Student Success and Support Program Plan  
(Credit Students)

2014-15

District: ___Los Angeles Community College District___  
College: ___Pierce College____

Report Due Postmarked by  
Friday, October 17, 2014

Email report to:  
cccsssp@cccco.edu

and  
Mail report with original signatures to:  
Patty Falero, Student Services and Special Programs Division  
California Community Colleges Chancellor’s Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549
Instructions for Completion of the College Student Success and Support Program Plan

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

More specifically, colleges are to:
- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students\(^2\).
- 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, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

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

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

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

The program plan is to be submitted on an annual basis\(^3\). When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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

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

\(^3\) The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510(b)). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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

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

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

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

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: ______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.

Signature of College SSSP Coordinator: ______________________________ Date: 10/11/14

Name: _______________ Dr. Kalynda Webber McLean _______________ Date: 10/11/14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ______________________________ Date: 10/11/14

Name: __________________ Dr. Earic Dixon-Peters __________________ Date: 10/11/14

Signature of the Chief Instructional Officer: ______________________________

Name: _______________ Ms. Sheri Berger _______________ Date: 10/2/14

Signature of College Academic Senate President: ______________________________

Name: _______________ Ms. Kathy Obern _______________ Date: 10/2/14

Signature of College President: ______________________________ Date: 10/6/2014

Name: _______________ Dr. Kathleen F. Burke _______________ Date: 10/6/2014

Signature of District Chancellor: ______________________________ Date: 10/13/14

Name: _______________ Dr. Francisco C. Rodriguez _______________ Date: 10/13/14

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. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

IIa. Core Services

i. Orientation

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

The target audience for the orientation is new, first-time students or returning students that have not been in attendance in the Los Angeles Community College district in the last three years or more. Pierce College welcomes approximately 3800 new to college students each fall. All students new to Pierce College and who have not completed orientation at another Los Angeles Community College District (LACCD) campus are required to participate in an online orientation module. The online orientation is accessed through the Pierce College website and is visible on the home page. The online orientation includes an introduction to academic expectations, college programs, services, policies, and course scheduling available to students. Pierce College’s 13 feeder high schools are informed about our orientation process and students who plan to attend Pierce College are encouraged to complete the orientation as soon as possible.

Students are asked to complete the orientation immediately after the admissions application is completed and prior to taking an assessment or attending a New Student counseling group. The New Student counseling group is an extension of the orientation process during which students are provided pertinent information by Pierce College counselors and engage in educational planning. During the New Student groups the following topics are covered: college programs, student services, academic policies, instructional resources, students’ rights and responsibilities, as well as the registration procedures. At the end of the New Student session students are assisted with class scheduling and the counselor completes an abbreviated student education plan.

The college will offer extended orientation classes through Personal Development 40, which cover the following topics: Student Educational Planning (SEP), campus resources, learning strategies and study skills. Also, students will be provided with information in both written and oral formats to describe the detailed procedures for appealing requirements based on prerequisites, unlawful discrimination and participation in the matriculation process. Students will also be directed to the college catalog, class schedule and college website for additional information on their right to appeal.

Pierce College also intends to explore a Los Angeles Community College District (LACCD) online orientation for new students. Additionally, alternative orientation delivery systems will also be explored.
through the use of various media and technology for non-exempt students with verified disabilities or language needs not met by regular orientation procedures.

The types of activities that will be offered for student participation in orientation services include, in-person group counseling sessions, and special new student orientation events (e.g. GO Days). Working with the Office of Institutional Effectiveness, the Counseling Department will conduct on-going evaluation of the in-person New Student groups and online student orientation to determine effectiveness and areas of improvement.

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

The orientation is provided online through a website provided by a third party vendor; however, 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 and 8 Career Guidance & Counseling Assistants.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

Pierce’s online orientation is provided by Cynosure and requires an annual maintenance fee. The staffing support for the online orientation requires one Web Architect (1.0 FTE) funded by the general fund. Campus I.T. staff and an identified lead counselor are responsible for updating the content and organization of the orientation and ensuring necessary revisions on an annual basis. Pierce College support staff are required to download student data from the online orientation and import the information into our Student Information System. This process is facilitated by the Counseling department Office Manager (1.0 FTE), the SSSP Student Services Specialist (1.0 FTE), the First Year Experience Director (1.0 FTE), as well as various campus and district I.T. staff.

