



Credit

Student Success and Support Program Plan

2015-16

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

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated Student Education Plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time 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 to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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

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

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement
 - D. Counseling, Advising, and Other Education Planning Services
 - E. Follow-up for At-Risk Students
 - F. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

College: Los Medanos College

District: Contra Costa Community College District

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* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: [Signature]
Name: Carla Rosas _____ Date: 10/29/15

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: [Signature]
Name: Gail Newman _____ Date: 10-29-15

Signature of the Chief Instructional Officer: [Signature]
Name: Kevin Horan _____ Date: 10-29-15

Signature of College Academic Senate President: [Signature]
Name: Silvester Henderson _____ Date: 10-29-15

Signature of College Classified Senate President: [Signature]
Name: Linda Kohler _____ Date: 10-29-15

Signature of College President: [Signature]
Name: Bob Kratochvil _____ Date: 10/29/15

Signature of District Chancellor: [Signature]
Name: Helen Benjamin _____ Date: 10-29-15

Contact information for person preparing the plan:

Name: Carla Rosas _____ Title: Director, SSSP
Email: crosas@losmedanos.edu _____ Phone: (925) 473-7427

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

The planning process for updating the 2015-16 plan was based on input from the Counseling Department, Welcome Center/Orientation and Assessment, Student Success and Retention, Shared Governance Council, Academic Senate, Classified Senate, Associated Students, Admissions and Records, DSPS, EOPS, SSSP Advisory Committee, as well as large venues such as College Assembly, which includes faculty and staff participation. The SSSP Plan was presented to the various groups in draft form and feedback was provided. Once the feedback was received, it was incorporated in the new draft of the plan. Data were then reviewed and evaluated for the purposes of redesigning and enhancing programs for the upcoming year with the goal of increasing completion of the SSSP process, including the alignment of planning with other college decision making processes, such as, the Resource Allocation Process (RAP) and faculty hiring decisions.

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

Some of the key factors considered in making adjustments and/or changes for 2015-16 included the following:

- Intentional collaboration and alignment with other college-wide plans, such as the Student Equity Plan and the Basic Skills Initiative (BSI).
- The implementation of strategies that support student completion of SSSP requirements.
- Partnerships with specific departments such as: math, English, and ESL to provide much needed support for new students prior to taking their assessment.
- Support efforts to align SSSP services across the LMC Pittsburg and Brentwood campuses.

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

The Contra Costa Community College District (CCCCD) is comprised of three colleges: Contra Costa College, Diablo Valley College, and Los Medanos College. The three colleges coordinate policies and Student Success Program Services through the following committees/meetings that have representatives from all three colleges, including the District Office:

- Vice Presidents of Instruction and Student Services Meeting
- Admissions and Records Directors Committee
- Process Expert Teams
- Degree Audit Work Group
- Work Group for Statewide Pilot Implementation Team for Education Plan and Starfish
- Follow-Up Services Workgroup Collaboration
- Online Orientation Workgroup
- MIS/Strategic Planning Committee

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

The members of the SSSP groups serve on various committees and task forces on campus and at the District level. Through their active participation, they support the alignment and coordination of the SSSP core services with other District and college-wide plans. Below is an example of SSSP group members' committee participation and their areas of responsibility.

SSSP Group Members	Role	Committee Participation
Gail Newman	Sr. Dean of Student Services	District: Financial Aid Steering Committee, Management Council – Alternate. LMC: Teaching and Learning Committee, Planning Committee, IDEA, Equity Advisory Committee, SSSP Advisory Committee, President's Council.
Carla Rosas	Director, SSSP	LMC: Shared Governance Committee, Professional Development Advisory Committee (PDAC), EEOC, SSSP Advisory Committee, President's Council.
Dave Belman	Dean of Student Success	District: DEEOAC LMC: IDEA, Student Equity Plan, Equity Focused Professional Development Advisory Team, President's Council.

SSSP Group Members	Role	Committee Participation
Jeffrey Benford	Dean of Counseling and Student Support	District: Hobson's/4CD/LMC Implementation Team; Incarcerated Youth and Adults; Hiring Policy Review LMC: President's Council, Student Equity Plan, Foster Youth.

It should be noted that all the plans are vetted through the shared governance process to ensure that all members of the LMC community have the opportunity to learn about, to participate, and to provide input in the development of each plan.

2. Describe the college's student profile.

Please note the student profile below is a snapshot based on Fall 2014 data.

Student Profile - Fall 2014			Unit Load		
Unduplicated Student Head Count	8,689		0.1 - 2.9	303	4%
Full Time Equivalent Students (FTES)	3,694		3.0 - 5.9	2,033	23%
Gender Ratio			6.0 - 8.9	1,635	19%
Female	53%		9.0 - 11.9	1,591	18%
Male	46%		12.0 - 14.9	2,241	26%
Unknown	1%		15+	886	10%
Age Grouping	#	%	Non-Credit	0	0%
19 and under	2,742	32%	Average Cumulative GPA	2.72	
20 to 24	3,246	37%	Educational Objective		
25 to 49	2,338	27%	Long-Term Goal ¹	72%	
50 and over	363	4%	Short-Term Goal ²	17%	
Average Student Age	23		Undecided/Unknown	11%	
Median Student Age	20		Course Outcomes		
Racial/Ethnic Composition of Student Body			Success Rate	71%	
African American	1,364	16%	Course Retention Rate	84%	
American Indian/Alaskan	12	0%	Awards (2013-14)		
Asian	401	5%	AA/AS Degrees	1,030	
Filipino	416	5%	Certificates	701	
Hispanic	3,244	37%	Total Awards	1,731	
Multi-Ethnicity	646	7%	Transfer to 4-Year Public Institutions (2013-14)		
Pacific Islander	54	1%	University of California	104	
Unknown	121	1%	California State University	377	
White Non-Hispanic	2,431	28%	Total Transfers	481	

3. *Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.*

Los Medanos College (LMC) has a very strong partnership with our local high schools. High school counselors and Career Center staff play a critical role in communicating SSSP requirements to their students. LMC works closely with high school counselors and staff to keep them updated as it pertains to successfully delivering SSSP core services at the local high schools as well as LMC. We host an annual High School Counselors conference that connects our LMC counselors with their high school counterparts. The conference offers updates regarding state mandates and includes the opportunity for small work groups to address key issues impacting our students.

LMC also hosts an Educational Partners meeting twice a year with our adult education and K-12 partners as well as four-year transfer institutions, such as CSU-East Bay. These meetings have become the foundation for our strong partnerships and collaborations on various projects. They also provide an opportunity for feedback and input regarding methods that can help us improve our services.

B. Orientation

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

The orientation process at LMC is an evolving and adaptive pathway for new incoming students. LMC has implemented various processes to ensure all new students complete an orientation as part of the enrollment process.

Adjustments made to the orientation process based on 2014-15 outcomes include the following:

- Communication: A series of email communications have been developed to target all new applicants regarding SSSP requirements, beginning with the online orientation.
 - Email communications outline the SSSP steps, with hyperlinks to the online orientation, assessment process and educational planning workshops. Students are informed that the orientation is mandatory and that if they do not complete the steps, they will lose their enrollment priority. Students are also sent congratulatory emails as they complete each SSSP step. These communications continue throughout the enrollment cycle.

