Credit

Student Success and Support Program Plan

2015-16

District: ____Los Angeles Community College District___
College: _Los Angeles Pierce College____

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

Introduction

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students[1]. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

Instructions and Guidelines

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

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

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures

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[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.

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: ___Los Angeles Pierce College_____

District Name: ___Los Angeles 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: _____

Name: _____Dr. Kalynda Webber McLean_____ Date: 10/28/15

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

Name: _____Dr. Earic Dixon-Peters_____ Date: 10/28/15

Signature of the Chief Instructional Officer: Jose Luis Fernandez acting VP for Sheri Berger.

Name: _____Ms. Sheri Berger_____ Date: 10/29/15

Signature of College Academic Senate President: Anna Bruzzesse

Name: _____Dr. Anna Bruzzesse _____ Date: 10/29/15

Signature of College President: _____

Name: _____Dr. Kathleen F. Burke _____ Date: 10/29/2015

Contact information for person preparing the plan:

Name: __Kalynda Webber McLean_____ Title: __Dean, Student Success_____

Email: ____mcleankw@piercecollege.edu_____ Phone: __(818) 610-6567_____

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.
   b. What factors were considered in making adjustments and/or changes for 2015-16?
   c. In multi-college districts, describe how services are coordinated among the colleges.
   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 planning process for updating the 2015-2016 SSSP Plan included an initial review of activities completed, those in progress, as well as though not yet implemented or adopted that were identified in the 2014/2015 plan. The SSSP Advisory committee was then convened to discuss completed activities, those activities that are in progress or planned for implementation in 2015/2016, as well as proposals for new activities and/or interventions to be included in the SSSP plan. All of which were established based upon existing data, feedback from stakeholders, and other campus student success initiatives (e.g. Student Equity). The factors considered when making adjustments to the plan included data on student persistence and retention, past success and determined areas of improvement, and stakeholder feedback.
Services are coordinated in the Los Angeles Community College District (LACCD) through the efforts of various work groups, taskforces, under the leadership of the LACCD SSSP Advisory Committee which meets once per month to discuss issues impacting student success, with specific emphasis on the core areas of SSSP.
The SSSP plan and services are coordinated with the student equity plan and other district plans through established linkages in all of the governing plans that guide our college efforts. The LACCD strategic plan and the Pierce College strategic master plan provide the framework for all of the college's plans and it is through thoughtful data analysis on student trends that the college is able to utilize these plans to establish overarching goals which link the plans through identified interventions that serve to meet the college's overall objectives, which are for the benefit of our students' progress to completion.

2. Describe the college's student profile.

According to the Pierce College Student Profile Fact Sheet, the college is comprised of 43.7% Hispanic students, 32.5% White/Non-Hispanic, 7.8% Asian, 3.4% Filipino, 5.5% African American, 0.2% Pacific Islander, 2.9% Multi-Ethnic students, and 3.9% of students' ethnicity is Unknown. Of these students 55.5% are Female and 44.5% Male. The student population is predominately "traditional age" students with 63.4% of the student population Age 24 and under. Of the students attending Pierce College, 80% are day time students with varying enrollment patterns. 26.5% of the student population enroll fulltime, with 12 or more units; however, 67% of students at Pierce College enroll in 11.9 units or less.

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.

There is an inherent partnership between Pierce College and the other LACCD colleges, which affords the opportunity for collaboration on issues impacting assessment and follow up efforts. These partnerships allow for collaborations in the methods of delivery of services, professional development, and established district policies. Pierce College also enjoys partnerships with 13 local feeder high schools. These partnerships include the recruitment and referral of high school juniors and seniors for the provision of core services including assessment, orientation, counseling services, and a variety of other services including professional development for high school counselors to assist in the delivery of service to graduating seniors preparing to enroll at Pierce College.

B. Orientation

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

The orientation process was not revised based upon the 2014/2015 program plan. The current online orientation and extended orientation efforts (i.e. GO Days and Counseling courses) were all found to be effective in assisting our students to get off to a good start in gaining access to pertinent college information.

2. a. How many students were provided orientation services in 2014-15?
   b. What percentage of the target population does this represent?
   c. What steps are you taking to reduce any unmet need or to ensure student participation?

During the 2014/2015 academic year 6,473 students were provided with orientation services. Additionally, Pierce College offers an extended Orientation program that served approximately 950 students during 2014/2015. This represents about 70% of the target population that is served with initial orientation services and approximately 25% of the target population served with extended orientation services.

The college is taking steps to increase student participation through increased marketing efforts, the opening of the First Year Experience Center and identification of the Center as the hub for information for and service to new and incoming students.

3. a. Are orientation services offered online?
   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.

