



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

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**2014-15**

District: Contra Costa Community College District  
College: Los Medanos College

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

**Email report to:**  
[cccssp@cccco.edu](mailto: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 students<sup>1</sup>. 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 students<sup>2</sup>.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, 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](mailto: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 basis<sup>3</sup>. 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).

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

<sup>2</sup> A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

<sup>3</sup> The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 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: Los Medanos College

District Name: Contra Costa 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 Coordinators: \_\_\_\_\_

Name: Dave Belman/Jeffrey Benford \_\_\_\_\_ Date: \_\_\_\_\_

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

Name: Gail Newman \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the Chief Instructional Officer: \_\_\_\_\_

Name: Kevin Horan \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College Academic Senate President: \_\_\_\_\_

Name: Silvester Henderson \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College President: \_\_\_\_\_

Name: Bob Kratochvil \_\_\_\_\_ Date: \_\_\_\_\_

Signature of District Chancellor: \_\_\_\_\_

Name: Helen Benjamin \_\_\_\_\_ Date: \_\_\_\_\_

Contact information for person preparing the plan:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

## 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.

### Ia. 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.).

#### **Target Student Audience:**

Based on data provided by the Contra Costa Community College District (CCCCD) Research Office, Los Medanos College (LMC) receives approximately 3350 new first-time students annually. However, in addition to students who actually enroll in classes, the college also provides Orientation services for many students who are considering application/enrollment at the college and who ultimately may decide not to apply/enroll immediately or at all.

#### **Delivery Methods:**

The primary approach for delivering Orientation services will be online through an interactive module beginning in fall 2014.

However, recognizing that face-to-face contact is crucial for the high percentage of historically under-represented students who attend LMC, orientation content is provided to various groups of students in the following additional formats:

- "Super Saturdays" for High School Graduating Seniors
- New Student Workshops
- Counseling 30 – Orientation to College course
- Learning Communities "Fall Welcome Day"

Furthermore, a strong focus is placed on providing orientation content to High School students prior to senior year through the following formats:

- Peer Mentor presentations/tabling
- Presentations on college preparation by college faculty

**Partnerships:**

LMC partners with a variety of external entities in the delivery of orientation services/activities, including:

- Local Feeder High Schools
  - Antioch High School
  - Deer Valley High School
  - Dozier-Libbey Medical High School
  - Freedom High School
  - Heritage High School
  - Independence High School
  - Liberty High School
  - Pittsburg High School
- Opportunity Junction
- Pittsburg Adult School
- East Contra Costa County Youth Summit
- AB 540 Educational Conference in CCCC

**Timing of Delivery:**

Orientation content is provided to students before and after the time of registration. The primary time of orientation delivery is following application to the college, but before assessment and education plan development. However, in high schools, orientation content is presented to students as early as 9<sup>th</sup> grade through presentations, tabling, and academy visits to the college. Additionally, orientation content is provided to student after the time of registration through courses and workshops.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

The following positions are involved in the planning and delivery of Orientation activities/services:

- Outreach Director (Academic/Student Services Manager)
  - This position coordinates orientation activities by hiring staff, providing training and overseeing the planning and scheduling of the various forms of delivery including “Super Saturdays,” and New Student Workshops.
- Minority Student Retention Specialist
  - This position provides logistical support for the orientation (including room and event reservation) and conducting educational workshops/presentations in various face-to-face deliveries, as well as supervises various student leaders involved in face-to-face delivery methods.

- Counseling Assistant
  - This position oversees the online sign-up process and student check-in process for “Super Saturdays” and New Student Workshops, as well as supervises various student leaders involved in face-to-face delivery methods.
- Counselors
  - These positions acts as a primary facilitator of the New Student Workshops
- Student Ambassadors
  - These positions provide peer-driven information distribution related to orientation content in high schools and in on-campus orientation delivery through activities such as tabling, presentations, student panels, and tour leadership.
- Various Faculty/Staff
  - These positions are involved in facilitating and tabling in a variety of settings including High School presentations, “Super Saturdays,” and Learning Community Welcome Day.

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 any annual subscription or staff support requirements.

Beginning in fall 2014, the primary modality for orientation will be an interactive online orientation module developed by Comevo (a third-party vendor). The online orientation system will be used by all three colleges in the CCCCD, but will be customized with information specific to each college. Initially, the online orientation program and software will be housed by Comevo, with transition to the District likely at a later date.

