



Student Success and Support Program Plan (Credit Students)

2014-15

District: Foothill De Anza Community College District
College: Foothill College

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

Email report to:
cccssp@cccco.edu

and

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

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

INTRODUCTION

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

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

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

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

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

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

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

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

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

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

GENERAL INSTRUCTIONS

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

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

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Foothill College

District Name: Foothill De Anza Community College District

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

Signature of College SSSP Coordinator: _____

Name: Denise Swett _____ Date: _____

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

Name: Denise Swett _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Kimberlee Messina _____ Date: _____

Signature of College Academic Senate President: _____

Name: Carolyn Holcroft _____ Date: _____

Signature of College President: _____

Name: Judy Miner _____ Date: _____

Signature of District Chancellor: _____

Name: Linda Thor _____ Date: _____

Contact information for person preparing the plan:

Name: Laureen Balducci **Title:** Associate Vice President of Student Services / Dean of Counseling
Email: balduccilaureen@foothill.edu **Phone:** 650-949-7823

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

Ila. Core Services**i. Orientation**

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

Our main orientation program is called "Student Orientation, Assessment, and Registration," or "SOAR." SOAR events are inclusive of first generation, first-time, and adult learner (re-entry) students from various cultural, socioeconomic, transgender, religious, and ability-challenged backgrounds. The bulk of the students served are first-time (freshman) students and our goal is to have new students attend SOAR prior to registering for classes. In the Fall 2013 quarter, 1577 new students entered Foothill College. Since that time, however, we've implemented more extensive outreach efforts and support services so we anticipate the number of students entering Foothill College in Fall 2014 will be significantly higher.

The college's outreach team invites potential students to attend SOAR primarily by conducting outreach events at our local feeder high schools, adult education centers and Regional Occupational Programs (ROPs). The team utilizes portable outreach kits including laptops, printers and mobile internet connectors. Participation in SOAR requires the student have a Foothill College ID number, so the outreach kits are used to help students apply to Foothill and to register students for SOAR events. The outreach team also provides additional information about resources to prepare for placement testing such as the pre-tests using Accuplacer, EdReady and Kahn Academy resources that can be found on Foothill's Assessment webpage. Outreach team members include student volunteers in the Foothill Community Ambassador Program who are trained in outreach. This program currently has ambassadors who speak 17 languages.

SOAR events are held in-person at both the main Foothill campus and at our satellite campus on Middlefield Road in Palo Alto. Students receive an orientation that includes all eight policies and procedures required by Title 5 Section 55521 (described in more detail below), then they take the math and English placement tests while their parents stay with staff of the SOAR team so that any questions they have about Foothill College and its services and course offerings can be

addressed. After the students test, they immediately get a print out of their test scores. Students then can sign up for the mandatory CNSL 5: Introduction to College course and make an appointment to create an educational plan with a counselor. After SOAR events the outreach staff follow up with each student with phone calls and emails to see if they have any questions about the SOAR events, or about the college in general.

SOAR participants are a captive audience. There are a considerable number of students who don't get "touched" by the SOAR program or the overall implementation of our 3SP plan. Students who are late-comers or just want to take one class and do all their business online are less likely to get directed or exposed to the student responsibilities (i.e., orientation, assessment, educational plan, etc.).

We are currently in the process of implementing an ADA-compliant online orientation from Innovative Educators called "Go2Orientation," which will pilot in early winter 2015. Foothill College has many online students that would not be able to attend an on-campus orientation. Go2Orientation will provide the option to complete orientation online at their convenience. Go2Orientation gives students an interactive role and utilizes video vignettes to provide information about various services that are available to them. In order for students to earn early registration priority and "credit" for taking the online orientation, they will receive a "virtual" certificate indicating completion of the online orientation.

In addition to targeting new students, themselves, our outreach team also works to ensure that our local high school principals, guidance counselors, and faculty have the latest information about Foothill College's programs and services. Annually the college sponsors a counselor and principal information breakfast (Fall 2013 41 attended), and the VP of Student Services sends out a monthly email/newsletter to a listserve of 980 area HS, ROP and AE administrators and counselors. Additionally, all special events such as SOAR, Career & College Conferences, Open Houses, etc. are communicated via email to the same listserve. Outreach team members (managers, faculty, staff and students) make up "strike teams" which are put together to meet the specific needs or requests for particular events at individual locations. Last year outreach strike teams participated in over 100 activities at area schools and community events.

Foothill also has a significant number of new "transfer" students from other community colleges and universities: in Fall 2013 we had 2,525 students in this category. Each quarter we offer SOAR events and on-campus "New Student Orientation" featuring information about our programs and student services with a student success panel. All new transfer students with less than 30 quarter units are required to enroll in CNSL 5: Introduction to College. This course provides a complete orientation to academic policies and college support services, as well as guidance to complete or update their education plan through Degree Works.