- LMC is developing and implementing a campus- and community-wide SSSP marketing and information campaign. The campaign involves newsletters, newspaper articles, billboards and cable TV communications. New students that stop by the college for application or enrollment information are directed to the Welcome Center. New students are encouraged to complete the online orientation, sign up for assessment and new student educational workshop all in a one-stop process.
- High school graduating seniors also receive communications regarding online orientation and other SSSP requirements. These emails are customized for the high school they attend, and include dates of the assessments and testing at their local high school. Graduating high school students receive invitations to the various orientation activities, which include High School Senior Saturday, the education planning workshops and the Summer Bridge Program. LMC has a SSSP marketing and communication campaign in place that begins early in the spring for high school seniors.
- Access: Various orientation modalities are now available to students. They can access the orientation online, through in-person workshops, orientation classes, and during LMC's high school Senior Saturdays, and our transition programs (Summer Bridge and Pittsburg High School Transition Program). It should be noted that all students are required to begin with completion of the online orientation.

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

A total of **4,887** students received orientation services in 2014-15.

b. What percentage of the target population does this represent?

Based on the total headcount of 10,743 for 2014-15, **45%** of LMC students received orientation services. It should be noted that due to our aggressive SSSP marketing campaign the total number of students served includes both new and continuing students.

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

LMC has engaged in the coordination of activities and partnerships that support student participation and reduce any unmet need. Listed below are the activities we are currently engaged in and/or are planning to implement this upcoming year:

- High School Partnership
High school counselors and Career Center staff play a critical role in communicating SSSP requirements to their students. The latest High School Counselor Conference held at the college focused on understanding the SSSP core services and processes. The

breakout sessions were dedicated to training high school counselors and staff on the role they play in assisting their students to understand and complete the SSSP mandates. Strategies, such as the Pittsburg High School Transition Program, were developed with local high schools to support LMC in communicating these requirements to high school students.

- Pre-orientation workshops

The SSSP Outreach team, in partnership with local high schools, coordinates a series of dates for pre-orientation workshops beginning in late Fall and early Spring. The workshops have been designed to provide high school students with a clear understanding of the SSSP requirements that they must complete in order to have priority registration. The workshops are promoted by the high school counselors and students register for these workshops with high school staff. Students are provided with passes to attend these pre-orientation workshops throughout the school day. College Student Ambassadors also promote these workshops at the high schools through scheduled lunch-time tabling sessions and in-class visits. Student ambassadors also provide support during the workshops. Additionally, high school students receive support navigating through the SSSP process, registering for the High School Senior Saturday, and for assessments, which can be taken at their high school or at LMC.

- High School Senior Saturday

In April, LMC hosts two High School Senior Saturdays. Approximately 400 students, along with their parents, attend each day to receive an in-person orientation and introduction to the college. The students that attend these Senior Saturdays have previously completed the online orientation and have been assessed. During the Senior Saturdays, students attend workshops on goal setting, major exploration, student support services, and receive information on the various learning communities available at the college. They are also able to submit high school transcripts for evaluation to the office of Admissions and Records.

Parents of college students also participate in a separate parent orientation. The parent session includes topics on SSSP and how to best support their students. Additional topics include: financial aid, major exploration, and education/career goal options for their students.

- Summer Bridge Program

During the months of June and July, more than fifty students participate in Summer Bridge, a four-week long orientation/transition experience. Participating students take a counseling class and a college prep class usually in English or math. Students explore educational goals, majors, and career options. Summer Bridge students are also given the opportunity to retake their assessment test. Additionally, Summer Bridge students have the opportunity to complete a comprehensive education plan before the end of the program.

▪ **LMC Welcome Day**

LMC has identified a number of students that generally show up to register for classes one to two weeks before classes begin. Even with all the marketing, promotions, and communication to new students, there are still students who do not take advantage of early orientation, assessment, and educational planning workshops. The SSSP team is proposing a Welcome Day late in the summer approximately two weeks before the start of the Fall term. The day will be promoted to target students who may have completed only one of the SSSP requirements or are just getting started at LMC. Welcome Day will provide an opportunity for students to be assessed, to attend a new student orientation and to meet with a counselor to develop an abbreviated education plan.

3. a. *Are orientation services offered online?*

Yes, an online orientation is available to all enrolled students. While other orientation modalities are available to students (in-person workshop, counseling class, High School Senior Saturday, Summer Bridge), the online version is the primary method of providing an orientation to new students and is required of all students receiving priority registration. The new online orientation is a Districtwide initiative that enables the three colleges to align their services to better support our students. The online orientation is interactive and provides supplemental modules that exceed the minimum standards. It is a comprehensive orientation addressing all required policies and procedures identified in Title 5, 55521.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

The Contra Costa Community College District contracted with Comevo to create a comprehensive online orientation with participation from all three colleges within our district. The online orientation uses the most current online delivery method compatible with all browsers and mobile devices, including closed captioning. The development and enhancement of the online orientation is ongoing. The current annual subscription is \$14,000.

4. *Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.*

Items/topics covered in the online orientation include:

- College Welcome
- Assessment
- Counseling & Student Services
- Education Planning
- Financial Aid Information

- Useful Information about LMC
 - InSite portal, email, and online classes
 - Title IX Non-discrimination
 - Student Rights & Responsibilities
 - Academic Expectations
 - Probation Consequences
 - Tips for Student Success
- Registering for Classes

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source
1.0	Academic Services Manager (Director, Welcome Services)	Provides direct oversight of Welcome Services and Assessment, including all Orientation and Assessment activities	GF
1.0	Counseling Assistant (Welcome Center Assistant)	Supports Welcome Center, and Orientation Activities	SSSP
1.0	Minority Retention Specialist (High School and Community Outreach Coordinator)	Though outdated, the Minority Student Retention Specialist job description most closely aligns with SSSP requirements. Duties include, for example: coordination of orientation/assessment/enrollment support for target groups; support services through the matriculation process such as advising and follow up; pre-orientation workshops; proctoring assessments at the local high schools; and the integration of these services within the Summer Bridge program.	SSSP
.5	Office Assistant II	Supports Welcome Desk	SSSP
	Student Ambassadors	Please note that the terms "student assistant" and "student ambassador" are working titles, all of which fall under the umbrella of student employees. Student Ambassadors provide peer driven information distribution related to orientation content, in high schools and in on-campus orientation delivery through activities.	SSSP
.08	Administrative Assistant	Provides reports and uploads data regarding Orientation activities, also provides support at Orientation events.	SSSP/GF

- 6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Office Supplies & Materials: Paper, toner	SSSP	\$5,000
5000	Marketing: Mailings, billboards, informational brochures, commercials, orientation handbooks, etc.	SSSP	\$141,000
5000	Comevo-Online orientation	SSSP	\$14,000
5000	OmniUpdate	SSSP	\$20,000

C. Assessment for Placement

- 1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?**

Adjustments made to the orientation process based on 2014-15 outcomes include the following:

- Staffing:
 - A full-time Assessment Center Coordinator was hired in Spring 2015. With the addition of a full-time staff member and Student Ambassadors working in the Assessment Center, many adjustments are being made this academic year. The assessment process now includes a more comprehensive evaluation of students. Students that engage in the Assessment Center now receive a more holistic evaluation, which includes course placement evaluation and review and acceptance of certain standardized tests previously taken. The course and test review is conducted to place students via multiple measures and not by Accuplacer testing alone. In order to support proctoring needs in the high schools and in the evenings during peak times, we will hire an hourly Assessment Center Technician. We are also considering hiring a Transcript Audit Specialist that can support expediting the evaluation of student transcripts for placement. Presently, we are hiring an out-of-class employee for the Transcript Audit Specialist while we weigh the needs for a permanent position.
- Creating more formal means of communicating information:
 - A PowerPoint presentation was created by the Assessment Center staff to ensure consistent information to students taking the assessment. The presentation covers alternative methods of placement that include examples of courses and tests that will exempt students from taking the assessment.