Orientation services are offered online. Pierce College's online orientation is provided by Cynosure, which is a commercial product provided to the college that requires an annual subscription fee. The orientation requires staff support for data reporting and collection, periodic maintenance, and annual updates. Although the orientation is provided online through a website provided by a third party vendor, Pierce College outreach staff are involved in directing students in our local service area high schools to the orientation and assisting them with the process. This staff includes a Student Recruitment Coordinator, 8 Career Guidance & Counseling Assistants, and 6 student workers that also provide assistance through our college Information Desk.

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.

Students are required to input their unique student ID when entering the online orientation and are required to complete all sections of the orientation in order to get credit for the service. Each section contains a quiz to assess learning in each of the areas in the orientation. The topics covered in the orientation include academic expectations and progress and probation standards pursuant to section 55031; Maintaining registration priority pursuant to section 58108; Prerequisite or co-requisite challenge process pursuant to section 55003; Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621; Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed, academic calendar and important timelines, registration and college fees, and available education planning services.

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 (SSSP/Match/GF)
1.0	Student Recruitment Coordinator	Supervises the recruitment and admission of new students to the college. Also, provides work direction to some unclassified staff that assists with providing assessment in the off-site locations, as well as help students with	Match

		completion of the online orientation.	
7.0	Unclassified Staff (student workers)	Provide information and assistance to students at the college information desk, while also assisting students with completion of the online orientation at office computers.	SSSP
1.0	Student Services Specialist	Assist students with disabilities in completing online orientation and accessing resources.	DSPS
0.5	Adjunct Counselors	Assist students by providing counseling and advising services during the extended orientation program.	SSSP
1.0	Student Services Assistant	Assist with scheduling and coordination of all orientation services, as well as with matriculating new students.	SSSP

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	Food for GO Days	SSSP	$7,000
4000	GO Days software for data tracking	SSSP	$2,500
4000	Printing	SSSP	$10,000
4000	Postage (event mailing)	SSSP	$6,000
4000	Supplies for event (student school supplies and other necessary materials for event)	SSSP	$15,000

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?

The adjustment made to the college's placement process and procedures includes offering assessment and placement services year-round now, instead of intermittently during the Fall semester. In the past, the college discontinued assessment testing for two months during the fall semester in an effort to take time to go through records and purge dated documents. The college identified the need to have assessment and placement services available throughout the year so that incoming students have ample time to fully matriculate before the term begins. Another adjustment made was the hiring of an additional test proctor that allows the college to increase test offerings so that we are able to provide more test options to students. Pierce College is still currently investigating other adjustments that can be made to

the college's assessment and placement procedures to increase efficiency and the effectiveness of the placement process.

2. a. How many students were provided assessment services in 2014-15?
   b. What percentage of the target population does this represent?
   c. What steps are you taking to reduce any unmet need or to ensure student participation?

In 2014/2015 the College provided initial assessment services to 7,947 students, which represents approximately 86% of the target population.
Pierce College is taking the necessary steps to reduce any unmet need by increasing staffing to provide service to students, as the need arises. Also, the college is partnering with other campus entities to ensure that all of the testing needs of the various incoming students are met. The college is also taking steps to ensure student participation by running regular data reports of those new students that have not completed assessment and reaching out to them to inform them of this missing requirement and providing them with the necessary resources to find out how they can resolve this issue. The college is also researching the feasibility of electronic enforcement of matriculation holds. It is believed that electronic holds that requires students to complete assessment prior to enrolling in any classes, will be beneficial in ensuring student participation.

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

Through the LACCD application process, Pierce College identifies non-exempt new students and refers them to complete the assessment process for placement into English and Math courses. Pierce College provides the assessment and placement process as part of the Assessment Office function in the Student Services division. In the Assessment Center the college anticipates assessing approximately 5, 000 students for each fall term and approximately 3,000 students for the spring term. The goal of Pierce College is to asses all incoming students in English or ESL, and Math. In addition, continuing students who have not previously taken the assessment exams or whose exams are expired are served by the assessment office.

The primary means through which students access assessment services is by making appointments online and then coming to the campus assessment center to take the assessment tests. Testing services for assessment on the average are available Monday through Thursday 8:30am – 6:30pm and some Fridays and Saturdays. In addition, the Assessment office works with our local high schools to bring the assessment testing to the schools, as well as arrange for special testing sessions on the Pierce campus to coincide with *Visit Pierce College* days. Students are asked to complete the assessment immediately after enrollment and prior to registration. For our high school students, this will occur during their senior year of high school. On-campus testing at the high schools begins in February and continues through April.

Currently, all placement exams at Pierce are offered in person using paper and pencil instruments. Most testing is performed in a 35-desk testing room but DSPS students have the option to test individually in the college's DSPS office. The math placement exams that the college is using are the MDTP 1. Algebra Readiness Test (AR50) 2. Elementary Algebra Test (EA50) 3. Intermediate Algebra Test (IA45), and the Pre-calculus Test (PC40). The English as a Native Language Exam is– CTEP (College Tests for English Placement) Form A (2nd Edition) and the English as a Second Language Exam is CELSA – English Language Skills Assessment Form 1.