For 2013-14 Foothill served 681 new students in SOAR workshops. It is anticipated that this will increase by 50% for 2014-15 since we have added more SOAR events and have increased outreach efforts.

In-person orientation served 871 new students and 127 parents in Fall 2014. We anticipate a 50% increase in this as well with the addition of online orientation.

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

SOAR team members who provide orientation services include various classified staff, faculty, students and administrators from both Student Services and the Office of Instruction. We strive to ensure they reflect the diversity of our Foothill College students. During SOAR events, we have bilingual staff and faculty counselors available to accommodate English Language Learners in attendance. We also have Disabled Student Programs and Services (DSPS), Veterans and Extended Opportunity Program and Services (EOPS) faculty counselors and classified staff available to provide more focused guidance for these populations. The specific staff members include the following:

- 2 Outreach Specialists: Assist with organizing and implementing SOAR events and outreach to high schools (new positions).
- 2 Counseling Specialists: Collaborate with counselors to assist students with learning Degree Works degree audit program, clear student holds and pre-requisites, and assist with general questions during orientations, high schools visits and at the Counseling Office.
- 5 Full time faculty counselors (including EOPS, DSPS and Athletic counselors not paid out of 3SP): Conduct presentations at orientations and answer general counseling and transfer questions to both students and parents during SOAR events.
- 2 Assessment Specialists, 1 Assessment Supervisor (new positions): Administer assessment tests as part of SOAR events and at high schools and ROPs.
- 8 Student Ambassadors: Assist students with check-in during SOAR events, answer general college life questions, and act as tour guides during SOAR events and throughout the academic year
- 5 Enrollment Services Specialists (new positions): Assist students with issues regarding CCCApply and registration, answer general admissions questions.
- Dean of Enrollment Services: Coordinates outreach efforts with SOAR and at high schools, troubleshoots application issues, answers general enrollment questions, etc.
- Associate Vice President of Student Services (new position): Works with VPSS to coordinate SOAR events and high school visits, collaborates with Counseling Division, Enrollment Services, Marketing, and Outreach to develop, plan and implement orientation events.
- Vice President, Student Services supports event coordination, obtains needed resources, communicates with principals and superintendents and participates in events.

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.

Foothill maintains an outreach web page that students use to register for SOAR events on campus.

Foothill is developing an online orientation in partnership with Innovative Educators called "Go2Orientation" which will be piloted at the college in Winter 2015. This will be an interactive web video that provides information regarding various programs and areas of the college, from

student services to instruction. This is a student-to-student online orientation geared to California Community Colleges, that can be customized for individual colleges. The annual cost of Go2Orientation is estimated at \$15,000. Annual updates may be required as information changes and Innovative Educators will upgrade these changes as part of the cost. As we implement Go2Orientation, we plan to work closely with institutional research to assess the impact of in-person vs. online orientation on student success.

For counseling appointments scheduled during the SOAR events, we use the SARS student scheduling system. The SARS system costs the college approximately \$6,000 per year and does require some campus technology support. This system allows us to access data on how many students see faculty counselors, and what type of support the counselors are providing, including education planning.

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

Orientation Checklist (Required Policy or Procedure)

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

(1) Academic expectations and progress and probation standards pursuant to section 55031:

Students are currently able to get academic policy information in three main places: online at Foothill College's website, in the SOAR orientation, and in the CNSL 5 course. The information includes academic policies and procedures specific to Foothill College, how to apply and enroll as a student, assessment testing information, CNSL 5 course information, counseling appointment preparation (what to bring to an appointment and what to expect), general registration information, college majors and transfer requirements, information about the college library, and recommendations for follow up as needed. Foothill College's Student Affairs Office lists on their website, in pamphlets, and in the student handbook (that all students are given) information regarding Student Conduct Code, FERPA laws, Sexual Harassment policy. Our online Student Handbook is found at <http://www.foothill.edu/services/handbook/>.

(2) Maintaining registration priority pursuant to section 58108:

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

research on factors that lead to student success. The FHDA Enrollment Priorities Committee began meeting in the summer of 2012 and were guided by the following principles:

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

State of California regulations require that new students starting in fall 2014 complete orientation, assessment, and an educational plan before than can receive the highest enrollment priority allowed by the district in any future terms of enrollment. The regulations also state that students need to be in good academic standing and not on academic probation for 2 consecutive terms.

The Foothill requirements include, in addition to the state rules, the selection of an education goal of transfer, degree, or certificate and selection of a major field of study (rather than undecided). A higher priority is given to continuing and returning students enrolling full time (12 units or more).