- The Assessment Center web page is going through a redesign to make it easier for students to understand the assessment process. The web page will guide students through alternative placement options. It will have test preparation materials and links to workshops for those needing to take the assessment.
- Extended Hours:
 - The Assessment Center is now open year round allowing students to be assessed throughout the year. There has also been the addition of drop-in assessment testing during heavy registration times. This allows students to attempt to meet pre-requisites and to register for English and math classes based on their placement results. Assessment testing appointments can be made online, in-person or on a drop-in basis during scheduled testing times. The Assessment Center staff will continue to work on best practices for serving students' needs in regard to assessment testing times and single versus multiple test offerings per scheduled time.
- Revision of Re-Take Policy:
 - The Assessment Center re-take policy has been revised. Students can now re-take a placement test after the initial placement sooner than the previous 12-month waiting period. Students are expected to study and complete a practice test packet before the re-test. Students are asked to provide proof that they have reviewed the materials prior to the test. The re-test can be done as soon as one week after the initial test was taken. Printed test preparation materials and a practice test are provided at the Assessment Center. Students may also access test preparation materials and the practice test on the LMC website under Assessment. Based on instructor or counselor recommendations, exceptions can be made to allow students to take additional assessment tests within a calendar year.

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

A total of **4,567** students received assessment services in 2014-15.

b. What percentage of the target population does this represent?

Based on the headcount of 10,743 for 2014-15, LMC served **42.5%** of its overall population. It should be noted that due to our aggressive SSSP marketing campaign the total number of students served includes both new and continuing students.

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

LMC has engaged in the coordination of activities and partnerships that support student participation and reduce any unmet need.

Listed below are the activities we are currently engaged in and/or are planning to implement this upcoming year:

- **"Golden Ticket":**

In order to eliminate unnecessary assessment testing and to reduce incorrect placements for high school students assessing at their high school, the "Golden Ticket" project was piloted at several high schools. Prior to beginning the assessment test, multiple measures are used to evaluate students to determine if they were eligible for the "Golden Ticket." The "Golden Ticket" cleared high school students from having to take one or both of the assessment tests based on high school coursework completed in math, AP tests taken, and EAP results. The students receiving a "Golden Ticket" were exempt from taking the assessment test and an alternative placement method was used. Students were cleared from the English, math or both tests. Student transcripts, AP test scores, and EAP results are collected at the high schools or students are given instructions on where to submit documents.

- **Collaboration with high school and LMC English faculty:**

The assessment staff coordinated with the English faculty at the college, English teachers at the high schools, and CSU representatives to accept the EAP conditional test results in combination with a passing grade on the CSU-sponsored EWRC class taught at selected high schools. Students entering LMC can now use the EAP conditional result in conjunction with a grade of "C" or higher in the EWRC class to place into English Composition.

The Assessment Center Coordinator collaborated with the Chemistry department to administer their Chemistry Challenge exam. Students interested in taking the exam, may contact the Assessment Center via e-mail or phone to schedule an exam. The exams are proctored in the Assessment Lab. Students are provided with the test and a calculator and given 45 minutes to complete the exam. Once the student's time is up, the test is collected by the Assessment Center staff, which contacts the Chemistry Department Chair for them to grade the exam and inform the students of their results.

Currently, we are looking at ways to partner with math and English departments respectively, to support college initiatives regarding math and English acceleration.

- **Test-Preparation:**

The Assessment Center Coordinator is currently developing test-taking strategies and test-taking anxiety workshops. Additionally, the Accuplacer web-based app will be piloted this Fall term. The app allows students to take sample quizzes in preparation for

their assessment test. The coordinator will also use the online StudentLingo workshop modules, becoming available in the Fall semester, in the test-taking workshops. Along with the workshops, the Assessment Center staff is working on piloting a combination assessment and counseling for Ed Planning schedule. Students who sign up for an Accuplacer test will have the opportunity to attend a group Ed Planning session led by a counselor one hour after the completion of their scheduled test. The Assessment Center will coordinate with the ESL department and the Brentwood Campus to begin implementation for Spring 2016. This would allow students an expedient way to complete the SSSP process. Discussions have taken place with math and English faculty to provide test preparation content materials for workshops. Workshops can be conducted by math and English faculty or Assessment Center staff members.

- Identifying students interested in Career and Technical Education (CTE) programs:
Along with new assessment requirements, there is also a need to assess CTE programs by major and career goals. Students interested in CTE programs that do not have a math or English requirement, will need to have a process to clear the assessment requirement. The assessment coordinator is currently working with the CTE department to develop a coding system that can be used to identify these students.

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

Students inquiring about enrollment at the college are provided an overview of the assessment process by the Assessment Center staff, Welcome Center staff and Admissions and Records staff. Additionally, after students have submitted an application, a series of emails are sent to students directing them to complete the assessment process. The email provides a link to the college assessment web page containing detailed information on the assessment process. Students are given instructions for using transcripts for placement, previous placements from other colleges and third-party results such as the EAP, EPT/ELM and AP scores. Students can make an appointment for assessment testing online or in-person with a photo ID. Students can also call the Assessment Center for additional information or for clarification regarding alternative placements.

Students can drop off transcripts, placements scores from other colleges, EAP results, and AP scores at the Assessment Center for an evaluation at any time. Students may be cleared from assessment testing and placed in the appropriate course, based on multiple measures. The assessment staff can place students based on other college placement results or EAP results. High school and college transcripts and AP test scores are processed by the Admissions and Records Office, but used by the Assessment Center staff to determine placement. With the expected increase in students using transcripts for placement, Admissions and Records is considering hiring a Transcript Audit Specialist. We will be exploring this need by offering an out-of-class assignment to fill this role on an interim basis for 2015-16. The Transcript Audit Specialist position will be essential in providing support for the newly implemented multiple

measures. Students will be able to make appointments to take the assessment test at the Assessment Center after their transcripts are evaluated, if needed.