Pierce College will transition to the PeopleSoft campus solution as the new Student Information System during the 2014-2015 academic year. After the transition is complete, PeopleSoft will link with Cynosure to ensure that a student’s record is automatically updated after the online orientation is completed for MIS reporting purposes.

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

**Orientation Checklist (Required Policy or Procedure)**

(1) Academic expectations and progress and probation standards pursuant to section 55031;
(2) Maintaining registration priority pursuant to section 58108;
(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621.
(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
(6) Academic calendar and important timelines.
(7) Registration and college fees.
(8) Available education planning services

The online orientation initially created by counselors contains the information now required. The
counseling staff updated the orientation following the changes in title 5 to be in compliance with section 55521 and now includes information on all 8 required areas. 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.

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

None identified at this time.

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

SEE BUDGET PLAN

**ii. Assessment and Placement**

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

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 the fall term. The goal of Pierce College is to assess all incoming students in both English 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. 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.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

The current Assessment Office staffing includes:
1.0 FTE Student Services Specialist – Responsible for overseeing operational functions of the Assessment Office including services provided test processing and proctoring. The Specialist also evaluates test results from other institutions for placement purposes.

2.0 FTE Student Services Aides – 2 assessment coordinators responsible for facilitating and providing the assessment testing process for the main campus and any off-site locations. They also provide information to students, assist students with the testing process, proctor exams and process prerequisite challenges.

3. Proctors – Aide in proctoring tests for students on the main campus and off-site locations.

Part-time (District Office) Assessment and Placement Management System (APMS) support personnel. This individual provides technical support for all of the LACCD colleges, specifically for APMS and test processing.

There are plans to evaluate the expansion of staffing to increase ability to provide services to students. The prospect of expansion will be evaluated based upon a needs assessment that is scheduled to be conducted during the 2014/2015 academic year.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Currently, all placement exams at Pierce are only offered in person using paper and pencil instruments. Most testing is performed in a 35-desk testing room but DPS students have the option to test individually in the college’s DPS office. The math placement exams that the college is using are the MDT 1. Algebra Readiness Test (AR50) 2. Elementary Algebra Test (EA50) 3. Intermediate Algebra Test (IA45), and the Precalculus 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 MDT assessment test.

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

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.

5. Describe college or district policies and practices on:
   a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

   Students can access study materials and sample exam questions on the assessment center website. In addition, we offer a pre-test assessment intervention that consists of workshops in both English and Math throughout the academic year, including summer months. Information about these pre-assessment workshops is available on the assessment center website as well as on the counseling website and the new student website. The Pierce College Outreach staff provide flyers with workshop information to the high school counselors for distribution to students planning on enrolling at Pierce.

   b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

   Students can re-take a test 1 year after taking it the first time. Students are also given the opportunity to re-test if they attend an assessment preparation workshop. Students are informed of the workshops via email, through counselors and on the assessment center website. Students who place in developmental math but who are very close to the cut-off for college level math are given email invitations to attend a special workshop that results in the ability to re-test with a chance to place into college level math.

   c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

   California Community College student assessment/placement results are valid for 2 years.

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

   Pierce College accepts the Early Assessment Program (EAP) results of students demonstrating college readiness in English and/or Mathematics to exempt students from the college assessment process and for placement into English and Math courses. Students must submit the LACCD Assessment Exemption Form and provide supporting documentation. The college also accepts English and Math Advanced
Placement exams.

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

### iii. Counseling, Advising, and Other Education Planning Services

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

Pierce College Counseling Department anticipates serving approximately 16,000 students annually with short term and long term education planning services, student follow-up efforts (including career counseling), group counseling sessions, as well as new student group orientations. All new to college students are expected to attend a new student counseling group prior to attending classes. The new student group covers the basics of educational planning and course selection. In addition, all new students are encouraged to attend our new student conference event, Get Oriented (GO) Days, which is held the week prior to the start of Fall classes. GO Days includes workshops on educational planning, transferring, study skills, best practices of successful students and special programs and services.

