychological counseling (in-person)
- Registration and enrollment assistance
- Training/ Classes for students needing alternative media and assistive technology (in-person)
- Peer-mentoring from student veterans
- Professional mentoring from community volunteers
- Job search, career search workshops from community volunteers

Counseling and academic planning can be directly accessed at the VRC. There is one counselor who provides up to 4 hours of drop in consultation at the VRC. Student vets may also make

appointments with other counselors in the General Counseling department as well as at the DRC. In Fall 2014, the VRC and DRC will be moving into the Student Resource Center which will house 2 full time counselors. This will increase access to counseling.

Although not mandated, Veterans are encouraged to self-identify in class with their teaching faculty, although this is not something that's mandated. We encourage our veterans to discuss any disability issues with the DRC so that they can access more services such as accommodations and academic coaching.

Extended Opportunity Program & Services:

The Extended Opportunity Program & Services Department (EOPS) and Cooperative Agencies Resources for Education (CARE) at Foothill College, targets students who are determined to be educationally and financially disadvantaged through financial aid (Board of Governors Fee Waiver) and EOPS eligibility criteria. EOPS/CARE eligible students who qualify based on the educationally disadvantaged factors A-D, will begin their college careers enrolled in basic skills math and English, which may be an indicator of whether a student is more susceptible of being at-risk.

(From academic year 2009-10 through 2012-13, EOPS average of number of students served is 434 (http://datamart.cccco.edu/Services/EOPS_CARE_Status.aspx))

As part of the EOPS program Implementing Guidelines, in pursuant of, Title 5, sections, 56222 (b), 56236 & 56238(chapter 7, subchapter 2.5), which incorporates follow-up procedures in pursuant of Title 5 section 55525, all EOPS students receive services that are designed to monitor academic progress, provide intervention, retention and follow-up.

EOPS provides individualized *peer* student tutoring: Students have the option to self-identify as needing tutoring services during the fall, winter and spring quarters. Additionally, two Progress Evaluation Reports are required each primary quarter and one during summer session. As a means of intervention, based on the feedback information codes and recommendations noted from course instructors, the Services Coordinator contacts at-risk students. Students are then encouraged to schedule a tutoring appointment and/or are referred to other tutoring services, resources and programs provided by the college.

Each quarter during the textbook voucher appointment an EOPS representative/designee will evaluate the student's previous quarter GPA. If the student is at-risk or is on the border, he/she is immediately required to see the EOPS Counselor for advising or to see the EOPS Director for next steps and referral.

Students are required to have two contact appointments with an EOPS Counselor per quarter: First contact is to create an abbreviated Educational Plan. A comprehensive Educational Plan must be completed before the end of the first quarter. The second contact and thereafter students will discuss modifications (for instance, add/dropped classes) to their schedule, and any concerns they

may have for the quarter. EOPS counselors are available to assist and to provide information and tools that are helpful to students as they pursue their educational goals while making sure the student is making significant academic progress.

For online services, EOPS students taking online classes submit an online version of the Progress Evaluation Report, providing online students the same means of intervention as on-campus students. This includes counseling and resource referrals as mentioned above. Online students can also schedule counseling appointments by phone.

Currently, EOPS is exploring online tutoring programs as an additional support to students whose schedules of availability do not align with the hours of tutoring services provided by EOPS and the campus. These services would be designed to provide additional assistance to qualified EOPS students who are single head-of-household students with small children. Additionally CARE program participants will benefit from accessible online tutoring because of their limited time on campus and will be able to get online tutoring access from home.

For group services, EOPS provides a Summer College Readiness program to eligible freshmen. Taught by EOPS counselors, this bridge to college program is comprised of Counseling 5 (Introduction to College), Counseling 275 (Road to College Success-More Than Just Books)-the EOPS Orientation, and an anchor course, CRLP 55 (Lifelong Learning Strategies). As a cohort community and in addition, these students learn how to structure their Educational Plan, and become independent and collaborative learners while developing college life skills. The program prepares students to become independent and collaborative learners while developing college life skills. Students are introduced to services and programs available throughout the college that are pertinent to their college success. Additionally, students are taught lifelong learning skills and strategies to explore their educational strengths and weaknesses in an environment that is geared to create new friendships and to build social connection for success within the college community.