The date and time of initial registration for students not meeting the enrollment priority criteria will be after students who have met the criteria and will be determined by the number of units earned.

In order for students to take advantage of their assigned registration, they need to be clear on their academic and 3SP status. We plan to develop and implement a checklist via the MyPortal system.

In accordance with new state and local regulations, Foothill College students will be assigned registration dates in the following order:

- Veterans, Foster Youth, DSPS, EOPS and CalWorks students who have completed orientation, assessment and an educational plan.
- Continuing students who have
 - Enrolled in 12 units in most recent term (excluding summer)
 - Selected an educational goal of transfer, degree or certificate
 - Declared a major
- New college students (beginning in fall 2014) who have
 - Completed an assessment, orientation and educational plan
 - Selected an educational goal of transfer, degree or certificate
 - Declared a major
- Continuing students who have
 - Enrolled in fewer than 12 units in most recent term of enrollment
 - Selected an educational goal of transfer, degree or certificate
 - Declared a major

- New college students (starting in fall 2014) who have
 - Selected an educational goal of transfer, degree or certificate
 - Declared a major BUT have not completed assessment, orientation or an educational plan
- Returning students who have
 - Enrolled in 12 or more units in last completed term
 - Selected an educational goal of transfer, degree or certificate
 - Declared a major
- New transfer students from any other college who have
 - Selected an educational goal of transfer, degree or certificate
 - Declared a major
- All other college students, including continuing students who have not declared a major or who have not selected an educational goal of transfer, degree or certificate
- Concurrently-enrolled high school students

(3) Prerequisite or co-requisite challenge process pursuant to section 55003

Title 5 section 55003 allows students to challenge a pre- or co-requisite based on one of the following grounds:

- (1) The requisite hasn't been established in accordance with the district's process for establishing prerequisites and corequisites;
- (2) The prerequisite or corequisite is in violation of title 5 section 55003;
- (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully or discriminatory manner;
- (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
- (5) The student will be subject to undue delay in attaining the goal or his or her educational plan because the prerequisite course has not been made reasonably available; or
- (6) Such other grounds for challenge as may be established by the district governing board.

Foothill College students may challenge a pre- or corequisite on the grounds that they already have the knowledge or ability to succeed by submitting a petition to clear an academic hold, a form which is available online on our college web site. This form provides a space where they may document how they have already acquired the requisite knowledge and skills, and is subsequently reviewed by discipline faculty and dean.

If a student wishes to challenge a prerequisite based on one of the other grounds listed in section 55003 they may submit a Student Grievance Form, found online at

http://www.foothill.edu/campuslife/documents/Student_Grievance_FORM.pdf

Our district does not have any other grounds for challenge beyond those listed in (1)-(5) of section 55003.

(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621 Title 5 section 58621 specifies that students (except those who are Foster Youth) become ineligible for their BOG fee waiver if they are placed on academic or progress probation for two consecutive terms. However, at this time the risk of losing the BOG Fee Waiver due to academic progress, or lack thereof, is not yet being required. We anticipate enforcement of this new regulation to

begin in Fall 2016 so our campus will collaborate to develop and test a system so that we are ready to comply no later than Fall 2016.

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

All of our orientation events –SOAR, Go2Orientation, First-Time Student Orientation, and CNSL 5 – provide students with descriptions of Foothill’s programs, support services, financial aid assistance, and campus facilities. Students are also informed about where to find additional information (online and/or in the college catalog) should they wish to explore them in more depth, and/or access or apply for the programs/services. Students are made aware that if they need help applying, assistance is available both online and in person. For example, free assistance is available via the web (<http://foothill.edu/aid/index.php>), phone, e-mail, or in-person for any of these programs or any questions a student may have about financial aid.

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

All orientation events include information about Foothill’s academic calendar and timelines. The calendar and timelines are available online on the college website, on the MyPortal registration system homepage, and in the print version of the college catalog.

(7) Registration and college fees.

All orientation events include information about Foothill’s registration policies and procedures, as well as college fees. This information is available on the college website and in the print version of the college catalog.

(8) Available education planning services

All orientation events include information about Foothill’s education planning services. This information is available on the college website and in the print version of the college catalog.

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

Students completing the “Go2Orientation” online rather than in SOAR, New Student Orientation, or CNSL 5 (on campus) by default do not automatically receive the same level of personal attention and assistance as their peers participating in face-to-face orientation activities. Unlike SOAR participants, they are not automatically given the math and/or English placement tests, and don’t receive the same follow-up phone calls or emails that SOAR participants receive. Consequently, we plan to collaborate with the Student Equity Work Group to carefully monitor for any disproportionate impact in success indicators for students completing enrollment online versus face-to-face, as well as for impact on students completing CNSL 5 online versus face-to-face. We also plan to work with Institutional Research to explore ways to track if/how students using the online orientation complete placement testing and their educational plans.