The assessment tool along with the Los Angeles Community College District Education Planning Questionnaire (i.e. background questions) are administered prior to the completion of the (MDTP, CELSA or CTEP) assessment instrument, as a part of the multiple measures employed to gather information for the student's placement. The student's placement results report identifies the student's raw score per section, their accuracy, their responses to the background questions and employment of multiple measures for use when meeting with a counselor.

The Los Angeles Community College district currently utilizes the Assessment and Placement Management System (APMS) to calculate placements for students utilizing an algorithm that accounts for multiple measures for placement. The algorithm utilized to determine placement is based upon the students' responses to the background questions and the raw score of the CELSA or CTEP tests. For placement in Mathematics courses, an algorithm is used to determine placement, which is based upon students' responses to background questions and raw score on the MDTP assessment test.

The college also offers assessment preparation services, which are coordinated with the English and Math department faculty. The assessment preparation services include workshops to help students prepare for the assessment test, as well as review pertinent course content.

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.

   Currently, Los Angeles Pierce College uses the following state approved assessment instruments: the Mathematics Diagnostic Testing Project (MDTP) for mathematics, the College Tests for English Placement (CTEP) for English, and the Combined English Language Skills Assessment (CELSA) for English language learners.

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

   The tests were approved according to the following schedule: Mathematics Diagnostic Testing Project (MDTP) was approved until 3/2019, the College Tests for English

Placement (CTEP) for English until 3/2019, and 3/2019 for the Combined English Language Skills Assessment (CELSA).

c. When were disproportionate impact and consequential validity studies last completed?
The disproportionate impact study was last completed in August of 2015. The consequential validity was last completed in 2013.

5. a. What multiple measures are used?
The multiple measures employed include the assessment test, background questions based upon historical course taking patterns and faculty expertise.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?
The Los Angeles Community College district currently utilizes the Assessment and Placement Management System (APMS) to calculate placements for students utilizing an algorithm that accounts for multiple measures for placement. The algorithm utilized to determine placement is based upon the students' responses to the background questions and the raw score of the CELSA or CTEP tests. For placement in Mathematics courses, an algorithm is used to determine placement, which is based upon students' responses to background questions and raw score on the MDTP assessment test.

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

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 Los Angeles Community College District's (LACCD) policy includes acceptance of student assessment/placement results from any college within our multi-college District. Student assessment/placement results within the LACCD are automatically uploaded onto the LACCD Student Information System for student use at any college within the district. In addition, Pierce College accepts any student placement results from California community colleges. A student using placement results from outside the district will need to submit the LACCD Assessment Exemption Form to validate the assessment exemption and for clearing of the English, ESL and/or Mathematics prerequisites. Students are required to bring the scores from their assessment test completed elsewhere to the assessment office. Assessment center staff evaluate the scores and inform the student which Pierce class(es) they qualify for.

7. How are the policies and practices on re-takes and recency made available to students?
The policies on re-takes and recency are made available to students through the Assessment Center. The Assessment Center staff advises students about their ability to retake an assessment test. There is currently no recency policy to enforce.
8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the positon. 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	Student Services Specialist	Assessment Center Staff	0.5 SSSP and 0.5 Match
1.0	Student Services Assistant	Assessment Center Staff	1.0 FTE SSSP
3.0	Proctors	Assessment Center Staff	SSSP
7.5	Career &Guidance Counselor Assistant	Assessment Staff (off site testing)	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
5000	APMS	SSSP	$7,789
5000	Scanner service contract	SSSP	$1,200
5000	Site license for MDTP	SSSP	$800
5000	Site license for CTEP	SSSP	$1,800
4000	Test booklet printing	SSSP	$1,500
4000	Testing supplies	SSSP	$5,000
5000	Refreshments for student programming	SSSP	$5,000

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?

The procedures at Pierce College have changed based upon outcomes from the 2014-15 plan in a number of ways. The addition of new staffing was one change. The college recognized the need to add more staffing and thus hired additional counseling support to assist in meeting the match for SSSP but more importantly, to increase and improve counseling services to student. The counseling services were expanded with the opening of the First Year Experience Center and the hire of a Director for the Center and a full time counselor. The college also identified a need to increase services to probation students and thus dedicated 0.5 FTE of a counselor's time to coordination of probation services and monitoring.

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

   b. What percentage of the target population does this represent?
   c. What steps are you taking to reduce any unmet need or to ensure student participation?