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

The eight policies and procedures provided on the Orientation Checklist as identified in Title 5 Section 55521 as required information will be included in the online orientation module planned for implementation in fall 2014. As part of the interactive online orientation, students will be tested on

their knowledge of many of the items covered. Additionally, many of the items on the checklist are included in face-to-face orientation activities such as:

- Program fair including support services, tours of campus facilities, and financial aid workshops at “Super Saturday” for High School Seniors (5)
- Academic expectations, academic calendar, and available education planning services communicated by counselors in New Student Workshops (1) (6) (8)
- Descriptions of available programs, registration process, and college fees presented to prospective students in high school, adult education, and other community presentations/workshops (5) (7)

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

Perhaps one of the biggest challenges to delivering a comprehensive orientation experience for students, is the need to provide “just in time” information and support to students. This requires providing orientation content/activities to students over a long period of time in order to maximize their ability to prepare and support students. For example, a student may be best served by receiving information about degree opportunities and preparation for the assessment process as early as the 9<sup>th</sup> grade, while they may be best served by education regarding various campus resources after they have begun participating in classes (when they would be most likely to need/use them).

Additionally, the college will be working to increase equitable participation in orientation activities, with particular attention paid to increase the number of African American, low-income, and first-generation college students who engage in orientation.

6. 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 budget template.

**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.).

**Target Student Audience:**

All new students are required to complete the assessment process. Returning and transferring



students that have been out of school for more than 3 years without math or English courses on their transcripts are also required to take the assessment test.

Based on data provided by the CCCC Research Office, LMC receives approximately 3350 new first-time students annually. However, in addition to students who actually enroll in classes, the college also provides assessment services for many students who are considering enrollment at the college and who ultimately may decide not to enroll.

**Delivery Methods:**

After submitting an application and completing the online orientation, students will receive an email directing them to complete the assessment process. The email provides a link to visit the college assessment web page which includes detailed information on the assessment process. Students are given instructions on the ability to use previous assessment scores, third-party test results, or transcripts for placement if they have them. Students are also given the ability to sign-up for an assessment testing session online.

The assessment test is administered at the college Assessment Center and/or computer labs. Students enrolled in high school are also given the ability to sign up for assessment testing sessions on-site at their high school.

**Partnerships:**

LMC has an established a partnership for delivering assessment testing with local feeder high schools. The high schools provide facilities to administer the assessment test and high school personnel promote, advertise and enroll students in the pre-scheduled assessment test sessions. High school students take the test during school hours or in after school sessions. Similarly, local adult school and other educational centers can coordinate dates for the college assessment staff to administer test at their sites.

**Timing of Delivery:**

New students are required to take the English and math placement test following application to the college. Students are directed to complete the assessment process after the completion of the online orientation and before they engage in the development of an Educational Plan.

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.

The following positions are involved in the planning and delivery of Assessment activities/services:

- Outreach Director (Academic/Student Services Manager)
  - This position coordinates high school and other off campus assessment sessions, sets the Assessment Center schedule, and coordinates the multiple measures and cut-off scores with college faculty.

- Assessment Center Coordinator
  - This new position will administer and provide assessment services at the college Assessment Center as well as in high schools and other off campus sites. The coordinator also facilitates assessment preparation activities and assists students with interpreting the results of their assessments.
- Minority Student Recruitment Specialist
  - This position assists with the administering of the assessment test at high schools and other educational settings during peak periods. This position serves as a liaison with high schools and other off campus sites and assists with coordination and scheduling of off campus assessment testing.
- Administrative Assistant
  - This position provides technical support for the testing platform used at the college and provides statistical data on testing sites.

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 requirement.
  - 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.)

LMC uses the College Board's Accuplacer testing platform for placement in the following areas:

- English Placement
  - Accuplacer's Reading Comprehension and Sentence Skills modules are used to place students in English courses.
- Mathematics
  - Accuplacer's Arithmetic, Elementary Algebra and College Math test modules are used to place students in math courses. The test branches from arithmetic to college math based on student's skill level.
- ESL
  - Accuplacer's ESL Pro is used for English as a Second Language placement by using the Reading Skills and Language Use modules.

All of the test modules are delivered via the online testing service. However, the tests are administered in proctored settings held in classrooms/computer labs in group settings (10 – 30 students per session).

Multiple measures are built-in to each test's background questions and are integrated to determine course placements.

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.