We would also like to collaborate with Institutional Research to explore ways to assess (quantitatively or qualitatively) whether or not our orientation services are effective, and use this data to inform plans for modifications as appropriate to increase student success.

5. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the

direct cost to purchase, develop or maintain technology tools specifically for orientation services.

See attachment 2

ii. Assessment and Placement

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

Prior to taking an assessment test at Foothill College, students must apply and submit an application through CCCApply in order to obtain a student ID number. Assessment Testing and Placement is required of Foothill students who plan to obtain a certificate, degree or ADT, take a math or English, or ESLL course or any pre-requisites that require certain math or English levels (and that have not been met by equivalent courses at other accredited colleges). In addition, students that want to waive the college level chemistry course may also take the chemistry assessment test.

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

In 2013-14, 5,676 math 3,422 English and 1,085 ESL tests were administered, for a total of 10,183. We anticipate we will administer 3% to 5% more in 2014-15 due to increased outreach and marketing to new students.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.
 - 1 Assessment and Testing Supervisor - manages the day-to-day operations of the assessment center; supervises the overall administration and coordination of the center and the staff. Starting in Fall 2014 the testing center supervisor will work with institutional research and division deans and discipline faculty to validate cut scores and to collect data.
 - This year the college intends to challenge and offer more assessments online utilizing a new technology to verify student identity.
 - This year we will be evaluating, changing and implementing multiple measures for assessment and placement in general counseling.
 - 2 Assessment and Testing Specialists – assists with scheduling student testing, checks-in

students gives general testing directions, and monitors testing. In addition, the specialists give the students their test results and assist them with the next steps to their success at the college.

- In order to provide accurate data and support for these goals we will be proposing to the college the hiring of a specific researcher to evaluate and support the multiple measures process as well as testing cut scores for math and English.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures 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.)

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

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

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

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

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

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

Our plan is to pilot by Winter 2015, an online student identity verification system through a company, titled: It'sMe✓ that confirms that the student who enrolled in an online class or takes a test online is the same person throughout the entire testing process. The system uses facial recognition to identify the student each time they log-in to either take a class, take a

final or do an assessment test to basically verify their identity. It starts with the student logging in for the first time and displaying a government issued picture ID to identify them. The company has agreed to provide Foothill College with all of the data from usage and to not release any student information for any reason except to the College. Additionally, the VP of Student Services will be developing the student information that will be published as part of this online assessment to meet FERPA so that students are aware of the parameters of the program and the consequences if they are caught cheating.

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

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

There is no district-wide policy regarding acceptance of placement test results from either De Anza (the other college in our district) or from other colleges. If a student took an Accuplacer placement test at De Anza or another college, we use their raw test score(s) and apply our Foothill cut scores to determine their placement at Foothill College.

We are following the work of the Common Assessment Initiative carefully. As soon as their work is finalized and guidance is available from the state, we plan to facilitate collaboration to determine how we might appropriately utilize a common assessment for placement at Foothill.

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.

Accuplacer offers a test preparation program that allows the student to take a pre-test and learn their results prior to taking the actual placement test. A link to the pre-test information is provided on Foothill's testing webpage. Further, we have recently developed a partnership with EdReady, for our students needing additional pre-test support for our Basic Skills classes. Students identify a goal (testing into MATH 220, or general math placement test preparation, etc.) and EdReady sets up an individualized plan that will prepare students to meet those goals. This is a relatively new program and is linked through our webpage as well. EdReady aligns with Accuplacer testing, thus students who pre-test are specifically preparing for taking Accuplacer tests. Additionally, we refer students to the Khan Academy webpage to review concepts that are covered on the placement tests. This is informal, and does not offer explicit feedback on performance. Pre-test placement results are consistent with the college cut scores.

Students who register for SOAR are advised of the importance of placement test preparation and of the free resources available via our website. This is communicated either face-to-face via our outreach team or on the SOAR online registration webpage. However, new students are not required see a counselor prior to taking their placement

tests. This is a concern because many new students are not aware of the significance of their placement test scores, and may perform poorly because they did not adequately prepare. Faculty are also concerned because for SOAR participants, the placement tests are administered in the middle of an event that is hectic and potentially overwhelming. Consequently, we plan to work with our college researcher to determine whether students are utilizing test preparation resources, (whether via Foothill or another resource), and whether students who take their placement test during SOAR are overall performing more poorly than students testing in a different environment. In general, we plan to work collaboratively over the next year to evaluate the effectiveness of our college practices for pre-test messaging and practice and make changes as appropriate.