Test Preparation

Assessment test preparation materials and practice tests are provided free of charge. The study guides and practice tests are available both online on the Assessment page of the LMC website and at the Assessment Center. There are also links to the free Accuplacer sponsored web-based study guide app for computers. Additionally, there is a smartphone app study guide for a fee. The assessment instructions emphasize the importance of reviewing the study guides and practice tests prior to taking the assessment test. Students are reminded at the start of the assessment test of the importance of having reviewed the test preparation materials and practice tests. Students are given the opportunity to re-schedule their test session if they are unprepared or will need additional time.

Off-site testing

The Outreach and Assessment Center staff schedule assessments on campus and at the local high schools. A well-developed partnership and strong working relationship allows multiple assessment and testing sessions throughout the months of February through April at high school sites. The high schools provide computer labs during the school day for students to be assessed if needed. Test preparation materials are provided to high school staff to give to students when they sign up for assessment. On assessment testing days, the high school staff provides passes to students to be excused from class so they can attend the placement session. Before the assessment is given, students are informed of alternative methods of placements and transcripts, AP scores, EAP results and other test results are evaluated and collected if needed. Students can sign up for High School Senior Saturday at these placement sessions. Similar arrangements are made at adult schools and community-based education centers.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

LMC uses the College Board Accuplacer testing platform for the following areas:

- English Placement - Accuplacer Reading Comprehension and Sentence Skills modules
- mathematics - Accuplacer Arithmetic, Elementary Algebra and College-Level math modules
- ESL - Accuplacer ESL Pro Reading Skills and Language Use modules

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

The Accuplacer tests were approved March 1, 2014, on a Probationary basis through March 1, 2016.

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

It has been at least five years (2010) since the last disproportionate and consequential validity study was conducted by the college. The District Research Office has been contacted to conduct these studies for this academic year, 2015-16.

5. a. What multiple measures are used?

LMC has been using established multiple measures when assessing students for the past eight years. Among the multiple measures we currently use are a series of questions built into the Accuplacer test. This survey is scored and points are added to their total placement scores. Additional multiple measures used include high school/college transcripts, Advanced Placement (AP) tests, the ELM, EAP and EPT to determine student placement.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

In an effort to incorporate multiple measures into the Accuplacer test, students answer a series of supplemental questions which are included in the background questions. These questions include the student course-taking history in the subject area, student behaviors towards course work and self-reporting of their overall GPA. Students receive additional points if they indicate having strong educational records and the amount of time spent on English and math skills. These additional points are built into the total cut score that students receive as part of an algorithm in the scoring process for placement.

Common Assessment Initiative Update

Our sister college, Diablo Valley College, is a beta site for the Common Assessment Initiative. Information about the new placement test and processes are being shared within the District.

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

Yes, the measures meet the requirements per Title 5, section 55502 and 55522.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

The college 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 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.

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

Policies on re-tests and recency are available on the Assessment page of the LMC website. The policies are also communicated to students through a PowerPoint presentation prior to administering the assessment. The written policies are also available in the Assessment Center. Students can re-take an assessment after the initial placement. Students are expected to study and complete a practice test packet before the re-test. Students scheduled for re-test are asked to provide proof that they have reviewed the materials prior to the test. Printed test preparation materials and practice tests are provided at the Assessment Center. Students may also access test preparation materials and practice tests online. Exceptions can be made to allow students to take additional assessment tests within a calendar year, based on instructor or counselor recommendations as well. Students that re-take the tests are asked to wait at least one week before retaking the test in order to provide more opportunity for practice prior to the next attempt.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Academic Services Manager (Director, Welcome Services)	Provides direct oversight of Welcome Services and Assessment, including all Orientation and Assessment activities.	GF
1.0	Assessment Center Coordinator	Coordinates and proctors Assessment Center services and activities.	SSSP
1.0	Transcript Audit Specialist (Out-of-Class)	Evaluates transcripts/multiple measures to determine student placement.	SSSP
	Hourly- Assessment Center Technician	Proctors assessments on and off – campus at the local high schools and evening hours.	SSSP
	Student Ambassadors	Please note that the terms "student assistant" and "student ambassador" are working titles, all of which fall under the umbrella of student employees. Student Ambassadors provide peer driven information distribution related to orientation content, in high schools and in on-campus orientation delivery through activities.	SSSP

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Office Supplies & Materials: Paper, toner, printing test prep materials, etc.	SSSP	\$4,000
5000	Accuplacer	SSSP	\$15,000

D. Counseling, Advising, and Other Education Planning Services

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

Yes. Listed below are the adjustments made to LMC Counseling services processes and/or procedures based on outcomes from our 2014-15 plan:

- Integration of professional development into the culture of the department: All full-time counselors are assigned a newly hired counselor as a mentor. Every counselor is required to participate in directed and valued professional development, an approach to professional growth based on The RP Group's research on student success and proceeds from the belief that counselors are learners/practitioners that should be encouraged to define professional development goals (*directed*), participate in goal-focused activities, and share insights and/or skills acquired with colleagues in their respective units (*valued*). Mandated monthly trainings on a range of topics related to counseling (CSU/UC impaction, crisis intervention, etc.) have been planned and scheduled.
- Revise administrative process access to counselors: **No-show Conversions** policy converts cancelled and unfilled appointments into same-day, drop-in appointments. **Counselor Appointment Coding** will add a second level of documentation for counseling contacts, so that counselors will enter codes into the college's database in the event a student receives services beyond those requested when they schedule or check in for their appointment.
- Expand staffing to increase student access to counselors: In order to support the college's goal of better serving the disproportionately impacted and general population, the department will hire five full-time counselors for the following areas: Umoja (African-American students); STEM/MESA (science, technology engineering, and math); Student Retention Support Services (probation and reinstatement); and

EOPS/ CalWORKs (this position will not be funded by 3SP). An additional **Counseling Assistant** will be hired to provide additional administrative support to the department. The possibility of also hiring a **Student Services and Instructor Support Coordinator** is now under review, given the need to develop, implement and increase the efficiency of department policies and service delivery processes. **Counselor Catch-up** has been implemented to insure that counselors have time to complete on-going and emerging assignments, e.g., review daily student contact notes, send and respond to student emails and generate reference letters.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

The total number of students served in 2014-15, from summer 2014 through spring 2015 was **8,437**.

b. What percentage of the target population does this represent?

Based on the headcount of 10,743, **78.5%** of the total population received one or more counseling services.

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

Counseling Services are taking the following steps to reduce any unmet need and ensure student participation:

- Through collaboration with District Research and Planning, the Counseling Department identifies students who have not made contact with a counselor then determines their advising needs, and employs student ambassadors to contact them, both by email and direct calls to schedule appointments.
- Services are marketed in a variety of ways, including ads posted on the landing page of the college's website and a brief note posted in the individual portals through which students log-on to their email accounts and profiles.
- Counselors now call appointment no-shows and use the degree planner to conduct a holistic needs assessment in order to identify obstacles to student progress and provide resource referrals, as well as to inform strategic planning at a programmatic level through student services.
- Online services are increasing. Counselors are currently developing more than 10 online tutorials to assist students who access the education planning tool off campus,

independent of counseling staff. Based on student feedback, the department is currently researching synchronous online counseling software to replace its current asynchronous online counseling approach.