The target population has been identified as first-time college students to the Los Angeles Community College District who have identified Pierce College as their home campus, returning students desiring to once again attend Pierce to pursue their educational objective, as well as continuing students enrolled in programs of study offered at Pierce. Students in their first year will be served through the Summer Bridge program and after by the First Year Experience center, as well as general counseling, career counseling and peer advising. The First Year Experience Center will provide a variety of services for first year and continuing students that are offered through individual and group counseling as well as workshops and classroom presentations.

The Admissions Office acceptance notification directs new students to complete: the student Orientation, the assessment/placement process, and Counseling, which is the completion of an abbreviated student education plan. These services should be completed prior to their enrollment in any courses.

Once students complete 15 degree applicable units, they will have access to 30 minute appointments with our general counselors for the completion of a comprehensive student educational plan and follow-up services. In addition, counselors provide workshops that address the needs of our continuing students on topics such as applying for transfer, preparing for career and discipline-specific information. Students may also be served by our Personal Development (Counseling) courses including PD 40 – College Success Seminar, PD 20 - The Scope of Career Planning, PD 8 - Career Planning & Development, PD 4 - Career Planning and PD 1 -
Introduction to College.

Additionally, the Los Angeles Community College District is in the process of configuring for implementation of the PeopleSoft product as the new Student Information System. We anticipate this new student information system will include a tool used in the completion of an individualized electronic student education plan. The new student information system will also include a degree audit component for student self-service to be used to survey their progress toward completion of their educational objective.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Pierce counseling services are available to students in-person and online via email. The Counseling department offers Online Advising, which is an online service for distance education students to provide them access to counseling services via the Internet. A counselor monitors the Advising requests and responds to each one. The Counseling department also offers students the opportunity to schedule (online) appointments for all counseling, orientation and assessment services through eSARS (Electronic Scheduling And Reporting Systems).

In the First Year Experience center, counseling will be available on a drop-in basis only. At our general counseling center, counseling is available on a drop-in basis or through scheduled 30 minute appointments. In order to complete a comprehensive educational plan, students must make a 30 minute appointment. All students who sign-in for drop-in counseling are triaged to determine their needs and are referred to make a 30 minute appointment or other services if necessary.

Students make appointments to see a counselor using our online system, eSARS. Students are able to make an appointment no more than one week in advance. Appointments are available from 8:30am – 4:00pm Monday-Friday. Drop-in counseling is available in general counseling 8:00am – 7:00pm Monday-Thursday and 8:00am – 4:00pm on Fridays. Drop-in counseling in the First Year Experience Center will be available Monday – Thursday from 9am – 5pm.

The Counseling department offers group counseling sessions for students on probation, students experiencing academic difficulty (e.g. students with excessive withdrawals), Transfer planning, as well as academic planning. In addition to those group counseling experiences, all students new to college are required to attend a new student counseling group. New student groups are offered on campus throughout the academic year on an as-needed basis and include a group counseling session on course requirements and educational planning and culminate with the creation of an abbreviated educational plan. All new student groups are conducted by counselors and students are given the opportunity to ask questions and get clarification while creating their educational plan. The educational plan is 1-2 semesters in length (can include intersessions) and includes information on the student’s assessment results, educational goal and major (if decided).
As students make counseling appointments online, it is difficult to know how long students may be waiting to get an appointment. Counseling appointments generally fill within 2 hours of being available and counselors are consistently fully booked. There is always at least one counselor on drop-in and we try to limit the waiting time to no more than 1 hour to see a drop-in counselor.

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

Assistance is provided to students to help them develop abbreviated Student Education Plans during the in-person new student groups, through the Counseling drop-in service, as well as in the Personal Development/Counseling classes 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.