The Summer Bridge Math Program is for students who haven't recently taken a math course and who would like structured review before retaking the math placement test. The target population is recent high school graduates who placed into Math 220 and below. In the past, recruitment was done at high schools, Day on the Hill/SOAR, and the Testing Center. The Basic Skills Workgroup, counseling faculty, testing center staff, and math faculty have collaborated to create and plan for the SBMP. This program was first launched in July 2012 and is showing promising results (see Appendix XX – Summer Bridge Profile Sheet)

- 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 must wait one year to retest for English and ESLL. Students may retake the Math placement test after waiting at least 24 hours from the time of their original test. They must retest within seven days. All of this is consistent with published guidelines on our webpage.

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

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

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

Foothill does not currently accept any third-party test results for placement. However, with the shift to new 11th grade assessments based on the Common Core State Standards, we plan to reopen this dialog as data regarding the accuracy and reliability of the new Smarter Balanced assessments becomes available.

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

tools specifically for assessment.

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

Faculty are concerned about the validity of Accuplacer for assessing mathematics abilities. We plan to collaborate with our college researcher to determine whether it is the most appropriate assessment instrument. There is discussion about the possibility of developing a local placement exam and using multiple measures to more accurately place students in our math courses.

iii. Counseling, Advising, and Other Education Planning Services

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

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

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

- Direct, one-on-one counseling (done exclusively by counseling faculty): Individual counseling sessions can focus on many topics such as academic, personal, career, and transfer. Students also receive assistance in formulating abbreviated and comprehensive educational planning, based on math and English score placements and by integrating multiple measures. Financial Aid counseling is also provided to students as needed
- Counseling faculty teach the following courses:
 - CNSL 1 – College Success (3 units)
 - CNSL 5 - Orientation to College (1.5 units) (Taught Online also)
 - CNSL 51 – Learning Strategies (tied to our Pass the Torch tutorial program; 1 unit)
 - CNSL 52 – College & Life Management (4 unit) (Taught Online also)
 - CNSL 53 – Effective Study (designed specifically to meet the needs of our

- probation and disqualified students; (3 units) (Taught Online also)
- CNSL 72 – Stress, Wellness & Coping (3 units)
- CNSL 85A – Transfer Readiness (1 unit)
- CNSL 90 – Introduction to Online Learning (1 unit) (Taught Online also)
- CNSL 275 - EOPS: The Road to College Success – More Than Just Books
- CRLP 55 – Lifelong Learning Strategies
- CRLP 70* – Career Life Planning Self-Assessment (4) (Taught Online also)
- CRLP 71 – Exploring Career Fields (1 unit) (Taught Online also)
- CRLP 73- Effective Resume Writing (1 unit) (Taught Online also)
- CRLP 74 – Interviewing Techniques (1 unit) (Taught Online also)

Note: All courses except CNSL 275 are CSU transferable, with CNSL 1, 2, and 5, and soon to be CRLP 7* (currently CRLP70) are UC transferable. FTES is counted through these courses and an average of 30 students enroll in these courses.)

- Counselors and staff also offer workshops on study skills, resume writing, interviewing, career possibilities and major selection. Each workshop has a minimum of 20 students in attendance. These are provided through the Transfer and Counseling Center in-person. Additionally, students have 24/7, online, on-demand video workshops provided free through a partnership with Student Lingo (www.studentlingo.com/foothill)
- Triage of clerical and counseling services: (done by evaluators, counselor specialists and student success specialist positions) Pre-requisite clearances, course substitutions processing, workshops given to student groups and instructional areas on new 3SP regulations, Degree Works degree audit system (particularly to Allied Health programs as requested by the programs) and general orientation workshops for late-comers.

Assistance for probationary and disqualification students - an Early Alert program will be implemented this year starting with a cohort within the math division to identify students struggling in math courses and to connect those students with the appropriate student support services such as tutoring, counseling, time management assistance, etc.

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

Students receive counseling services in many modalities including in-person, email, phone and online via Skype if applicable and available. All counselors are available to students in these ways for individualized counseling. Students can access extensive information through ASK Foothill or through announcements on the MyPortal system. My Portal includes access to Degree Works, academic standing, record issues, registration dates, GPA, Financial Aid information and more.

Information found on ASK Foothill and MyPortal is supplemental to the process of

speaking/working with a counselor.

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

Counselors take time in 30 minute appointments (via online, phone or in-person) to discuss issues such as types of majors Foothill College offers, transfer opportunities, career possibilities associated with their major, financial aid questions, time management as it relates to the number of courses students want to take and the amount of hours they work, family obligations, etc. Veterans and students with disabilities, are scheduled for 50 minute appointments.