CNSL 275: More Than Just Books, a required EOPS orientation course, is taught for six-weeks during the primary quarters for all new EOPS students. Although concise, the college support transition components from the summer program are integrated within this course and students are encouraged to stay connected by being a part of the EOPS community.

Foothill College faculty actively participates in monitoring EOPS/CARE student's academic progress by completing the Student Progress Evaluation Report. Each student is required to have their teacher indicate their academic progress twice during the fall, winter and spring quarters and once during the summer session. Once alerted of a student's progress that raises concern, the EOPS Services Coordinator will contact the student to discuss tutoring options, refer the student to their counselor and will encourage and coach students (if necessary) on how to schedule a meeting with their instructor to discuss options to improve.

EOPS Counselors are also teaching faculty. When an EOPS/CARE student is at-risk, EOPS Counselors have strategies that comply with EOPS regulations to help the student. The first step is to have a discussion with the student to identify their challenges. Counselors advise and have the authority to allow the student to take a reduced unit load for the quarter, if necessary. As a second step, the

counselor and student will complete a Student/Counselor Agreement, indicating the challenges that hinder the student's academic progress. They will discuss solutions that address these challenges and educational priorities. The student and counselor sign the agreement and will meet to follow-up at the end of the quarter. Finally, if the student becomes acutely at-risk, in addition to adhering to the support options listed above, students will be required to schedule intermittent appointments throughout the quarter with the counselor for close observation of their academic progress.

Technology tools used within EOPS: SunGard Higher Education-Banner Student System is used to track student transcripts and GPA; SARS Grid for student appointment system; Degree Works for online educational planning; fall 2014 online implementation of tutorial services (such as SMARTHINKING) where students will have 24-hour access to live certified tutors.

General tutorial programs - also assist students with academic challenges:

- a. The LD faculty from the Disability Resource Center participates in tutoring and training tutors at the PSME Center, Pass the Torch and Language Arts program twice each week to support students with disabilities.
- b. EOPS/CARE Tutorial – gives students who qualify for the program one-on-one tutorial
- c. Pass The Torch Tutorial – each student is matched with a tutor in a one-on-one study team for the entire quarter. Students register for this service and take a learning strategies course (CNSL 51)
- d. Physical Science, Math & Engineering Center – drop-in tutorial assistance and small group study
- e. Language Arts Tutorial – drop-in assistance for writing essays and subject papers
- f. As of Fall 2014 all students will have access to Smarthinking online tutoring that is available at no cost to the student 24/7 online.

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

Counseling Division:

- 19 full time Counselors/Instructors: Provide counseling to all at-risk students
- 3 part-time Counselors/Instructors: Provide counseling to all at-risk students
- 2 Counselor Specialists: to run ARGOS reports and triage students for counseling appointments, making sure students complete the proper paperwork to release holds, have transcripts on file, and answering general questions

Disability Resource Center:

- Supervisor, DRC (1 position) - Meets with students with disabilities, develops accommodations and service plans, follows up with students regarding accommodations, and refers students to other specialists as needed. Coordinates MIS reporting and other state reports with Dean
- Computer Access Lab Coordinator, Deaf Services Coordinator (.75 position) - Evaluates

students for technological needs, teaches students how to use and access technology; meets with deaf and hard of hearing students, develops, implements accommodations and service plans, refers students to other specialists as needed