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

Once a student has decided upon a major and an educational goal and has completed 15 degree applicable units, he/she is eligible to meet with a counselor to develop his/her comprehensive educational 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).

Career Counseling services are available to students through the First Year Experience Center as well as in general counseling to assist students with the career and major exploration process. Students are encouraged to take advantage of these resources early in their academic career so they can make a major decision within their first year.

Counselors assist students in completing their comprehensive educational plan by identifying the general education and major preparation course requirements relevant to the student’s goal and assisting students with planning an appropriate schedule that will allow them to reach their academic goal.

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

All counseling faculty provide counseling and other educational planning services to include group counseling, individual counseling, in-person and online services. All full-time counselors work 35 hours per week, with approximately 3-5 hours per week dedicated to Office tasks that do not include student appointments. The counselors in the specified programs (outside of General Counseling) serve only the students in the identified program and perform services beyond the scope of the counselors in General Counseling. Counseling faculty in General Counseling are obligated to see all students regardless of the student’s participation in a program that offers counseling services.

1.0 FTE Transfer Center Director/General Counselor (15 student contact hours)  
1.0 FTE Career Center Director/ General Counselor (15 student contact hours)  
7.0 FTE General Counselors (30 student contact hours each)  
1.0 FTE Counseling Department Chair/Counselor (12 student contact hours)  
1.0 FTE Personal Development Instructor/Counselor (4 student contact hours)  
1.0 FTE International Students Counselor  
3.0 FTE Counselors servicing EOP&S Students  
2.0 FTE Counselors servicing DSP&S Students  
1.0 FTE Adjunct Counselors servicing CalWORKs Students  
5.0 FTE - Career Guidance Counselor Assistant (15 student contact hours each)  
3.0 FTE – Student Peer Advisors (10 student contact hours each)  
5.7 FTE Hourly Adjunct Counselors (200 student contact hours)

In Progress on Hiring  
1.0 FTE First Year Experience Director/Counselor (18 student contact hours)  
1.0 FTE Student Engagement Coordinator/Counselor (18 student contact hours)

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

In addition to being emailed to the student fillable adobe pdf forms are used to complete 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.

Counselors also use Transfer Evaluation System (TES) to assist with evaluating coursework taken at colleges outside the Los Angeles Community College District and Viatron which is our document imaging system. Students utilize E-SARs (Electronic Scheduling and Reporting System) to schedule counseling appointments online and SARS-Grid is used for in-person appointment scheduling for educational planning.
7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

### iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 5525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

The target student audience for follow-up services in accordance with title 5, section 5525 include those students that are on probation, students entering the basic skills course sequences for Math and/or English, as well as those students that have not identified an educational goal or course of study. Pierce College estimates that approximately 3,000 students will be served annually with follow-up services to assist them due to their probationary (i.e. academic and/or progress probation) status, as well as approximately 3,000 basic skills students and approximately 2,700 students without an identified program of study will be served annually with follow-up services.

In addition to receiving counseling and ed planning services through our traditional means, students enrolled in basic skills courses will have access to additional support services, including the Pierce College peer advising (i.e. mentor) program and psychological services. Each course will have an identified counselor assigned to it. That counselor will conduct a classroom presentation early in the semester to inform students of the services available to them to help with picking a major and creating an educational plan. That counselor will act as a liaison. Additionally, there will be a 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.

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. Pierce College will be transitioning to the PeopleSoft Campus solution during the 2014-2015 academic year. Once the transition is complete, students who have not identified a major will have an alert on their portal informing them of the importance of picking a course of study and the services available to them.
Students in the Los Angeles Community College District are identified based upon the Board of Trustees Rules, which provide definitions of academic/progress probation, and are subject to dismissal. Students who are on academic and/or progress probation will receive targeted services to assist them in returning to good academic standing.

Students identified as being on their first semester of academic probation will be notified by email and required to attend a re-orientation workshop. Workshops will be offered both in-person and online. Students who are identified as being on their second semester of academic probation will be required to meet with a counselor. At that time the counselor will identify further resources and services required which may include: (1) additional workshops on time management, test-taking and/or note-taking, (2) dedicated tutoring services, (3), participation in the Pierce peer-advising program and (4) participation in group or individual psychological services offered by the campus psychologist.