Counselors work with students in order to create an educational plan. Student goals and concerns are addressed and considered throughout the educational plan creation and adjustment process. This is a great opportunity to support our at-risk student population as counselors can address individual concerns as they relate to their educational goals. As part of the follow-up to general and at-risk students, counselors work to change and/or update educational plans as needed. Students also must see a counselor when petitioning to take over 21.5 quarter units in a single quarter, have a financial aid over-the 120 unit limit waived, IGETC certification and for graduation petitions. In addition, counselors are a support system for students regarding personal issues that may be impeding their college progress.

Counseling appointments are essential for student success. Counseling services are particularly important when students are experiencing academic or progress probation. Once students have applied to the college and have obtained a college ID number, they can make an appointment to see a counselor. Students are highly encouraged to meet with a counselor once a quarter, or at the very least on an as-needed basis throughout their study at Foothill College.

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

Abbreviated student educational plans are developed in both our CNSL 5 Introduction to College course, as well as during counseling appointments. Though our Introduction to College course focuses on students with less than 30 college units previously completed, we

encourage all students to make a counseling appointment in order to create or update their educational plan. The scope and content of the plan depends on student goals and needs. Counselors, through both CNSL 5 and appointments, work with students in order to address their goals and concerns while creating an educational plan.

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

Counselors work with students to develop comprehensive educational plans in both our Introduction to College course as well as during counseling appointments. These comprehensive educational plans address student concerns and incorporate services and courses necessary to reach their goal.

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

As educational plans are created, adjusted, or updated, Counselors lock (approve) them on our degree audit system, Degree Works. For MIS data collection both the abbreviated educational plan and the comprehensive plan are locked in the system in order to be counted.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).
- 19 Counselors/Instructors (faculty): Provide counseling to all new and continuing students
 - Puente coordinator/counselor (1 FTEF, not counted in 3SP funding)
 - International counselors (2.5 FTEF)
 - EOPS/CARE counselors (2.0 FTEF, not counted in 3SP funding)
 - DSPS and Veterans counselors (2.5 FTEF; not counted in 3SP funding)
 - Athletic counselor (1 FTES)
 - Probation/Disqualification/Early Alert (12 total general counselors)
 - Counselors are assigned 30 hours per week, with 28 hours per week in direct student contact hours, and two hours of either counseling division meetings or in-service trainings
 - Counseling appointments are 30 minutes in length, except for DSPS students, who receive 50 minute appointments

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

Totals:

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

We estimate our Counselor student ratio to be approximately 1:1,014. Clearly more counselors are needed to fully assist students in being successful with their educational, career and transfer goals. Additional counselors would also better enable us to provide both abbreviated and comprehensive educational plans.

Additional staff that offer assistance in student success services:

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

For 2013-14, 28,548 (duplicated head count) students met with counselors. We anticipate this will increase 20% to 30% in 2014-15 due to additional adjunct counselors and the requirement for students to have current education plans.

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

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

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

- Foothill College webpage – students can readily peruse important information and download forms such as pre-requisites clearances, petitions to Academic Council, graduation petitions and course substitution forms; Foothill College online catalog . Students, parents, high school counselors and other interested parties can access information 24/7.
- Banner - general student information system used at Foothill College (District expense). Students can access their MyPortal 24/7 to gain information on their college record, dates and deadlines, GPA and more.
- Degree Works degree audit system – online educational planning and tracking \$20,000 per year. Students and their Foothill College counselor can access information 24/7. Students and counselors use this program to review and update educational plans, track GPAs and completed units and set timelines for completion. Interfaces with Banner and has built in data collection accessible anytime.
- SARS – Student scheduling system; approx. \$7,500 per year within Counseling Division. Students can go into this web-based scheduling program 24/7 to make or cancel an appointment with a counselor. Built in usage tracking with on demand reports.
- ASK Foothill (IntelliResponse): 1,400 general questions and answers regarding Foothill College policies, application, registration, course info, etc.; \$25,000 per year. Students, parents, high school counselors and other interested parties can access information 24/7. This program is also available in Spanish. . Built in usage tracking with monthly reports.
- EUREKA - for career exploration; \$5,000 per year. Students can use this web-based career search program 24/7. . Built in usage tracking with monthly reports.
- Accuplacer - assessment system; \$40,000 per year. This program is used in our testing centers at main campus and Middlefield Campus as well as other off-campus testing sites. It is administered by college staff.
- Go2Orientation – for online orientation; \$15,000 per year. Students, parents, high school counselors and other interested parties can access information 24/7. . Built in usage tracking with monthly reports. Certificates of Completion for students.
- College Source – online college catalog source utilized for review of course descriptions and assessment/evaluation of transcripts; \$1,864, paid for by the library and also available to students on the library website.
- ASSIST.org – online CSU/UC general school information, course lists, comparisons and requirements for students transferring from Foothill College to a potential CSU or UC; free
- C-ID.net – CA articulated numbering system – allows students to see what courses from other CA schools have the same course content regardless of the title of the class; free. Counselors also used this program when working with students planning to transfer to a CSU.
- Career Café – online career development; No cost. Available 24/7 online.
- StudentLingo – a series of interactive on-demand workshops, action plans and valuable resources focused on helping students achieve their academic, personal and career goals; \$20,000 per year. Students, parents and faculty use these web-based video podcasts