During 2014-15 23,073 students were served with counseling, advising, and other educational planning services. This is approximately 66% of the target services the College desired to provide to the student population. The Counseling department is taking a number of steps to reduce unmet need and ensure student participation by increasing staffing, increasing evening hours for counseling services, reducing duplication of efforts and increasing campus visibility. These efforts will allow students more exposure to counseling services and increase the availability of services. To ensure student participation, the Counseling department is engaging in more intrusive counseling efforts to ensure that specific identified populations are targeted for services during times during the term when the student demand for counseling services is reduced.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).
   b. Is drop-in counseling available or are appointments required?
   c. What is the average wait time for an appointment and drop-in counseling?

The service delivery methods for counseling services include in person appointments and walk-in as well as drop-in counseling, student success workshops, 6 different Counseling courses offered at the College, group counseling, as well as online services. Drop in counseling is available without appointments in all locations that offer counseling services. The average wait time for an appointment is one week and the average wait time for drop-in counseling is ten minutes.

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

Students are assisted with completing an abbreviated student educational plan in the New Student Counseling groups, during in person appointments with counselors, through the Counseling drop-in services, student support programs' orientation (e.g. EOPS), as well as in Personal Development/Counseling courses taught by counselors. The information provided during the New Student Groups allows counselors to help students develop an abbreviated Student Education Plan that is guided in scope and content by the counselor's expertise. Courses are suggested for the students' first term based on their educational objective, placement results, and identified program of study. The scope of the plan is intended to cover the first two semesters of the student's attendance at the institution. The content of the plan is developed, consistent with the student's placement results and program of study. The student support programs provide students with an abbreviated student educational plan in their program orientation to guide the student and also meet entry criteria for program service eligibility.

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

The comprehensive Student Education Plan is developed during an in-person counseling appointment as well as during the Personal Development/Counseling course (i.e. PD 40: College Success Seminar). Counseling faculty assist students in clarifying their program of

study and selecting appropriate courses for completion of their educational goal. Counseling faculty also provide students with appropriate referrals to student support services (e.g. tutorial services, career planning services, counseling courses) that will help the students in meeting their educational objective and following the comprehensive plan.

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.

Pierce College is not currently using a degree audit system of education planning tool; however, the counselors are using a fillable adobe pdf form to complete abbreviated and comprehensive educational plans. Completed plans are locked by the counselor and then uploaded to the student's individual Moodle (Learning Management System) account so that they can access the plan electronically. Pierce College will be transitioning to the PeopleSoft campus solution to be utilized as the new student information system. Once the transition is complete, comprehensive ed planning will be completed using the educational planning tool available through PeopleSoft. The completed student education plans will be accessible to any counselor and can be viewed by other pertinent Student Services personnel (e.g. Financial Aid). In addition, a degree audit tool will be available to students and will audit against terminal associates degrees as well as general education for transfer.

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)
14.36	Adjunct Counselor	Part time counseling services	SSSP
1.0	New Student Program Coordinator/Counselor	Full time counselor and coordinator of First Year Experience Center	SSSP
3.0	Program assistants	FYE Center assistants	SSSP
5.5	Career and Guidance Counselor Assistant	Student assistants in General Counseling, Student Engagement, and New Student Program.	SSSP
5.0	Student Worker	Student assistants for General Counseling.	SSSP
11.6	Counselor	Full time counselors to provide services and Department Chair responsibilities.	Match
2.0	Adjunct Counselors	Part time counseling services	Match
2.0	Office Assistants	Clerical staff for General Counseling	Match
0.2	Administration	Dean of Student Success	Match
1.0	Counselor	Director/Counselor	Match
1.0	Counselor	International Students Director/Counselor	Match
1.0	Counselor	Career Center Director/Counselor	Match
5.0	Program Assistants	Assist General Counseling and New Student Programs with program support for counseling services.	SSSP

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	TES	SSSP	$3,954
5000	SARS (scheduling and appointment system)	SSSP	$5,100
5000	Cynosure	SSSP	$6,500
4000	College catalogs for New Student Counseling Groups	SSSP	$15,000
4000	General Supplies for FYE Center	SSSP	$5,000
4000	General Supplies for General Counseling	SSSP	$10,000
4000	Summer Bridge supplies	SSSP	$4,000
4000	Office supplies for counseling and advising services	Match	$1987
4000	Office supplies for counseling and advising services	Match	$1492
4000	Printing materials for Admissions	Match	$10,084
4000	Materials for Student Recruitment	Match	$1,656
4000	Printing for International Student advising	Match	$2,324
4000	Supplies for Transfer Center	Match	$4,880
4000	Travel (Transfer professional development)	Match	$1,861

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?