- Career Advising will be mapped into the sequence of required contacts for students re-admitted who have been dismissed for unsatisfactory academic performance, and Career Advising will also be offered to Foster Youth as one of the targeted interventions offered to this population by the Foster Youth counselor.
- Major service delivery systems are being redesigned. The Counseling department has enlisted LMC students to serve on the **Education Plan Initiative (EPI)** project, in order to identify the features of the current education plan tool that may be prohibitive to student engagement and incorporate new student ideas in the design of the education planning tool to be implemented Spring 2016. The plan to implement **Hobson's Starfish** student retention system is currently underway. This retention system, also planned for a Spring 2016 implementation, is currently being designed to place all students in academic networks supported by administrators, faculty, classified staff and student ambassadors and will enable the college to systematically identify a range of student needs, from advising to tutoring and beyond, and positively reinforce students who follow-through on resource referrals or need additional encouragement to engage.
- **Degree checklists** are being created. The Counseling department is currently working with the Career and Technical Education (CTE) faculty to create checklists that map the courses and course options that will lead to a certificate or degree in one of the college's 16 CTE fields.

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

With a baseline of 78.5% for service contacts, the department projects that it will increase the percentage of contacts by 10% to achieve an annual contact rate of 88.5%.

Service delivery methods include the following:

- In Person:
 - Drop In & Appointment
 - 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.

- Drop In (Express) 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.

➤ Online Services

- Students can obtain 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 college procedures and academic policies; admission and registration information.
- Students can seek counselor advice for the development of both abbreviated and comprehensive education plans through the current asynchronous advising method (i.e., email a question and receive an email within 24 hours); however, the department is currently working toward securing a web-based solution that will allow counselors to advise students in groups and increase student access to their advising expertise on a one-to-one basis, in real time. The number of counselors who provide online counseling services and the number of online counseling hours will increase.

■ Workshops:

- Education Planning is a featured element in Super Saturdays, the college's orientation for graduating high school students.
- The New Student Workshop is conducted by a counselor who provides students with further information they need to know as a college student, assist in creating an education plan on InSite/WebAdvisor, and show students how to register for classes directly from their education plan.
 - Additionally, counselors assigned to our learning communities: Honors; Puente; Umoja; Transfer Academy; and math, Engineering, and Science Achievement Program (MESA), Career Advancement Academy (CAA), offer one-on-one and group workshops.
- Student Success Workshops are required for all students on academic probation, as well as dismissed status who desire to re-enter the college. It is supplemented by Individual Success Plan contacts, meetings conducted by counselors on a one-on-one basis to promote engagement of the on-campus and

off-campus resources recommended by counselors as essential for a student's recovery of good academic standing.

- Time Management and Career Exploration Workshops are programmed into the Student Success Workshops as skill-building options offered to students experiencing academic distress.
- FTES generating course:
 - Counseling 30 (Orientation to College)
 - Counseling 32 (Career Development)
 - Counseling 33 (Transfer Planning)
 - Counseling 34 (College Success)
- To support the needs of special populations and expand them, an additional tenure-track counselor will be added to the following programs:
 - 1.0 EOPS/CARE Counselor (0.6) / CalWORKs Counselor (0.4)
 - 2.0 Student Retention (DE, Probation/Dismissed/Undeclared Major)
 - 1.0 Umoja (African-Americans)
 - 1.0 MESA/STEM

Although not funded by SSSP, counselors will be added to support the following special populations:

- Foster Youth
- ESL
- Veterans

To promote efficiency in service delivery of the Counseling department, additional classified staff will be hired. Also, we are exploring having dedicated counselors to support our Orientation focused initiatives.

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

Students may meet with a counselor on a drop-in basis and by appointment. Meetings by appointment are preferable, since they ensure that a counselor has been designated to a student and is given time to prepare for the discussion topics as requested by the student.

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

With the current ratio of 480:1 (full-time counselor/full-time enrolled students) the students-to-counselor ratio is not adequate to deliver the level of access needed to prepare

new, continuing and returning students with the counseling support necessary 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 are encouraged to schedule appointments online via the department website, but also have the option of scheduling appointments in-person.

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

- Counselors conduct both small group and one-on-one meetings that assist students in the development of Abbreviated Education Plans that indicate a student's major and education goals (i.e., degree, transfer, certificate, transfer with a degree), outlining two or less semesters of courses required to achieve the stated goal.
- Students re-entering after a period of academic dismissal are required to develop Abbreviated Education Plans as a condition of their re-admission. New students are offered New Student Workshops (group); Super Saturday orientation (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).
- Counselors review and archive students' abbreviated plans and provide comments for students to consider as they continue to revise and expand their plans.
- Student ambassadors assist with group education planning sessions, adding a layer of additional technical support, which is needed for many students who are accessing online scheduling tools for the first time.

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

- A comprehensive education plan builds on the abbreviated education plan. It consists of two or more semesters, and is conducted on a one-on-one basis during a 60-minute appointment and outline all the courses needed for students to earn their stated education goal.
- All learning communities and categorical programs (i.e., EOPS, CalWORKs, Student Retention, DSPS) include comprehensive education planning into their advising schedules.
- In order to increase the number of staff and hours available to serve the general population of students for education planning and other advising services, the college is recruiting five additional full-time counselors who will begin Spring 2016.

5. *Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.*

- Elucian online self-service educational plan developer (3rd Party) –students enter education plan content exclusively online and counselors review and archive education plans online.
- Counselor Triage - Use tablets to remotely access the college’s online education planning tool and student records. Counselors will then be able to offer in-person assistance to students during peak times, i.e. registration, add/drop periods, by going directly to where students are located, such as: waiting in line for Admissions and Records, Financial Aid, Assessment Center, the cafeteria, or the outdoor quad.
- SARS Grid for scheduling counseling appointments, both online 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 (3rd Party) A document imaging scanner will be used to give counseling assistant access to evaluated transcripts and convert existing paper education plans into electronic files.
- Hobsons’ Degree Planner/Starfish (3rd Party) Currently in the implementation phase, this web-based software tool will link education planning and student retention efforts, thereby enabling students to conduct seamless degree audits through assist.org and devise education plans that include courses articulated in multiple districts. The degree planning features will also allow students to access and schedule meetings with both instructional and student service staff remotely, thereby reducing time students are required to physically wait in lines to book appointments. Remote appointment booking generates real-time appointments in staff Outlook calendars, providing reasons for appointments, which will give staff adequate time to prepare for their meetings.
- Prep Talk (3rd Party) This is currently under review for purchase. This web-based software system will be used to conduct small group education planning workshops and will support Student Learning Outcomes, as it allows counselors to assess student learning while delivering live content.