LMC's policy is to accept the course placement information from other California community colleges using State-approved placement instruments. As part of this process, LMC accepts the course placement results from the other colleges in the District. The colleges have developed a testing score and placement grid to assist each college in appropriately placing students based on placement information provided by another college. The exception to this general policy is Diablo Valley College's self-placement ISSA (Informed Student Self-Assessment) for lower level math placement, which is not accepted by LMC.

5. Describe college or district policies and practices on:
- 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.
  - 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?
  - Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

**Pre-test Practice:**

Practice assessment tests are available on the college Assessment webpage. The assessment instructions highly stress the importance of exploring and taking the practice tests before taking the official scheduled test. There are practice tests for each of the test modules administered by the college along with answer keys, to assist students in understanding areas for improvement. There are also links to Accuplacer sponsored web based study guides (for a fee) for computer or smart phone use. Students are encouraged to explore and take the practice tests at the time they make the test appointment. Students are also reminded at the start of the test the importance of having taken the practice test. Students are given the ability to re-schedule their testing appointment if they have not yet had a chance to practice, or wish to practice more. Furthermore, the college is working to develop a more formal and robust practice/diagnostic test process for students before they take the placement exam, and will likely initially pilot a more comprehensive pre-test practice process with local high schools.

**Re-take:**

District and college policy allows students to take only one test per calendar year. However, exceptions are made to allow students to take additional assessment tests in a calendar year, based on teacher or counselor recommendations. Students may also petition to take additional tests based on circumstances that occurred before or during the test. Students that re-take the test are asked to wait at least two weeks before re-taking the test in order to provide more opportunity for practice prior to the next attempt. Students that take a class in the subject area after taking the first

test are also allowed to re-take the placement test in that subject area.

**Recency:**

LMC accepts test scores from within a three-year period. College and high school transcripts are accepted for placement without expiration.

- 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?

LMC accepts various State and National Standardized tests for placement. These include the following:

English:

- The college accepts the CSU English Placement Test (EPT) scores to place student at every level of English courses.
- The college accepts the CSU Early Assessment Project (EAP) results of “college ready” to place students into the college composition level.
- The college accepts SAT II English subject test results to place students into the college composition level.
- The college accepts Advanced Placement (AP) English test results to place students into the college composition level or in higher English levels.

Math:

- The college accepts the CSU Entry Level Mathematics (ELM) scores to place students at every level of math courses.
- The college accepts SAT math scores for placement into college level math courses.
- The college accepts a transcript (high school or college) that indicates completion of Algebra 2 with a grade of C or higher to place students into college level math courses.
- The college does not currently accept the CSU’s Early Assessment Project (EAP) results for math placement. However, there are ongoing discussions in the math department to review this policy.

- 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.

See budget template.

**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.)

**Target Student Audience:**

Based on data provided by the CCCC Research Office, LMC receives approximately 3350 new, first-time students annually. The estimated number of students to be served annually by the counseling department is 5,000; students will be served at the Pittsburg Campus and Brentwood Center, with the following breakout of contact types by category of service. (Most students will touch multiple areas):

- General Counseling Services – 5000 to be served
  - Assistance with graduation, certificate, transfer/articulation, general education, pre-requisites, campus and community referrals, transcript review, pre-registration/course selection, personal decision-making, personal concerns
  - Delivery methods include in-person one-to-one and small groups, telephone and e-advising (on-line), workshops and FTES funded classes, i.e., Counseling 30 (orientation to college), Counseling 32 (career development), Counseling 33 (transfer planning), Counseling 34 (critical thinking). Educational planning is a featured element in Super Saturdays, the college's orientation for graduating high school students, New Student Workshop is delivered primarily on a one-to-one basis by counselors assigned to our 5 learning communities—Honor, Puente, Umoja, Transfer, and Math, Engineering, and Science Achievement Program (MESA).
- Advising Services—1000 to be served
  - Assistance focused on career and technical education with respect to field placement job market analysis, internships, mentoring
  - Delivery methods include in-person one-to-one and group contact, in-class presentations, workshops and FTES funded courses
- Other Education Planning Services— 5000 to be served
  - Such as abbreviated and comprehensive education plans
  - Delivery method will be workshop and one-to-one

**Partnerships:**

The delivery of counseling services involves partnerships with the following entities:

- Local Feeder High Schools participating in Super Saturdays
  - Antioch High School
  - Deer Valley High School
  - Dozier-Libbey Medical High School
  - Freedom High School
  - Heritage High School