There were some adjustments made to the follow-up services based upon outcomes from 2014-2015 plan which include an addition of follow-up services to encourage an increase in college transfer rates and to more closely align with the college's student equity efforts. Also, the college recognized the importance of including a more robust student engagement effort to encourage student retention and persistence. Thus, the college plans to expand the follow-up efforts of peer mentoring by increasing staffing of peer mentors to increase participation in the Peer 2 Peer mentoring program the college implemented in summer 2015. Additionally, the college is planning to launch a Freshman Academy program to assist with matriculating new students in a more efficient manner during their first year to positively impact student completion. The Freshman Academy will be a comprehensive academic support program that works to ease the student transition to college, increase retention, and promote academic performance among its participants. The program components include: (a) Cohort class schedule in Fall and Spring (12-14 units each

semester) including basic skills English, Math and General Education course, (b) Supplemental Instruction in the basic skills English and Math courses, (c) Peer mentoring (1-2 peer mentors will be assigned to each cohort), and (d) Student Engagement opportunities such as field trips, town hall, guest speakers, connection to campus clubs, etc.

2. a. How many students were provided follow-up services in 2014-15?
   b. What percentage of the target population does this represent?
   c. What steps are you taking to reduce any unmet need or to ensure student participation?

During 2014-15 2,827 students received follow-up services. This number represents approximately 32% of the intended population for service.
The college is taking the necessary steps to reduce any unmet need and increase student participation by expanding the student mentoring program and continuing the follow-up services for career counseling and psychological services. Additionally, the College has purchased and implemented new online probation and success modules, which have content created by Pierce College employees that specialize in providing follow-up services to students. These new online services will allow the College to offer additional support in a different modality to assist distance education students as well as those students that benefit from online learning. Additionally, the Counseling department has partnered with the college's Center for academic Success to offer support workshops on fixed mindset and other alternative learning strategies for support to at-risk populations.

3. a. What types of follow-up services are available to at-risk students?
   b. How and when are students notified of these services?
   c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.
   d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Pierce College will offer follow-up services including probation counseling, transfer assistance, early alert, career counseling, psychological services support, peer mentoring and transfer services for at risk students. The College is utilizing the early alert system offered through the district student information system. Early alert is one of the follow-up services provided to all Pierce college students. Also, students undecided in their major will have access to weekly career/major exploration workshops provided by career counselors as well as individual career counseling sessions when necessary. Career counselors may assign career assessments, such as the MBTI and the Strong, to assist students in clarifying their educational goals and picking a program of study. Undecided students will be identified through the Student Information System and will be sent emails informing them of the services available to them. Students enrolled in basic skills courses will have access to additional support services, including the Pierce College peer mentoring program as well as psychological services. There will be a few half-time psychologist available to students to assist with providing classroom presentations on stress management as well as to encourage good emotional well-being. This intervention will assist students in identifying common

stressors and methods of dealing with stressors to effectively manage school/life balance. The college is also planning to launch new efforts targeted to at risk students to help in increasing transfer readiness and facilitate the matriculation of these students so that they may continue their educational careers at a transfer institution. The Counseling department also has an existing partnership with the Financial Aid department to offer follow-up services to those students that are making satisfactory academic progress to ensure the completion of a comprehensive educational plan and other counseling services.

The students are notified about these services through targeted recruitment (emails), flyers, on campus recruitment during Club Rush, the campus Health Center, as well as other methods of campus promotion. The services are delivered in groups, classes, workshops, and one-on-one individual appointments. Instructional faculty are involved in monitoring student progress and can report on this progress through the district alert system. The faculty do participate in the use of the early alert system; however, additional training and encouragement is necessary to get more faculty to use the system.

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)
2.0	Adjunct Counselor	Part time counselor	SSSP
1.0	Adjunct Counselor	Part time career counselor	SSSP
1.0	Adjunct Counselor	Part time counselor	SSSP
1.0	Counselor	Full time counselor	SSSP
0.6	Counselor	Part time counselor	SSSP
12.0	Student Worker	Peer Mentors	SSSP
0.4	Dean	Dean of Student Engagement	Match
1.27	Specialist	Instructor- Non teaching (tutor leader)	Match
2.0	Office and Clerk	Clerical support for tutor center	Match
1.6	Counselor	Probation counseling services	SSSP
5.0	Tutors	Supplemental Instruction tutors	Equity and/or Match
0.5	Instructor- Non teaching	Faculty Coordinator for Freshman Academy	Equity

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	Career assessments	SSSP	$10,000
4000	Brochures printing	SSSP	$20,000
5000	TES	SSSP	$3,954
4000	Printing	SSSP	$5,000

5000	Online probation modules service agreement and maintenance	SSSP	$10,000
5000	Bus Transportation	SSSP	$10,000
4000	General Supplies (student engagement intervention)	SSSP	$5,000
4000	General Supplies (peer mentoring)	SSSP	$2,000
4000	General supplies (probation monitoring)	SSSP	$5,000
5000	Refreshments for student programming	SSSP	$4,700
5000	Peer Mentoring Advisory Committee	SSSP	$5,000
4000	Instructional media supplies for tutoring	Match	$11,831
4000	Books and supplies (freshman academy)	SSSP	$10,000