- 6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.79	PT Adjunct Counselor	General-Pittsburg	3SP
1.49	PT Adjunct Counselor	EOPS-Pittsburg	EOPS
.98	PT Adjunct Counselor	Umoja-Pittsburg	Equity
1.56	PT Adjunct Counselor	DSPS-Pittsburg	DSPS
.66	PT Adjunct Counselor	Career-Pittsburg	3SP
.58	PT Adjunct Counselor	DSPS-Brentwood	DSPS
1.66	PT Adjunct Counselor	Student Retention-Pittsburg/Brentwood	3SP
.59	PT Adjunct Counselor	CalWORKs/General-Pittsburg	CalWORKs/3SP
1.0	PT Adjunct Counselor	Foster Youth-Pittsburg	Equity
.6	PT Adjunct Counselor	Puente/DE-Pittsburg	3SP
.52	PT Adjunct Counselor	ESL-Pittsburg	Equity
.38	PT Adjunct Counselor	Transfer-Pittsburg	3SP
.29	PT Adjunct Counselor	DE-Pittsburg	3SP
.15	PT Adjunct Counselor	General-Pittsburg/Brentwood	3SP
.5	Intern	DSPS-Pittsburg	Volunteer
1.0	Counselor	Athletics-Pittsburg	3SP
1.0	Counselor	DSPS-Pittsburg	DSPS
1.0	Counselor	EOPS-Pittsburg	EOPS
1.0	Counselor	MESA/General-Pittsburg	General Fund
1.0	Counselor	General-Brentwood	General Fund
1.0	Counselor	Honors/General-Pittsburg	General Fund
1.0	Counselor	Puente/General-Pittsburg	General Fund
1.0	Counselor	Transfer-Pittsburg/Brentwood	3SP
1.0	Counselor	CTE-Pittsburg	CTE
1.0	Counselor	DSPS-Pittsburg	DSPS
1.0	Counselor	DSPS/General-Brentwood	3SP
2.0	Counseling Assistant	Pittsburg	3SP
2.0	Student Ambassadors (4)	Pittsburg	3SP

- 7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Prep Talk	3SP	\$10,000
5000	StarFish-Student Retention	3SP	\$0
5000	Professional Development – consulting, training, etc.	3SP	\$4,500
6000	Laptop (2), Tablets (7), Webcam (15)	3SP	\$3,000
6000	Tablet (7), Webcam (15)	3SP	\$3,930

E. Follow-Up for At-Risk Students**1. *Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?***

Yes. A Director of Retention and Support Services was hired on July 1, 2015, to develop and implement strategies that support and enhance work targeting at-risk students. As a result, several adjustments are being made in both services and procedures administered through the Follow-up services component of SSSP going into the 2015-2016 program year.

Follow up services are coordinated and administered through the Student Retention and Support Services Office (SRSS) at Los Medanos College. Students are identified by the program in collaboration with the Research and IT departments located at our District Office. In the 2015-2016 program year, the SRSS program will be modifying its approach in assisting students within the target populations. The goal is to encourage students using intrusive means when necessary, to engage with learning support services and utilize available resources.

The total headcount for 2014-15 was 10,743. From this headcount, 5,180 students assessed into basic skills level: English (2987 students) and math (2193 students). The SRSS Office is developing interventions for 2015-2016 to support students enrolled in Basic Skills courses. Below are examples of some of the interventions planned.

- Letters of encouragement will be sent to students who are enrolled in Basic Skills English and/or math courses that receive a “C” or better and persist to the next level beginning Fall 2015.
- Capture and highlight student success stories to include on program web page as well as in other marketing resources.
- Classroom visits by counselors will be made to educate faculty and students about the impact of being placed on Probation and Dismissal status, as well as to inform them of the support services we offer.
- For those students who wish to participate, Study Skills workshops to include time management, note taking, test taking, etc., will be offered to all students in collaboration with the Center for Academic Support.
- LMC is one of nine community colleges in California to pilot the Starfish Early Alert System. Implementation of this software will assist students in developing multi-year course plans while offering opportunities for instruction and student services to effectively work together in identifying and assisting students who are at risk.

In collaboration with the District's Research Department, 1,014 students were identified as "undecided/undeclared". The SRSS Office is currently developing interventions to support students who are undecided on their program of study or education goal. Below are examples of some of the planned interventions:

- Development of a "Choosing a Major" workshop in collaboration with the Career Center is in the 2015-16 plan for the SRSS office. An invitation will be sent to students that meet this criteria in order to support students in making an informed decision about their academic and/or career goals. Student learning outcomes will be developed with a primary goal, requiring that students declare a major and education goal before the end of the semester following their participation in the workshop.
- An email that details the benefits of having a declared goal, along with an attached 'Declaration of Major' form with instructions to submit form to the SRSS Office for tracking will be sent to all students.

With the assistance of District research staff, 2,649 students were identified as being in academic distress (Probation I, Probation II, or Dismissal status). The SRSS Office is currently developing interventions to support these students.

Some of the interventions include the following:

- Effective Fall 2015, information regarding the Board of Governor's Fee Waiver Fall 2016 mandate is now being provided to students in the probation and reinstatement workshops in addition to their notification of status in order to educate students on possible loss of eligibility should their academic status not improve.
- Effective Fall 2015, students that are "approved conditionally" are required to attend another counseling appointment mid-semester to develop or revise their education plan, provide update in status, as well as submit a mid-semester progress report completed by each of their instructors.
- Additional activities such as participation in tutoring, special programs, or appropriate workshops may also be prescribed to students in academic distress, dependent upon student's individualized plan of action.
- The Probation II and Reinstatement workshops were redeveloped for Fall 2015 and are currently facilitated by designated counseling faculty. The workshops were re-designed to expand the student's understanding of their current status and assist them in the development of academic success strategies. Participants must show evidence of readiness and change to successfully complete college courses and present their petition to the Director of Student Retention and Support Services.
- A "Petition to Release Holds on Student Account" form was developed for implementation in the Fall 2015 term to limit units and/or courses students are

permitted to register upon their “conditional reinstatement.” Upon further review, it was discovered that some students who automatically had their ‘Hold’ released were not in compliance with their Reinstatement Contract. Students must take the “Petition to Release Holds on Student Account” form to the Admissions and Records office to register for their classes. The Admissions and Records office staff do not lift the hold, instead, they register students for approved courses or units reported on the form. Should students want or need to revise their schedule, they must obtain approval by a counselor and complete an updated form to bring to Admissions and Records office. This unit/course limit may support student retention and success in courses as they learn their limitations as they form stronger study habits and skills.

- Beginning Fall 2015, the SRSS counselors will be facilitating Student Success Workshops that will include: Time management, note taking, and study skills.
- A campus Student Retention and Support Advisory Committee comprised of student services, faculty, and other staff was created to identify internal practices that are working for students and to identify areas of improvement.

2. a. How many students were provided follow-up services in 2014-15?

During the 2014-15 academic year, there were 2,434 students in academic distress. Of this number, **440 unduplicated students actively engaged** with the Student Retention and Support Services office (SRSS) (Probation I, II, and Dismissal).

b. What percentage of the target population does this represent?