- Independence High School
- Liberty High School
- Pittsburg High School
- Adult School County Wide Consortium
- Career Technical Education (CTE) Advisory Committee includes community members and industry partners

### Touch Points

Within LMC, students have several touch points for educational plans; however, with the exception of participation in Super Saturday and New Student Orientations, learning communities and categorical programs, there are not compulsory educational planning touch points:

- Enrollment —most new students develop abbreviated education plans after they complete orientation and assess, and before the start of semester classes.
- Joining a learning community (Honors, MESA, Umoja, Puente, Transfer)—all students are required to develop abbreviated and comprehensive ed plans before the end of their first semester
- Joining a categorical program (CalWORKs, Cooperative Agencies and Resources for Education (CARE), Disabled Students Programs and Services (DSPS), EOPS)—all students are required to develop abbreviated and comprehensive education plans before the end of their first semester
- Prior to transferring or graduating— degree audits most frequently occur at the start of the student’s final semester and is triggered by an application for graduation notice
- After mid-term of each semester—students contacts for pre-registration advising

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.

### Services By Contact Mode

- Online Services (e-Advising)-- Information regarding LMC classes, programs, and services; transferability and articulation agreements for LMC courses; general academic advisement; pre-requisites, co-requisites, and course content information; certificate, degree, and transfer requirements; general education options; referrals to campus and community resources; college procedures and academic policies; admission and registration information
- In- person Services —in addition to all online services, transcript evaluations (individual); verification of graduation (individual); certificate, or transfer eligibility status (individual); review grades; student educational plans (individual); review placement test scores or grades (individual); personal (individual); or career counseling (individual and group via Counseling 33 course)
- Group Services-- educational planning; Counseling 30 (orientation to college), Counseling 32 (career development), Counseling 33 (transfer planning), Counseling 34 (critical thinking), and development education with follow-up appointments

**Drop-ins and Appointments**

Express (drop-in) counseling is available in time increments of 10 minutes; however, 30-minute increments are allotted for all other services, on an appointment-only basis. Veteran contacts are 60 minutes.

**Adequacy of Student Access**

With a ratio of 480:1 (full-time counselor/full-time enrolled students), the student-to-counselor ratio is not adequate to deliver the level of access needed to prepare new, continuing and returning students with the counseling support needed to reach their academic goals. The average wait time for an appointment is two weeks, but veterans are given a five-day priority wait time through LMC’s *Blue Ribbon Counseling Services for Veterans* policy. Students may wait up to 90 minutes to see a counselor on a drop-in basis. Students in categorical and learning communities experience shorter wait times, on average. Students are encouraged to schedule appointments online via the department website, but also have the option of scheduling appointments in-person.

**Paraprofessionals**

A counseling assistant is staffed to assist students with understanding policies and procedures; however, this position offers no academic advising. Through a collaboration between the Counseling and Career and Technical Education departments, faculty formerly offer advisement to students pursuing educational goals in child development. This advising component involves a paraprofessional who works as a grant coordinator for *First Five*, a county-funded agency commissioned to provide support for families and children.

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

**Abbreviated Education Plans with 2 or less semesters and a stated educational goal and major**

New students are offered New Student Workshops (group), Super Saturday orientations (group), General counseling by appointment (individual), learning communities (group and individual), categorical programs (group and individual), and, as a follow-up to outreach, Basic Skills students (individual).

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.

**Abbreviated Education Plans with 2 or more semesters and a stated educational goal and major**

General counseling is by appointment (individual), learning communities (group and individual), categorical programs (group and individual), and, as a follow-up to outreach, Basic Skills students (individual).

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).

**Full-time Counseling Staff By Job Title and Focus**

- 2 General Counselors—provide all counseling services to students, with a load usually including 1 or more courses each semester and the facilitation of Student Success Reengagement workshops, one located at each campus: Pittsburg and Brentwood Center.
- 1 Puente Counselor—provides all counseling services to Puente students, with a load usually including 1 or more courses, facilitation of Student Success Reengagement workshops, and dedicated general counseling hours
- 1 EOPS Counselor—delivers comprehensive support with a case-management emphasis to students enrolled in EOPS
- 1 Transfer Counselor—provides all counseling services to transfer students, with a load usually including 1 or more courses, facilitation of Student Success Reengagement workshops
- 1 Athletics Counselor—provides all counseling services to student athletes, with a load usually including 1 or more courses, facilitation of Student Success Reengagement workshops, and dedicated general counseling hours
- 1 Honors Counselor—provides all counseling services to honors students, with a load usually including 1 or more courses, facilitation of Student Success Reengagement workshops, dedicating the majority of work hours to providing general counseling services