F. Other SSSP/Match Expenditures

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

The Office of Institutional Effectiveness will validate the cut scores of the ESL, English and mathematics assessment tests on a two year cycle. In addition, disproportionate impact will be evaluated annually to ensure that no population is adversely impacted by the assessment processes. The Office of Institutional Effectiveness (OIE) will annually assess the provision of orientation and counseling to ensure that all student populations are being equitably served. OIE will assess and validate the use of prerequisites on a regular basis for sequential Math and English courses. In addition, OIE will assess and validate cross-curricular pre-requisite requests as the college seeks to determine the most effective means for improving student outcomes throughout the college.

The Office of Institutional Effectiveness regularly tracks students using cohort models. This model seeks to determine the proportion of new students who complete a certificate, degree or transfer program within three years. The evaluation includes preliminary outcomes, such as basic skills completion in order to determine what aspects of the college experience and program impact student success and progression most. OIE plans on adding the Assessment, Orientation and Counseling variable to this model to determine the overall impact of the model on student outcomes.

The Office of Institutional Effectiveness will be designing and implementing comprehensive evaluations for each initiative noted in the SSSP Plan and budget description. As part of the institution's overall integrated planning model, the college regularly assesses the impact of funded programs to ensure that the college is using resources to successfully improve student outcomes. These evaluations include analysis of quantitative data and the use of survey and focus group data.

As an example, orientation will be assessed for its impact on student completion of units in their first semester, fall to spring persistence and fall to fall persistence. Detailed surveys will also be used to determine whether students are gaining the information needed to be successful and to assess whether additional information should be added to the student orientation process.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	College research	SSSP/Categorical	$29,167/$29,167
2000	College research	Match	$60,000

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.

Services related to Admissions and Records for transcript evaluation, application processing and other services are being provided through the Admissions and Records division. Transfer counseling services as well as services provided for articulation are funded using match funds as this is an integral service in the college's efforts to increase transfer preparedness in students and in the establishment of a transfer culture. Additionally, career services provided, included software licensure and staffing to assist students with career exploration are offered through the college's Career Center. The College makes every effort to support the tutorial services offered to students, as well as the embedded tutoring and supplemental instruction offered. The offering of these services, particularly in the basic skills areas has been essential in the support of our student's success. Also, those services used for institutional research on assessment, student data tracking and reporting compliance will be used for the district match.

Budget Code	Expenditure Title/Description	Funding Source	Amount
10000	Admissions/Administrative support	Match	$134,040
20000	Admissions/ Office and Clerical	Match	$732,770
20000	Admissions/Sub and Relief	Match	$44,286
30000	Admissions/Benefits	Match	$397,258
4000	Travel (Transfer professional development)	Match	$1,861

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.

The Los Angeles Community College District (LACCD) Board Rule 8600 provides an explanation of the criteria for exempting students. The LACCD colleges may exempt any student from participation in orientation, assessment, counseling or advisement any student who has completed an associate degree or higher from a regionally accredited institution, has enrolled at the college solely to take a course that is legally mandated for employment or necessary in response to a significant change in industry or licensure standards, or has enrolled at the college as a Special Admit student. Any student exempted in accordance with this section shall be notified that he or she is exempted from participating in all or part of the matriculation process, and shall be given an opportunity to choose whether or not to participate.

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

The percentage of the student population that is exempt is as follows:

- Assessment – 7%
- Orientation – 8%
- Counseling – 8%

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.

The student appeal policy for appealing the loss of registration priority states a Registration Priority Appeals Committee will review requests from students appealing the loss of enrollment priority. The College shall inform students of the appeals process and the time period by which appeals must be submitted. A student may appeal on one or more of the following grounds: the student has extenuating circumstances (extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the student's control); the student applied for reasonable accommodation for a disability, but did not receive it in a timely manner; the student has demonstrated significant academic improvement (significant academic improvement is defined as achieving no less than a 2.0 grade point average in the prior term).
http://www.piercecollege.edu/offices/probation/subpage2.asp

C. Prerequisite and Corequisites Procedures

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

The process for the college's procedures for establishing and periodically reviewing perquisites is governed by LACCD Board Rule 8606.30, which explains the role of the Curriculum Committee. The Board rule states the L.A. Community College District and college's Curriculum Committees, established pursuant to Section 55002(a)(1) of Title 5, shall: establish prerequisites, co requisites and advisories on recommended preparation and limitations on enrollment pursuant to Sections 55002, 55201, and 58106 of Title 5 and Section I.C. of the District Model Policy; verify and provide documentation that prerequisites or co requisites meet the scrutiny specified in one of the measures of readiness outlined in Section 55201(b)(1) of Title 5; provide a review of each prerequisite, co requisite, or advisory at least every six (6) years pursuant to Title 5.
Any prerequisite or co requisite that is successfully challenged shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.
More specifically, the procedure at Pierce College for establishing and periodically reviewing prerequisites is handled in partnership between the Office of Institutional Effectiveness and the Curriculum Office. Requisites may be established using content review with or without statistical validation, initiated by the discipline faculty. No prerequisite or co requisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established; therefore, a periodic review of requisites is completed at the request of the discipline faculty, every two years for courses in CTE programs.