- Accommodations Coordinator (1 position) - Implements accommodations for students with disabilities, liaisons with faculty and other departments to ensure students receive accommodations, follows up with students on accommodation needs. Assists with MIS reporting and other state reports
- DRC Counselors (2 full time, 1 0.33 time) - Provide academic counseling to DRC students, develops accommodations and service plans, follow up with academic counseling and develop educational plans, and refer students to other specialists as needed
- Administrative Assistant II (1 FT position) - Provides registration assistance to DRC students, plans and implements orientation and tours to DRC. Assists with MIS reporting and other state reports
- Learning Disability Specialist (1 FT position) - Evaluates students for learning disabilities; meets with students with learning disabilities, develops, implements accommodations and service plans, refers students to other specialists as needed
- Dean, DRC (1FT position) - Oversees budgets, services and MIS reporting to state. On occasion meets with students to develops accommodations and service plans; oversees technology and databases for DRC to ensure smooth operations for students and staff. Oversees orientation, tours and visits to DRC

VRC:

- Veterans Resource Specialist (1FT position) - Certifies official documents for Foothill College; oversees day-to-day operations for VRC; plans and coordinates events for veteran students
- Office Assistant (15 hours/ week; Donor funded position) - Plans and coordinates events for veteran students; coordinates volunteer services such as mentoring and networking luncheons for community volunteers and veterans; reaches out to veteran student population to inform them of community events and school events

EOPS:

- 1 Associate Vice President of Student Services – Oversees program budget, personnel and regulations
- 1 EOPS Services Coordinator/Interim Supervisor – Provides follow-up services: Arranges peer tutoring for EOPS students, or refers students to general campus tutoring programs and resources and refers at-risk program students to counselors for next step advisement
- 2 Counselors – Provide follow-up services: In addition to their general counseling responsibilities, counselors monitor student academic progress and work with at-risk students by advising and requiring that students to take supplementary courses, educational workshops and/or assessment test that are useful to their success and make referrals to personal counseling, when necessary
- 1 Senior EOPS Specialist; 1 EOPS Specialist - As part of their required work assignment, EOPS specialists refer students to counselors and the EOPS Supervisor for advisement after they

have met with, evaluated the student's file and determine the student is in jeopardy of losing EOPS services and are at-risk

Proposed Early Alert Program:

- Half- time Counselor Specialist – Identifies at-risk students through ARGOS reporting. The college is currently reviewing 3rd party vendors who provide electronic early alert systems for possible implementation
- 1-2 full time Counselors - Meet with students and teach a college success and study skills course. Partner with Math department to formulate a core group for a pilot project fall 2014

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

- Degree Works online degree audit can assist counselors and students with keeping track of student's GPA, and provides data for the conversation about the realities of their desired GPA as well as classes needed towards major and transfer goals
- Smarthinking online tutoring.
- StudentLingo online student success workshops.
- EUREKA – online career assessment and exploration tool
- Online STRONG and MBTI career assessment and personality profile helps students identify a career and major that would best suit their goals and personality type
- ASSIST.org – to help students choose a variety of CA colleges and universities so they have more options to consider
- For DRC and VRC specifically:
 - Survey Gizmo – a web-based forms software which is customized for our online accommodations system. Students need to request accommodations each quarter – at the time of request, staff check files to approve accommodation requests, and also use this time to follow up on student grades and files to ensure that students are making measurable progress
 - Clockworks Database – beginning winter 2015, Foothill DRC will be using Clockworks as the database taking the place of Survey Gizmo. Clockworks is a more powerful system than Survey Gizmo and it syncs with Foothill College's Banner (student information system). Report generation by student and be services within Clockworks will help us gather better data and develop a more efficient system
 - VA-Once: The Veterans Association requires all certifying officials to log onto the VA data base (VA-Once). This is where schools certify student to receive their GI Bill benefits. It is also many checks and balances are made – staff have to check and ensure students are making progress and have declared a major and have an educational plan before the

<p>student vet is allowed to receive any GI Bill benefits</p> <ul style="list-style-type: none"> - SARS is used for student appointments in regards to counseling appointments for follow-up
<p>4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.</p> <p>EOPS/CARE staff and faculty are paid out of the EOPS grant. DSPS/VA staff and faculty are paid out of the DSPS funding. Smarthinking is used for the EOPS tutorial and other tutorial labs: \$15,000 per year</p> <p>StudentLingo is used college-wide \$20,000/year SARS is used for student scheduling and data: \$7,500/year</p>