A new intervention, Probation Monitoring, is currently being developed to assist with servicing the at-risk students in attendance at Pierce College. This intervention is planned to have 1.0 FTE counseling dedicated to monitoring probation students (year-round), providing services to them, referrals, and tracking these students for data collection and analysis in collaboration with the Office of Institutional Effectiveness.

The Counseling Department in collaboration with the Financial Aid Department also works to ensure that financial aid disqualified students (throughout the academic year) receive education planning services to assist them in their efforts to make satisfactory academic progress in future semesters. When necessary, the students are provided with a student education plan and individualized counseling appointments.

The Pierce College Career Center provides services that include career assessments, career counseling, job development, career related in-person group workshops, site visits, and career fairs for all students including undecided and basic skills students. The vast majority of the workshops are targeted toward the undecided major population to include special topics. Online resources such as Eureka, Choices/Explorer, as well as many other online resources allow students to explore majors and occupational information. The Career Center also has Career and Guidance Counselor Assistants that assist students with career assessments as well as inventories to identify interests, work skills, values, and the services include follow-up individual interpretation sessions. Events and resources are advertised in print and online. The Career Center is also currently in progress on partnering with Career and Technical Education (CTE) programs at the college for special projects, as well as to educate students about certificate and degrees to assist students in selecting a course of study.

The Los Angeles Community College District currently offers an online Early Alert Program, which the faculty and staff at Pierce College utilize to assist in the identification of students that are having difficulty with their coursework and/or attendance. The Student Alert system allows the instructor to submit student alerts through the Web Faculty portal. The method of contact includes a preformatted email to the student from the instructor, a free form email to the student drafted by the instructor, and/or the initiation of a referral to SSSP so that the student can be contacted to
receive a specific service on campus (e.g. tutoring). Teaching faculty will be encouraged to utilize this system through presentations at the Academic Senate, email reminders and notifications, professional development workshops, as well as through inter-departmental collaborations between the Counseling department and other departments. The system works through the input of a student alert. The alerts are entered into the system by the instructional faculty, and by identifying the at-risk students and recommending appropriate referrals, instructional faculty become more actively involved with successful student outcomes.

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

Follow up services are provided by an adjunct counselor who coordinates program components and provides academic and probation counseling to at-risk students. In addition, 10 peer advisors are available to assist at-risk students with issues such as study skills, anxiety, and lack of engagement. At risk students will also be served by a dedicated part-time psychologist to assist with mental health concerns and student tutors who assist with academic challenges.

1.0 FTE Student Services Specialist assists the Dean of Student Success with basic office duties, including the Early Alert system referrals, data collection and reporting.

1.5 FTE Counselors servicing Career Center and the First Year Experience Center assists the undecided students with career counseling, as well as job development.

All counselors on staff at Pierce College work with basic skills students to provide support services.

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

Students on probation will have the opportunity to attend the re-orientation workshop online through the college’s learning management system, Moodle. Students take a quiz at the end of the workshop and receive a certificate of completion.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

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

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

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.

### ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

   - The Assessment and Placement Management System (APMS) is used in the provision of placement results to students and assists unblocking electronic flags for prerequisite enforcement in the Student Information System.
   - The Los Angeles Community College District Faculty Information System (Web Faculty Portal) is used as the college’s Early Alert system.
   - Online orientation
   - Online Advising
   - Server utilized for housing SARS
   - The Office of Institutional Effectiveness utilizes the college student information system (i.e. DEC) and Business Warehouse (BW) as a component of data gathering and analyses data using Microsoft Office and SPSS.
   - The LACCD also plans to implement a new student information system, PeopleSoft Campus Solutions which will provide a degree audit tool as well as an educational planner.
Ilc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSPP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Services related to Admissions and Records for transcript evaluation, application processing and other services are being provided during this transition period. Additionally, career services provided, included software licensure and staffing to assist students with career exploration will be used. Also, those services used for institutional research on assessment, student data tracking and reporting compliance will be used for the district match.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. **Exemption Policy**
   Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55332.