A student may challenge prerequisite/co requisite enrollment policies by filing a Prerequisite or Co-requisite Challenge petition. The form is obtained and documentation/proof of the challenge will be required. The petition must be filed with the Department Chair of the department the class that is being challenged. If the College does not resolve the challenge in a timely manner, the student will be enrolled in the class. If no space is available in the class, the challenge shall be resolved before the beginning of registration for the next term. If the challenge is upheld and space is available, the student is allowed to enroll in the next term. In the case of a challenge because the student believes that the prerequisite or co requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner, the college shall promptly advise the student that her or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 53900) of chapter 10 of Title 5, CCR. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to Title 5, section 59327.
http://www.piercecollege.edu/offices/assessment_center/challenge.asp

SECTION IV. PROFESSIONAL DEVELOPMENT

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

There are a multitude of professional development activities related to implementation of the Student Success and Support Program at Pierce College. The annual Leadership Retreat for campus leadership will include focused sessions on the Student Success Act and the implementation of the Student Success and Support Program. At each subsequent retreat, the college leadership will be educated on the ongoing SSSP activities. Also, the annual Spring Student Success Summit will assist the college community with familiarity of the new regulations, SSSP services and implementation of SSSP. The college is currently exploring ways this annual event can integrate SSSP activities and initiatives with other college student success initiatives to provide training, engage in planning, and stimulate dialog among campus constituents to increase effectiveness of SSSP efforts.

The faculty and staff at Pierce College are encouraged to attend professional development opportunities like conferences, symposiums, meetings, etc. which may assist pertinent college personnel in identifying best practices and methods of successfully developing student support efforts. The college is also planning professional development opportunities to students related to the implementation of SSSP through the establishment of a training for peer mentors and the development of Peer Mentoring Advisory committee. This committee will organize training and professional development series to students serving in the peer mentoring role to improve the facilitation of follow-up services to students. In addition, the college is continuing its active participation in the district student success initiative, including the partnership with the California Community College Success Network (3CSN) to ensure the continued participation of faculty, staff and students in the professional learning opportunities offered and access to professional learning resources. As a part of this collaboration the college will sponsor specific professional learning series related to the core areas of SSSP.

Additionally, the college's Achieving The Dream Coordinators, Basic Skills Coordinator, Dean of Student Success and the Professional Development Committee will continue to work together to ensure a college-wide network of faculty and staff dedicated to the principles of student success. Faculty and staff will also work together to participate in professional development activities that demonstrate their support for "at risk" student populations including education (and later implementation) of various efforts including student equity initiatives that will be integrated with SSSP efforts.

There are also other ongoing efforts to increase professional development, which include increased conference attendance for counseling faculty, SSSP staff, support and assistance in addition to local training workshops designed to discuss assessment practices, instruction, and counseling services. Also, there is ongoing discussion about the offering of a series of workshops and training opportunities throughout the academic year covering such topics as Student Success Scorecard forums, student learning outcomes, reading apprenticeship, and student success in distance education and college Leadership retreats.

SECTION V. ATTACHMENTS

The following attachments are required:

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

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

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

ADDITIONAL INFORMATION

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

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

Attachment A

Student Success and Support Program Plan Participants

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

Name: __Kalynda Webber McLean_____ Title: ___Dean of Student Success_____

Stakeholder Group: _____Student Services _____

Name: ___Earic Dixon-Peters_____ Title: ____ Vice President of Student Services _

Stakeholder Group: _____ Student Services_____

Name: _____Joanna Zimring-Towne_____ Title: _____Counselor_____

Stakeholder Group: _____ General Counseling_____

Name: _____Crystal Kiekel_____ Title: __Director of the Center for Academic Success_

Stakeholder Group: _ Center for Academic Success/Student Services_____

Name: ___Barbara Anderson_____ Title: __Dean of Academic Affairs_____

Stakeholder Group: _____Academic Affairs_____

Name: _____Rudy Dompe_____ Title:___Counseling Department Chairperson/Counselor__