Summer 2014			
3542 students enrolled in SU 2014	284/3542		0.080180689
284 students in academic distress			
Probation I: 66 students	66/284		0.232394366
Probation II: 145 students	145/284		0.51056338
Dismissal: 73 Students	73/284		0.257042254
218 Students Active	218/284		0.767605634
	218/3542		0.061547149

Fall 2014			
1000 Students in Academic Distress			
Probation I: 540 Students	540/1000		0.490909091
Probation II: 367 Students	367/1000		0.333636364
Dismissed: 93 Students	93/1000		0.084545455
	460/1000		0.46
	222/8865		0.025042301

SPRING 2015			
8473 Students enrolled in SP 2015	1150/8473		0.135725245
1150 Students in Academic Distress			
Probation I: 553 Students	553/1150		0.480869565
Probation II: 410 Students	410/1150		0.356521739
Dismissed: 187 Students	187/1150		0.162608696
	597/1150		0.519130435
	274/8473		0.032338015

Tracking of students in "academic distress" by the SRSS office began fall 2014.

Fall 2014 term, 292 students were approved to enroll in classes. 222 students enrolled and were actively working with the SRSS office. Further evaluation is necessary to identify why the 70 students did not enroll following approval.

Spring 2015 term, 317 students were approved to enroll in classes. 274 students enrolled and were actively working with the SRSS office. Further evaluation is necessary to identify why the 43 students did not enroll following approval.

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

- The SRSS office noticed a number of students making multiple appointments for Probation II and Reinstatement workshops and not attending. A process was put into place to allow students to schedule two appointments on their own; the third appointment is to be scheduled in person with our office.
- The "Petition to Release Holds on Student Account" form limits units and/or courses students are permitted to register for upon their "conditional reinstatement." Students must take this form to the Admissions and Records office to register for their classes. Should students want or need to revise their schedule, they must obtain approval by an SRSS counselor and complete an updated Reinstatement form to bring to the admissions and records office. This unit/course limitation will support student retention and success in courses as they learn their course limitations and form stronger study habits and skills.
- Case management is provided for students with continued poor academic standing as demonstrated on their academic progress report and/or semester grades. This may include additional required counseling appointments, proof of utilization/participation in campus resources or programs, and attendance and participation in workshops among other activities.
- Probation II and reinstated students must submit a mid-semester academic progress report completed by all of their instructors each semester until they return to good academic standing. This information will support program development while increasing

student awareness to engage with their instructors and seek assistance, if necessary, to improve their academic standing.

- Staff participation in Districtwide Academic/Progress Probation Committee was established to develop a consistent process to support students who take courses at multiple campuses, as well as to provide better support and earlier intervention to avoid Probation Level I. Additionally, a campus Student Retention and Support Committee, comprised of student services, faculty, and other staff, was created to identify internal practices that are working for students and to identify areas of improvement.
- LMC is one of nine community colleges in California to pilot the Starfish Early Alert System. Implementation of this software will assist students in developing multi-year course plans while offering opportunities for instruction and student services to effectively work together in identifying and assisting students who are at-risk.

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

- Students are contacted through District email regarding their academic standing and provided information on how to resolve issues.
- Workshops regarding academic standing and time management are offered and prescribed for students in poor academic standing. These workshops are offered frequently at both the Pittsburg campus and Brentwood Center throughout the semester during the day and evening, in addition to some Saturday sessions.
- One-on-one counseling appointments are mandatory for students on probation and/or dismissal to provide additional support to students.
- Students who have not declared a major prior to completion of 15 units, will receive a notification with a "Declaration of Major" form to be completed by the designated deadline.
- Mandatory mid-term academic progress reports are required for all students on Probation II and Reinstated status. Students are required to obtain information from all their instructors. This encourages self-advocacy and fosters relationship-building between students and faculty.
- Email reminders are sent to students to meet deadlines; follow-up calls are also made to students.

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

The District IT/Research office generates a list for the SRSS office once all grades have been posted for the previous semester, documenting student status for one of the following areas: Academic/Progress Probation I, Probation II, or Academic/Progress Dismissal. Upon receipt of

the list, an email is sent to the students to advise them of their status along with steps to help resolve the issue.

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

- Emails are sent to students on Probation I, II, and dismissal regarding their academic or progress status, along with the process for recovering good academic standing. Microsoft Outlook is utilized to communicate with students directly into their Insite Portal. During Summer 2015, a Retention Support Services email address was created to correspond with students and allow them to communicate directly with our office.
- Program web page was developed to educate the campus community and potential students about the Student Retention and Support Services program. Students in academic distress are able to register for a Probation II or Reinstatement workshop from this web page. Additionally, students are also able to access their mid-term progress report form to submit to instructors from this site.
- Probation II and Reinstatement Workshops are facilitated by two designated counselors. Workshops are restricted to no more than 18 students per session. These workshops are offered frequently throughout the year at both the Pittsburg campus and Brentwood Center.

The following equipment/technology is used to present workshops both at the Pittsburg campus and the Brentwood Center: PowerPoint, projectors, computers, handheld presenter, and flash drives.

- SARS is used as a means of scheduling counseling appointments both in-person and online. Additionally, it is also a tool used to generate reports in the areas of utilization of services, student show/no show rates, etc. Students also receive reminder calls and SARS text was implemented as a means of reminding students of appointments.
- Follow-up to Probation II and Reinstatement workshops entails one-on-one counseling appointments guided by designated counselors who meet with students seeking to revise unsuccessful petitions for Academic Hold releases. A comprehensive database of engaged students is utilized through Microsoft Access. The database contains student academic standing, grades, case notes, and other communications sent to students. All staff within the SRSS office have access to this information to better support students.

- Students that are “approved conditionally” are required to attend an additional counseling appointment mid-semester to develop or revise an education plan, provide update in status, as well as submit a mid-semester progress report completed by each of their instructors. Additional activities, such as participation in tutoring, special programs, or appropriate workshops/resources may also be prescribed dependent upon student’s individualized plan of action. Counselors currently use Ellucian Education Planning tool to create education plans to which students also have access. StudentLingo is also being utilized in order to incorporate activities into student’s reinstatement plan for probation and dismissal students.

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

Yes. The SRSS 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 SRSS process.

There are some instructors who require their students to meet with a counselor for academic advising in addition to completing an education plan as a graded assignment. As more faculty become informed about the Student Retention and Support Services office, the expectation is that more students will be given this assignment to ensure students are attending classes with informed decision-making rather than random selection.

The Starfish Early Alert system will be launched in the Spring 2016 term to support and engage students sooner rather than later, resulting in decreased numbers of students in academic distress, increasing retention/completion rates, while identifying program and potentially institutional needs. The system will also have an added benefit of strengthening partnerships and fostering opportunities for collaboration between student services and instruction.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Dean of Counseling and Student Support	Oversees staff responsible for the SRSS process; Student follow ups.	GF
1.0	Director, SRSS	Oversees development of program policies and procedures, managing daily operations; Oversee staff responsible for the SRSS process; Student follow up appeals	SSSP

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
2.0	Counselor (SRSS)	Facilitates workshops and follow-up meetings with students, and develop education plans.	SSSP
1.0	Minority Retention Specialist (SRSS Coordinator)	Maintains Access database, student emails, academic hold release requests, follow up student meetings during adjudication and supervise student workers.	Student Equity Funds
1	Office Assistant	Places workshops on SARS grid and counseling website. Reserve rooms, verify roster, and contact students via phone and email	SSSP
	Student Ambassadors	Copy and prepare workshop packets, contact students by phone to remind them of appointments, enters data into internal database.	SSSP