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

<p>1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.</p> <p>Foothill College’s Office of Institutional Research (OIR) is working with every group and program to evaluate outcomes and generate data. For instance, with the 3SP regulations deeming the need for orientations, assessments, educational plans and counseling follow-up, the OIR will collect data and work with the Student Services and Instructional areas to assess effectiveness of these initiatives. Since the data generated is important not only for student success but also for State funding, we want to make sure we use this year to really evaluate how we deliver services before we lose any potential funding slated for the 3SP starting the 2015-2016 year.</p> <p>In addition, Foothill College’s Instructional Research and Planning office (IRP) is working with every group and program to evaluate outcomes and generate data. For instance, with the 3SP regulations deeming the need for orientations, assessments, educational plans and counseling follow-up, the IRP will collect data and work with the Student Services and Instructional areas to assess effectiveness of these initiatives. Since the data generated is important not only for student success but also for State funding, we want to make sure we use this year to really evaluate how we deliver services before we lose any potential funding slated for the 3SP starting the 2015-2016 year.</p> <p>SLOs and SAOs will also be evaluated and effectiveness addressed. Partnerships with the Office of Instruction and the SLO Coordinators are essential to making sure our outcomes are aligned with the 3SP and with our student’s success.</p> <p>The way in which data will be collected and evaluated is by meeting with the OIR, setting data parameters to generate the best possible data (from program sources, student headcount, success of programs, etc.) and utilizing research and analysis that is being conducted on campus by faculty members and individual programs and departments. The IRP Office provides annual Program Review Data Sheets which include student headcount, enrollment, WSCH, Productivity and other enrollment measures, as well as student success disaggregated by demographic group. Each data</p>
--

sheet is broken out by program as well as online and face-to-face instruction. In addition, surveys will be conducted by programs or through the IRP office, meetings will be conducted with students to gather their feedback including student clubs and Associated Student Council, and course embedded assessments will continue to be conducted by faculty

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.
 - Go2Orientation – online orientation videos that specifically address programs and policies at Foothill College
 - Student Lingo – a series of interactive on-demand workshops, action plans and valuable resources focused on helping students achieve their academic, personal and career goals
 - ASK Foothill – online question and answer platform about Foothill College (policies, procedures, general information about classes, college programs, etc.)
 - Etudes/Global Access – for students taking online classes
 - Skype – for online counseling
 - Degree Works – online degree audit
 - Banner and Dashboard – to generate student information
 - Smarthinking – online tutorial services
 - RegisterBlast – online testing scheduling system
 - Accuplacer – assessment and testing
 - EdReady – online tutorial prior to assessment tests
 - Credential Solutions for eTranscripts
 - Guidebook mobile application for information on student services and campus events.
 - OrgSync for tracking student issues that can impact student success.
 - Ellucian Mobile app to access student records, instructors, classes and other support programs.

Iic. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget

cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that is being used for district match.

District match

- Enrollment Services – includes application and registration process (Matriculation paid for some of the staffing for this in the past)
- Tutorial - assistance particularly in English and math labs and tutorial centers
- Transfer Center – transfer assistance with transfer center staff and counselors
- Career Center – career exploration through computer programs and/or counselors
- DRC and general counseling – for at-risk student population
- CNSL 5 Orientation classes – for educational planning
- General counseling – for academic, transfer, career and personal counseling and support
- Institutional Research Office – for data collection and evaluation

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

Foothill College does not exempt students from participating in the 3SP process and regulations. However, may waive the mandatory CNSL 5 Orientation to College class for the following reasons:

- 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, even if they do not take CNSL 5. Students are advised when they meet with a counselor about their personal education plan. Additionally their MyPortal sends them individualized messages about specific issues they need to resolve in financial aid, registration, and enrollment. This information is posted on the college website and is reviewed at all outreach events.

2. 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 (See Attachment #3).