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. **Appeal Policies**
   Describe the college’s student appeal policies and procedures.

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).
3. **Prerequisite Procedures**

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

The process for the college’s procedures for establishing and periodically reviewing prerequisites 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.

4. **Professional Development**

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

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 in 2014 will be focused 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.

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.

5. **Coordination with Student Equity Plan and Other Planning Efforts**

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

The SSSP plan and services have been developed in full consideration of the college’s Strategic Master Plan, the LACCD Strategic Plan, the Pierce College Accreditation Self-Study and the departmental program review, as well as other planning documents including the Student Equity Plan. The college has ensured this consideration through the structure put in place for planning documents. All college planning documents are linked to the college’s Strategic Master Plan, which is informed through the program review process and campus-wide dialogue. Pierce College’s planning processes have included many campus-wide discussions about how to effectively meet our student’s needs in an effort to assist them in achieving their educational goals. The college has established SSSP services as pivotal to achieving the college’s mission and has prioritized this for inclusion in the college’s Strategic Master Plan. The Equity Plan is currently being revised to ensure that all students will have an equitable chance for success. The Equity plan will continue the college’s efforts to develop a means to address the equity challenges facing our students that limit access and affect success.

6. **Coordination in Multi-College Districts**

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

When students apply to the Los Angeles Community College District, they are asked to choose a “home” college. Students receive their beginning matriculation services (assessment, orientation and abbreviated educational planning) at their home campus. If a student changes colleges, he/she is allowed to participate in these services at another LACCD campus, but is not required to.

The policies and services of the Student Success and Support Program are coordinated among the colleges through the LACCD Student Success and Support Advisory Council. The Council addresses all issues, policies and procedures that affect all of the colleges and forwards (for action) recommendations to the appropriate governing body. Additionally, the LACCD is exploring the use of district coordination for reporting and data tracking purposes.

SECTION IV. ATTACHMENTS

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

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

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

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

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

Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.
Questions regarding the development of the college SSSP Plan may be directed to:

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

Attachment A
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: ___ 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: _____ Marco de la Garza__________ Title: ___Dean of Admissions and Records ___
Stakeholder Group: _______ Student Services ______________________________

Name: ______ Rudy Dompe______ Title: ___Counseling Department Chairperson/Counselor___
Stakeholder Group: __________ Counseling _________________________________

Name: ___ David Follosco___________ Title: ___Dean of Student Services_______
Stakeholder Group: __________ Student Services ___________________________

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: _______ Judie Price _______________  Title: ___________ Administrative Secretary ___________
Stakeholder Group: ______ Student Services/ Classified Employees ____________________________
Attachment B
Organizational Chart

Vice President, Student Services

Dean, Student Success
(Director of SSSP)

Dean, Student Life

Department Chair, Counseling

Director, Career Center/ Counselor

Director, Transfer Center/ Counselor

Articulation Officer/ Counselor

Assessment

Orientation

Student Workers

First Year Experience Coordinator/ Counselor

Student Services Assistant

Student Life Coordinator/ Counselor

Program Assistants

Career and Guidance Counselor Assistant

Career and Guidance Counselor Assistant

General Counselors

Student Services Specialist

Career and Guidance Counselor Assistant

Student Services Aides

Test Proctors

Student Workers
### Attachment C
### SSSP Advisory Committee Membership
(Committee in development)

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<tr>
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<td>Vice President of Academic Affairs/desigee</td>
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<td>Dean of Student Success</td>
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<td>Dean of Admissions and Records</td>
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<td>Chair, Counseling Department</td>
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<td>Counseling Department Representative</td>
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<td>President Academic Senate/desigee</td>
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RESOURCES

➢ Senate Bill 1456

➢ California Code of Regulations, Online

➢ Student Success and Support Program Student Equity Plan

➢ Accrediting Commission for Community and Junior Colleges

➢ Chancellor's Office Basic Skills web site