anytime, anywhere. Some faculty use them in their classes to discuss relevant college topics. Online, on-demand 24/7, some workshops in Spanish also. Built in usage tracking with monthly reports.

- Smarthinking – live on-demand online free tutoring available 24/7; \$15,000 per year. Built in usage tracking with monthly reports.
- Laptop computers for counseling classroom - \$30,000 one-time expense.
- Printers and scanners to upload transcripts for evaluation purposes: \$5,000 one-time expense.

The District Researcher gathers and analyzes data for MIS reporting for the State which is how we will get long term funding for the 3SP. We are working with the college Institutional Researcher to determine how we can access and utilize data to determine impacts of these programs and interventions on student success.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.
- For technology costs, please see #6 above.
 - Counselor (3SP): 1 FTE; salary: \$110,722.82; benefits: 27,796.63
 - Counselors (Match): 8.776 FTE; salaries: \$849,844.14; benefits: \$211,441.19
 - Part time counselors (Early retirees; Match): 3 FTE; salaries: \$90,365.72; benefits: \$3,090.50
 - Counselors (Instruction; Match): \$2.700; salaries: \$266,612.77; benefits: \$66,333.21
 - Counselors (Early retirees – Instruction; Match): 2.00 FTE; salaries: \$42,254.14; benefits: \$1,445.08
 - Part time counselors (General; Match): 2.804 FTE; salaries: \$154,690.20; benefits: \$18,110.98
 - Director of Student Activities/instructional faculty (Match): .240 FTE; salary: \$24,055.57; benefits: \$5,985.02
 - Transfer/Articulation counselor (Match): .200 FTE; \$22,344.56; benefits: \$5,559.32
 - Athletics Counselor (Match): .865 FTE; salary: \$88,012.02; benefits: \$21,897.39
 - Counseling Services Specialists (3SP): 2.00 FTE; salaries: \$117,838.18; benefits: \$45,497.31
 - Program Coordinator (3SP): .942 FTE; salary: \$65,412.60; benefits: \$25,255.80
 - School Relations Specialists (3SP): 1.495 FTE; salaries: \$85,581.66; benefits: \$33,043.07
- For specifics, please refer to attachment #2. Note that all Counselors listed above create abbreviated and comprehensive educational plans with the students.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the

college's process to identify them. Describe the strategies for addressing the needs of these students, including:

- a. Types of services are available to these students; how they are notified and when.
- b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
- c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
- d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Title 5 section 55525 identifies at-risk students as those enrolled in basic skills courses, students who haven't identified an educational goal and course of study, and/or students who are on academic or progress probation or facing dismissal. Students with no current education plans on file can be contacted and advised to make a counseling appointment to develop a plan. Additionally, we plan to identify students at risk via our Early Alert system, which involves faculty and staff collaboration in assisting the student having difficulties with their classes or college goals. Currently only EOPS receives progress reports using a paper based system. We are in the process of adding the Early Alert module to the ADVOCATE software we currently utilize for reporting behavioral problems with students. ADVOCATE has a customizable system for reporting and forwarding academic concerns to a counselor for action with an at-risk student.

New students get holds on their account if they have not taken Counseling 5 (Sped 80 for disabled students) and cannot register. Counseling 5 includes completing an Ed Plan. Basic Skills students in math get tutoring at the PSME and through EdReady. Basic skills English students have EOPS tutorial center, Pass the Torch and the Tutorial Center.

In most cases, instructional faculty spend more time in contact with students than anyone else and are therefore in a position to implement early alert and interventions more effectively than any automated system⁴. There is already a great deal of information available about alert and intervention mechanisms that are known to be effective⁵. One of the greatest needs is to create professional development opportunities for faculty to learn about techniques that work, and space for faculty to discuss holistic and collaborative efforts to work with students in order to monitor progress and develop and implement early alert systems or strategies for our campus. Specifically, other than working independently on a case-by-case basis where some faculty do reach out to students early on in order to address early behaviors or challenges that might prove to be obstacles to success, faculty don't have a space or venue through which they can work to integrate such interventions into their daily pedagogy or to create a culture of outreach and support to these students within the context of the classroom.