**Full-time Counseling Staff With Special Work Assignments**

- 1 Faculty Coordinator—devotes 75% of time to DSPS program coordinator and 25% providing counseling services, including learning disability testing and holistic counseling to DSPS students
- 1 MESA Counselor—provides holistic counseling services to MESA students, with a load that may include a maximum of 1 course, facilitation of Student Success Reengagement workshops; this position is occupied by a full-time counselor who has opted for a voluntary workload reduction

**Part-time Counseling Staff By Job Title and Focus**

- 1 Umoja Counselor—provides holistic counseling services to Umoja students provides and outreach to students in Basic Skills courses, with a load that may include a maximum of 1 course, facilitation of Student Success Reengagement workshops
- 2 Veterans' Counselors/DSPS—provide holistic counseling services to military veteran students, with a load that may include a maximum of 1 course, facilitation of Student Success Reengagement workshops
- 1 DSPS Counselor —provides holistic counseling services to DSPS students, with a load that may include a maximum of 1 course, facilitation of Student Success Reengagement workshops
- 4 General Counselors – provide general counseling at the main (Pittsburg) campus and Brentwood Center.
- 1 CalWORKs/DE (Development Education) Counselor—provides holistic counseling services to CalWORKs students, with a load that may include a maximum of 1 course, facilitation of



Student Success Reengagement workshops

- 2 EOPS Counselor—provide holistic counseling services to EOPS students, with a load that may include a maximum of 1 course, facilitation of Student Success Reengagement workshops
- 1 EOPS/DE Counselor—provides holistic counseling services to EOPS students and outreach to students in Basic Skills courses, with a load that may include a maximum of 1 course, facilitation of Student Success Reengagement workshops

**Full-time and Part-time Counselor Hours**

- Full-time Counselors (8 counselors)-- 8,400 hours per year
- Part-time Counselor (14 counselors)— 4,620 hours per year

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.

**Technology Usage**

- Ellucian on-line self-service educational plan developer (3<sup>rd</sup> Party)—students enter education plan content exclusively on line, and counselors review and archive education plans on line
- SARS Grid for scheduling counseling appointments, both on-line and in-person, and for capturing, coding, tracking, and reporting all counseling contact to the state chancellor’s management information system (MIS)
- On-Base Imaging Software (3<sup>rd</sup> Party)—document image scanner employed to give counseling assistant access to evaluated transcripts and convert existing paper education plans to electronic files

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.

The Student Success Reengagement Team that will be managed by the Dean of Counseling will consist of:

- See budget template.

**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.

**Target Audience**

During the 2013-14 academic year, there were 1,533 students eligible for SSR (Student Success Reengagement) services (Probation 2 and dismissed). Of this target number, 493 engaged SSR services.

**Types of Services**

The SSR program offers several services to assist students in the recovery of good academic standing, including

- Emails with statuses, consequences, and process for recovering good academic status and an outline of the steps to be taken to recover
- Probation workshops —2.5 hour workshops facilitated by counseling staff, designed to expand student understanding of their current status and assist them in the development of academic success strategies; participants must show evidence of readiness to successfully complete college courses and complete an abbreviated education plan during workshop
- Probation workshop follow-ups— one-to-one appointments conducted by counselors with students seeking to revise unsuccessful petitions for academic hold releases.
- Reinstatement workshops—2.5 hour workshops facilitated by counseling staff, designed to expand student understanding of current academic status, assist in the development of academic success strategies, and expand their academic network. Students must demonstrate readiness to successfully complete college courses and complete an abbreviated education plan during the workshop. Petitions are reviewed by the Dean of Counseling and Student Support.
- Reinstatement workshop follow-ups—one to one appointment conducted by the Dean of Counseling and Student Support with students seeking to revise unsuccessful petitions for academic hold releases.
- Probation and dismissed students must submit an academic progress report mid-way through each semester until they are in good academic standing.
- Case management for students with continued poor academic progress as demonstrated on their academic progress report and/or semester grades

**Faculty Involvement**

The SSR process requires students to meet each of their instructors during office hours to get both written and verbal feedback about their progress. Faculty are involved in the on-going process of evaluating and modifying the SSR process.