In addition, the following collaborative relationships exist to better support students:

Collaborators	Description
Admissions and Records	Staff serve on advisory committee. Perform release of records manually to allow students to register for classes. Provides information and clarification on student status.
Assessment Center	Provides SRSS office with student data as it relates to English and math placements.
Research	Staff provide SRSS data to develop plan and to conduct outreach to students.
DSPS	Provides additional support to counseling when a student self identifies as DSPS and/or when counselors would like student to be evaluated. May attend adjudication sessions to support students in development of reinstatement plan.
Brentwood Center-Admissions and Records	Coordination and reservation of computer labs for workshops.
Tutoring Labs	Provide student with proof of utilization in order to meet reinstatement contract requirements

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Office Supplies- for daily operations of program; workshop materials; brochures	SSSP	\$10,000
5000	Contract maintenance of equipment/software updates: On Base, StudentLingo, etc.	SSSP	\$17,000
5000	Starfish- Early Alert System (Pilot campus)	No cost	No Cost

F. Other SSSP/Match Expenditures

- 1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
N/A			

- 2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
ORIENTATION			
1000	Academic/Student Services Manager(Director Welcome Services)	GF	\$117,785
	Dean, Student Success	GF	\$31,708
2000	Administrative Assistant	GF	\$57,102
	Administrative Secretary	GF	\$2,252
3000	Academic/Student Services Manager(Director Welcome Services)	GF	\$63,029
	Dean, Student Success	GF	\$6,464
	Administrative Assistant	GF	\$36,632
	Administrative Secretary	GF	\$1,204
ASSESSMENT			
1000	Dean, Student Success	GF	\$31,708
2000	Satellite, Business Services Coordinator (0.3)	GF	\$25,035
	Administrative Secretary	GF	\$2,252
3000	Dean, Student Success	GF	\$6,464
	Satellite, Business Services Coordinator (0.3)	GF	\$10,281
	Administrative Secretary	GF	\$1,204
4000	Supplies & Materials	GF	\$620
5000	Other Operating Expenses	GF	\$300
COUNSELING			
1000	Counseling, FT	GF	\$399,300
	Faculty, PT	GF	\$120,772
3000	Counseling, FT	GF	\$151,819
	Faculty, PT	GF	\$8,346
4000	Supplies	GF	\$11,822
5000	Other Operating Expenses	GF	\$15,950
FOLLOW-UP			
2000	Satellite, Business Services Coordinator (0.2)	GF	\$16,690
3000	Satellite, Business Services Coordinator (0.2)	GF	\$6,854
4000	Supplies & Materials	GF	\$414

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
FOLLOW-UP (CONTINUED)			
5000	Other Operating Expenses	GF	\$200
OTHER			
1000	Director, Admissions & Records	GF	\$133,258
	Director, Transfer & Career	GF	\$60,107
	Dean, Student Success	GF	\$31,708
	Office of Instruction Supervisor, Articulation	GF	\$24,971
2000	Lead, A & R Assistants	GF	\$127,046
	Sr. A & R Assistants	GF	\$165,967
	Admissions & Records Asst. I	GF	\$110,010
	Admissions & Records Asst. II	GF	\$48,497
	Transfer Center Coordinator	GF	\$23,632
	Institutional Research Staff	GF	\$49,793
	Administrative Secretary	GF	\$2,252
	Admissions & Records I, Short Term	GF	\$45,810
	Student Workers (tutoring math/English)	GF	\$16,888
3000	Director, Admissions & Records	GF	\$44,011
	Director, Transfer & Career	GF	\$32,392
	Dean, Student Success	GF	\$6,464
	Office of Instruction Supervisor, Articulation	GF	\$7,772
	Lead, A & R Assistants	GF	\$67,245
	Sr. A & R Assistants	GF	\$92,801
	Admissions & Records Asst. I	GF	\$91,282
	Admissions & Records Asst. II	GF	\$34,516
	Transfer Center Coordinator	GF	\$14,772
	Institutional Research Staff	GF	\$18,910
	Administrative Secretary	GF	\$1,204
	Admissions & Records I, Short Term	GF	\$4,173
	Student Workers (tutoring math/English)	GF	\$238
4000	Supplies & Materials	GF	\$17,770
5000	Other Operating Expenses	GF	\$60
	Travel	GF	\$650
COORDINATION			
1000	Sr. Dean, Student Services	GF	\$16,235
3000	Sr. Dean, Student Services	GF	\$3,909

SECTION III. POLICIES**A. Exemption Policy**

- 1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.***

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, and 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. What percentage of your student population is exempt (list by category)?***

None.

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

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 resulted 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 website or through the Admissions & Records Office.

C. Prerequisite and Co-Requisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and co-requisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

1. 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-requisite are eight justifications for implementing the identified prerequisite/corequisites. Each justification (i.e. law/government regulation, health, or safety, statistical evidence) requires documentation and/or explanation before it can be approved by 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.
2. 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 LMC and for courses taken within the District. For course work completed at other institutions, students must provide official transcripts for verification, prior to enrollment.
3. 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.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

- Members of the college SSSP Committee, the Admissions and Records Office, Counseling Center staff, staff in 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 SSSP and Equity plans.
- LMC's SSSP 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 SSSP 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.
- SSSP is collaborating with the Professional Development Advisory Committee (PDAC) in order to support professional development that directly supports the SSSP core services.
 - Flex activities have included training on the current Ed Plan instrument and will be offered for training on Starfish Early Alert and Hobsons' Degree Planner in the future.

SECTION V. ATTACHMENTS

The following attachments are required:

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

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

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

ADDITIONAL INFORMATION

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

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

Los Medanos College
Student Success and Support Plan Participants
SSSP (Student Success & Support Program) Advisory Committee
(ATTACHMENT A and ATTACHMENT C)

Almassey, Nicole	Assessment Center Coordinator
Archaga, Teresea	Director of Student Retention and Support Services
Armendariz, Rosa	Title V HSI Grant Project Director
Armour, Robin	Director of Admissions and Records
Baskin, Deborah	Financial Aid – Staff
Belman, Dave	Dean of Student Success
Benford, Jeffrey	Dean of Counseling & Student Support Services
Cea, Jorge	Director of Welcome Services
Cella, Barbara	Director of Marketing and Media Design
Cullar, Kathy	Welcome Services – Staff
Gunder, Paula	Faculty – ESL
Gutierrez, Carminda	SSSP, Administrative Support
Hobbs, JoAnn	Faculty – English
Lindgren, Haydee	Faculty – Counseling
Ma, Jennifer	Financial Aid Supervisor
Newman, Gail	Senior Dean of Student Services
Olatunji, Ronke	Director of Business Services
Richards, Virginia	Faculty – Counseling
Rogers, Carole	Welcome Services – Staff
Rosas, Carla	Director, SSSP (Chair)
Rust, Tue	Faculty-math
Soto, Annica	Welcome Services – Staff
Toruno-Conley, Sara	Faculty – English
Ybarra, Nancy	Dean of Liberal Arts

Los Medanos College Organizational Chart (ATTACHMENT B)

LOS MEDANOS
COLLEGE

ADMINISTRATION