Stakeholder Group: _____Counseling_____

Name: ____Anafe Robinson_____ Title: _____Financial Aid Manager____

Stakeholder Group: _____Student Services _____

Name: ___Sunday Salter_____ Title:____Transfer Center Director/Counselor____

Stakeholder Group: _____Counseling_____

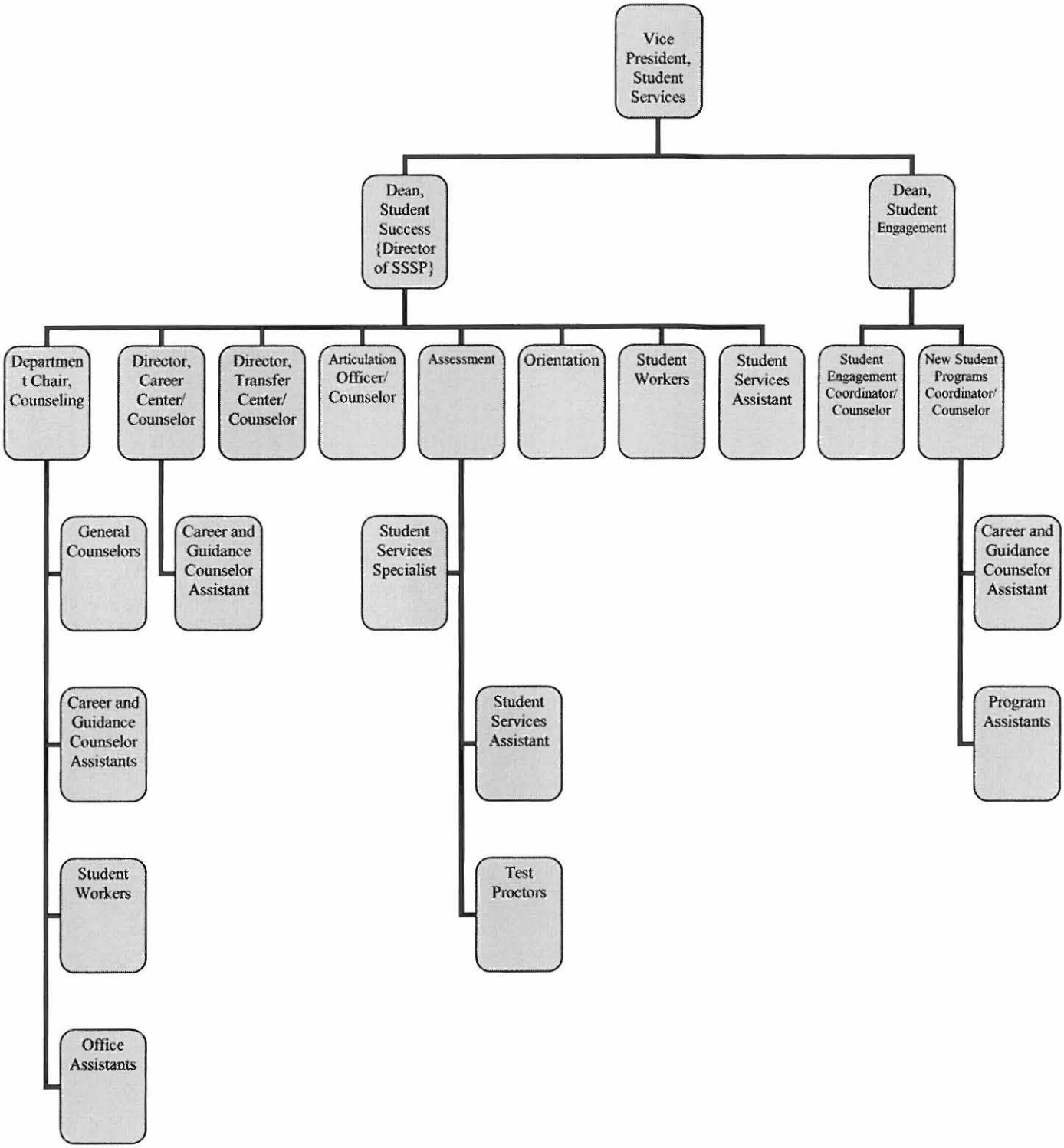
Name: ___Curtis Smith_____ Title: ___Student Services Specialist____

Stakeholder Group: _____Student Services_____

Name: ____Deanna Gold _____ Title:____Adjunct Counselor_____

Stakeholder Group: _____Faculty_____

Attachment B
Organizational Chart



Attachment C
SSSP Advisory Committee Membership
(Committee in development, taskforce presiding)

Vice President of Student Services (Committee Chair)
Dean of Academic Affairs (Curriculum)
Dean of Student Success
Dean of Admissions and Records
Chair, Counseling Department
Counseling Department Representative
President Academic Senate/designee
English Department Representative
Math Department Representative
OIE Representative
Classified Representative (AFT 1521A)
OSS Representative
New Students Program Representative
Student Success Committee Representative
Noncredit Representative
ASO Student Representative