Enrollment Priorities Starting Fall 2014

Beginning for the Fall Quarter 2014 registration period, Foothill College will implement a new method for determining the day and time when students are first allowed to register for courses. The change is required by new state regulations. The new method includes state mandated requirements as well as new requirements specific to Foothill College.

The new 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

State of California regulations require that new students starting in fall 2014 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).

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 (beginning in fall 2014) who have
 - o Completed assessment, orientation and an educational plan
 - o Selected an educational goal of transfer, degree or certificate
 - o Declared a major
4. Continuing students who have
 - o Enrolled in fewer than 12 units in most recent term of enrollment
 - o Selected an educational goal of transfer, degree or certificate
 - o Declared a major
5. New college students (starting in fall 2014) who have
 - o Selected an educational goal of transfer, degree or certificate
 - o Declared a major BUT have not completed assessment, orientation or an educational plan
6. Returning students who have
 - o Enrolled in 12 or more units in last completed term
 - o Selected an educational goal of transfer, degree or certificate
 - o Declared a major
7. New transfer students from any other college who have
 - o Selected an educational goal of transfer, degree or certificate
 - o 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

3. Prerequisite Procedures

Please 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.

In 2012 the College Curriculum Committee carefully reviewed the college's procedures for establishing and reviewing prerequisites. (See Attachment #4) However, in brief, faculty complete rigorous content review to determine appropriate pre-and co-requisites. They also consult with the college researcher to collect and analyze appropriate data and look for any disproportionate impact associated with the prerequisites. They then submit all course prerequisites, co-requisites and advisories to their division curriculum committee. These are reviewed at least once in each 5-year curriculum review cycle. The college plans to continue to work with institutional research and faculty to examine the effects of our pre-requisites on student success.

Students may challenge prerequisites, and may find the information and instructions for such challenge on the college web page, <http://www.foothill.edu/reg/geninfo.php> as well as at <http://www.foothill.edu/reg/prereqs.php>. In brief, those 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. This requires review and

authorization by the instructor or counselor and by the chairperson of the appropriate division.

It is FHDA District policy to drop a student from any course if they have not met the necessary prerequisites. When students are currently enrolled in the pre-requisite course the assumption is made that they will pass the class and allow for them to enroll in the course that requires the pre-requisite. The college runs an ineligible drop report which drops the student from that next level course if they did not pass the pre-requisite course.

Foothill College has many more prerequisite requirements than DeAnza and other colleges. These can become barriers to student progress, and we will be asking the college curriculum committee to review this situation over the course of the 2014-15 academic year in an effort to improve student access and progress.

4. Professional Development

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

The Professional Development program at Foothill College is 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 to provide new "tools" and resources to support faculty and staff to effectively support the 3SP initiative. Some specific professional development opportunities that we plan to offer in relation to the 3SP include:

- Utilizing Counseling Division meetings – to provide professional development and updates on testing and assessment, evaluations, counseling and educational planning
- Providing counselors with two, two hour in-services specifically geared for information sharing, teaching and learning about how to best serve the students, particularly with respect to the goals and plans outlined in the 3SP

Using Student Services department meetings and bi-annual retreats – to provide staff and counselors with information on the 3SP

- Providing training to faculty and staff to use any technology being implemented as a result of the 3SP (e.g. training to use the proposed Early Alert system, etc.)
- Designing and offering professional development to Basic Skills and Special Programs (EOPS/CARE/DRC) faculty and staff to continue to improve collaboration in assisting at-risk students with understanding and working through the 3SP criteria

Offer a professional development workshop to share information from the 3SP with the campus community

- Send a team of faculty, staff and administrators to the RP Group Student Success Conference and upon their return, have them facilitate professional development opportunities for them to share their takeaways with the campus community
- Collaborate with the college Academic Senate to facilitate attendance of professional

development events offered by the Statewide Academic Senate in relation to 3SP and Student Equity Planning

- Collaborate with the college's professional development committee to provide PD opportunities to faculty and staff to support efforts to identify and mitigate any disproportionate impact occurring in their programs

In addition to the face-to-face opportunities outlined above, Foothill also plans to continue offering professional development online through Innovative Educator's Go2Knowledge.