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

1 Dean of Counseling and Student Support—Workshop timeline, presentation materials, student follow-ups, oversee SSR process and staff

1 Administrative Secretary—Maintains Access database, student emails, academic hold

<p>release requests, schedule Dean/student follow-up meetings, dispense student information</p> <p>4 Full Time Counselors—Conduct workshops and follow-up meetings with students</p> <p>6 Adjunct Counselors—Conduct workshops and follow-up meetings with students</p> <p>1 Office Clerk—Books rooms, verify roster</p> <p>3 Student Assistants—Copy and prepare workshop packets, enter data into Access</p> <p>1 Administrative Assistant—Places workshops on SARS grid and counseling website</p> <p>1 Admissions and Records Assistant—Releases academic holds</p>
<p>3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.</p> <p>Microsoft Access-comprehensive database of engaged students, containing academic standing, grades, communication information</p> <p>SARS, Microsoft Outlook, website, PowerPoint, projectors, computers, handheld presenter, flash drives.</p>
<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>No response needed.</p>

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

<p><b>i. Instructional Research</b></p> <p>1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.</p> <p>The Research Office will provide information that will help determine the effectiveness of college orientation programs and assessment processes and examine their relationship to student success and persistence. Likewise, research on student counseling and education planning will help both improve their on-going effectiveness and build an understanding of their relationship to a variety of student outcomes, including academic success and college completion. Given the importance we place on student equity, all research studies will examine the variation in performance by student subpopulation (ethnicity, gender, age, preparedness, etc.) to help identify necessary interventions to help close any existing gaps in student outcomes.</p>
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<p><b>ii. Technology</b></p> <p>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.</p> <p>In collaboration with the District Information Technology Services and other colleges within the CCCCD, LMC offers the following technology-based services:</p>
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- Accuplacer for English/Reading & Math assessment
- Various online career assessment instruments
- Online orientation for new students (anticipated completion, Fall 2014)
- Electronic education plan (Ellucian/Colleague)
- Degree Audit (Ellucian/Colleague)
- Student portal and email services for all enrolled students
- SARS for counseling, career and transfer services appointments, appointment reminders
- Text communication tool under development
- Retention Alert for early alert communication tool

**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 are being used for district match.

Costs for the following services are being applied to matching funds:

- Staff support through the admissions and records pffice for evaluation of student transcripts, including high school, other college transcripts, military service as sources for multiple measures for course placement, course articulation, prerequisite verification and transfer readiness.
- Staff support for coordination of transfer services, including visits by university representatives, visits to four colleges, provision of resources for transfer preparation
- Career services, including career exploration, facilitation of career assessment, workshops and support for identifying career goals and preparation.
- Research support for evaluating effectiveness of programs and services related to counseling and education planning, outcomes tied to academic success and college completion and research that examines studies supporting interventions to address achievement gaps in student outcomes.

**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.

Per our District agreement, there are currently no exemptions from participation in the required

services; however, this may be reconsidered in the future. All new students are required to participate in assessment, orientation, counseling/education planning. In absence of this engagement, these students will have last priority for course registration and will ultimately be required to complete an education plan, following completion of 15 units or two semesters.

## 2. Appeal Policies

Students may appeal the timing of their registration appointments if they have lost their priority placement due to the following:

- Their academic standing has changed as a result of academic probation/dismissal (an overall GPA that is less than 2.0) or they are placed on progress probation/dismissal (more than 50% of attempted courses result in a W, I, and or, NP), or
- The student has accrued 100 units or more

Students may appeal their priority registration status during specified windows of time prior to summer, fall and spring registration periods by submitting a form that is available on the college web site or through the Admissions & Records Office.

Prerequisite appeals/challenges are addressed in question 3.