Go2Knowledge offers workshop topics such as:

- At-Risk Populations
- Campus Safety
- Organizational Development
- Student Success
- Teaching and Learning
- Technology

We are also mindful that part-time faculty must play an integral part of our campus efforts to increase student success and equity, but reaching and engaging them is an on-going challenge. We plan to collaborate with the Academic Senate and the college's Professional Development Committee to identify and overcome challenges in this area.

5. Coordination with Student Equity Plan and Other Planning Efforts

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

While the 3SP and Student Equity plans began somewhat independent of one another, they have dovetailed nicely with each other. For example, one of the 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.

EOPs and Puente also help to ensure targeted student populations are successful in completing their courses.

The efforts of the 3SP team and the Student Equity will be highly coordinated going forward. This is also true for the Basic Skills initiative, since members of the Student Equity committee sit on the basic skills workgroup as well.

All program review documents require commentary on the area’s equity efforts. Indeed, equity has been woven throughout governance process. Ongoing professional development for faculty and staff and administrators is needed to build and improve on our campus efforts to make student success and support services and student equity a strong, central component of our program review process.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

Foothill College and De Anza colleges have made coordination efforts in regards to:

- Probation level holds – although each college handles these differently in what the follow up is to helping students, it is mutually agreed upon to have the same probationary statuses and holds among the two colleges
- Disqualification – it was mutually agreed upon that if students have been disqualified that students would have to take classes outside of the District for at least one quarter until they 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
- Collaboration 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.

SECTION IV. ATTACHMENTS

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

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

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

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

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

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

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

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A and C

Student Success and Support Program Plan Participants/Advisory Committee

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: Dr. Denise Swett Title: Vice President of Student Services

Stakeholder Group: 3SP Work Team & Administration

Name: Laureen Balducci Title: Assoc. Vice President of Student Services/Counseling Dean

Stakeholder Group: Co-Chair, 3SP Work Team

Name: Paul Starer Title: Dean of Language Arts

Stakeholder Group: Co-Chair, 3SP Work Team and Academic Deans

Name: Nazi Galyak Title: Dean of Enrollment Services

Stakeholder Group: 3SP Work Team and Enrollment Services

Name: Patricia Hyland Title: Dean of Student Affairs & Activities

Stakeholder Group: 3SP Work Team and Student Affairs

Name: Teresa Ong Title: Dean of Disabled Student Services and Veterans Programs

Stakeholder Group: Work Team, and Disability Services and Veterans Programs

Name: Leeann Emanuel Title: Counselor/Instructor

Stakeholder Group: 3SP Work Team and counselors (general and DRC)

Name: Janet Weber Title: DRC Counselor/Instructor

Stakeholder Group: 3SP Work Team and DRC Counselors

Name: Katie Ha Title: Supplemental Learning – English/ESL Instructor

Stakeholder Group: 3SP Work Team and Tutoring programs

Name: Eric Reed Title: Supplemental Learning - Math Instructor

Stakeholder Group: 3SP Work Team and PSME Center/Tutoring

Name: Kevin Harrell Title: Director of Financial Aid

Stakeholder Group: 3SP Work Team and Financial Aid

Name: Roland Amit Title: Supervisor, Admissions and Records

Stakeholder Group: 3SP Work Team and Admissions and Records, and Veterans

Name: Thom Shepard Title: Supervisor, Testing and Assessment

Stakeholder Group: 3SP Work Team and Assessment

Name: April Henderson Title: Interim Supervisor, EOPS/CARE

Stakeholder Group: 3SP Work Team and EOPS

Name: Antoinette Chavez Title: Outreach and Student Ambassador Coordinator

Stakeholder Group: 3SP Work Team and Outreach and Student Ambassadors

Name: William Walker Title: Counseling Specialist

Stakeholder Group: 3SP Work Team and Prerequisite clearance staff

Name: Rachel Reese Title: Student

Stakeholder Group: 3SP Work Team and Basic skills, disabled and transfer students

RESOURCES

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