## 3. Prerequisite Procedures

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

- Academic departments are responsible for identifying appropriate prerequisites, co-requisites and advisories for courses in the respective programs. Since prerequisites limit access to a given course, faculty must justify the necessity for students to have the prerequisites/co-requisites in order to succeed in the course. Prerequisites are included with the development of course outlines of records and are reviewed as a part of the regular course outline updates. Included in the review of proposed prerequisite/co-requisites are eight justifications for implementing the identified prerequisite/co-requisites. Each justification (i.e. law/government regulation, health or safety, statistical evidence) requires documentation and/or explanation before it can be approved by the Curriculum Committee. All course outlines of record, including designated prerequisites, must be approved by the College Curriculum Committee prior to publication in the College Catalog and Schedule of Classes. Based on District policy, all prerequisites/co-requisites must be validated every six years.
- Satisfaction of prerequisites must be verified through the admissions and records office prior to course enrollment. Verification is an automatic process for courses completed at LNC and for courses taken within the District. For course work completed at other institutions, students must provide an official transcript for verification, prior to enrollment.
- Students may challenge prerequisites/co-requisites through the fifth day of a new term. Challenge forms are available from the admissions and records office. Students must provide appropriate documentation along with the challenge form, to substantiate how they satisfy the prerequisite through other means. Students may be conditionally enrolled in a course upon submission of a completed challenge form. If the challenge is denied, the student will be dropped from the class and the enrollment fee will be refunded.

#### 4. Professional Development

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

- Members of the college 3SP Committee, the Admissions and Records office, Counseling Center staff, staff in the Student Success unit, faculty, classified and student leaders have participated in workshops, conference attendance and retreats on campus, to dialog and collaborate on the development of the college 3SP and Equity plans. LMC's 3SP Committee is composed of representatives from faculty, classified staff and managers from various parts of the college, providing a good cross-section of ideas and rich dialog.
- Broader discussions, opportunity for input and sharing of the content of the 3SP and Equity Plans are occurring in Senate meetings, with Basic Skills Committee members, the Planning Committee and in college assemblies, where all college staff and student leaders are invited to participate and provide feedback.
- Many managers, faculty and staff have been trained on the electronic education plan, beyond the counselors that are primarily responsible for implementing use of the tool when working with new students. This opportunity has been provided in structured workshops and during flex activities prior to the semester start-up. Additional workshops have also been offered on the use of Retention Alert, software that was piloted last year to track the progress of student cohort groups. It is anticipated that this software will be used more broadly this year to provide early alert feedback between course instructors and counselors working with students.

#### 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.

LMC is in the process of integrating all of the major college plans under the umbrella the Office of Planning and Institutional Effectiveness. The College Planning Committee, which is chaired by the Senior Dean of Planning and Institutional Effectiveness, is charged with developing the procedures for integrating major college plans. To date, the following efforts have been underway:

- While the college IDEA Committee (Institutional Development for Equity & Access) is taking the lead on the development of the College Equity Plan, many members are also active participants on the 3SP Committee and are involved in the design and collaboration of both plans. These plans are being fully vetted with the college leadership and in college assemblies during the Fall, 2014 semester. Membership of these committees also overlaps with the Basic Skills Committee, which has led to improved collaboration related to Basic Skills planning.
- The recent completion of the accreditation self-study included discussions and recognition of broad interest in making student and staff diversity and equity a college priority, a value that is also evidenced in other college planning processes.
- Current strategic planning and goal setting is again leading to an identified college goal of increasing awareness, understanding and commitment to addressing equity issues that are

identified in the College Equity Plan. All college staff were invited to participate in retreats that were dedicated to identifying college wide strategic goals and to learn about data related to the college achievement gaps.

- Identified strategic and college goals are used to influence department goals in our program review efforts.

#### 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.

- The development of District priority enrollment procedures and the early development of the electronic education plan were facilitated under the leadership of a Districtwide Admissions and Records Committee.
- Faculty, counselors and managers from throughout the District have participated in District led discussions about the core services as defined by the Student Success Initiative. Small groups met throughout the last academic year to identify priorities and needs to begin addressing the primary components and services defined in the 3SP plan.
- One of the outcomes of the broader District discussions is a regularly scheduled meeting of counselors from across the District. This forum provides an opportunity to discuss items of mutual interest and concern related to the implementation of the 3SP core requirements, such as the electronic education plan and other counseling-related issues.
- A collaborative effort that will greatly enhance the ability to address orientation services for all incoming students throughout the District involves the development of an online orientation. Much of the content applies to common policies and procedures that are important for all students to be aware of, particularly those students that “swirl” or enroll in classes on more than one campus in-District. Additional content is campus-specific and addresses information about opportunities and services that are unique to LMC. This effort has been undertaken by representatives from each college within the District.
- The District Financial Aid Steering Committee meets periodically with the District Admissions and Records Committee to review the effectiveness of collaborative efforts and coordination, such as student appeals procedures related to financial assistance, such as the loss of BOG due to poor academic standing.

#### 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:

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