⁴ Brad Phillips, September 26 & 27, 2014, *Identifying Interventions that Work, and Monitoring and Evaluating Effectiveness*. ASCCC Equity and Student Success Regional Meeting, Sacramento CA.

⁵ Center for Community College Student Engagement. (2013). *A Matter of Degrees: Engaging Practices, Engaging Students (High-Impact Practices for Community College Student Engagement)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.

We envision an ongoing professional development program that helps faculty share best-practices when it comes to intervention strategies. Many professors have ways of reaching out to students that are effective and personal, and in addition, many have also developed strategic assessments and classroom activities that give all students, but especially at-risk students, the opportunity to focus on the challenges they may face as learners and/or first-time college students. It is important that faculty work closely with staff who coordinate and develop support and intervention programs, and that they connect on a consistent basis to discuss how teaching approaches in the classroom can create a culture of success and foster the type of self-advocacy students need in order to access and make the most of programs and services already available to them. We would like to find ways to give faculty the space and compensation they need to find intervention methods and strategies that are preventative in nature rather than punitive or reactionary. Such exploration can only come from shared practices, dialogue and the creation of stronger networks between faculty and staff who work directly with this student population.

Counseling Division:

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

There are 5 levels of probation/disqualification:

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

Students who are on academic and/or progress probation, disqualification, or are having difficulty with their academic progress in general are advised to meet with a counselor. In meeting with a counselor, students are able to discuss impediments to progress toward their college career and academic goals. Counselors review their educational plan and help set up students with successful services such as tutorial, disability services, financial aid, psychological services, and special programs such as EOPS/CARE and/or Puente. Counselors also have students take counseling courses on topics such as college success, career life planning, and study skills to help them get back on track with their goals. These courses are offered face-to-face and online. Counseling appointments are also offered face-to-face, over the phone and online.

Disability Resource Center (DRC):

Disability Resource Center serves students with disabilities both on and off campus. Our annual student head count for 12/13 was 1,397 with approximately half of these students participating in non-credit programs off campus and the other half participating in degree, transfer, certificate

programs on campus.

The DRC provides the following services to students:

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

Students are notified of these services in several ways:

- Transition tours in during their senior year in high school. The DRC has long-standing relationships with special education teachers and counselors in our feeder high schools and several other high schools in the vicinity. Our staff visit these schools during Transition Night (organized by the high schools) and students also visit our department when they tour Foothill. During this time, we inform students of the services available to them.
- Orientation at Foothill College. The DRC also participates in all orientation events for new students including SOAR, Counseling 5 courses and New Student Orientation.
- Referrals from Instructors. Students are often referred to our office by instructors, during which they are provided with extensive information.

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

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

Veterans Resource Center (VRC):

The VRC functions as a one-stop shop for student veterans. Veterans can meet with a certifying official at VRC so they can access the GI Bill benefits. They can also meet other student vets, use the center as a lounge, and get access to services such as academic counseling and technology training.

Approximately 600 student veterans are certified by VRC so they can access their GI Bill benefits. However, all veterans (whether eligible for services or not) may use the VRC.

VRC provides the following services to students:

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

Counseling and academic planning can be directly accessed at the VRC. There is one counselor who provides up to 4 hours of drop in consultation at the VRC. Student vets may also make appointments with other counselors in the General Counseling department as well as at the DRC. In Fall 2014, the VRC and DRC moved into the Student Resource Center which will house 2 full time counselors. This will increase access to counseling.

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

Extended Opportunity Program & Services:

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

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

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

EOPS provides individualized peer student tutoring: Students have the option to self-identify as needing tutoring services during the fall, winter and spring quarters. Additionally, two Progress

Evaluation Reports are required each primary quarter and one during summer session. As a means of intervention, based on the feedback information codes and recommendations noted from course instructors, the Services Coordinator contacts at-risk students. Students are then encouraged to schedule a tutoring appointment and/or are referred to other tutoring services, resources and programs provided by the college.

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

Students are required to have two contact appointments with an EOPS Counselor per quarter: First contact is to create a 3 to 4 term Educational Plan, per Foothill EOPS guidelines. The second contact and thereafter students will discuss modifications (for instance, added/dropped classes) to their schedule, and any concerns they may have for the quarter. EOPS counselors are available to assist and to provide information and tools that are helpful to students as they pursue their educational goals while making sure the student is making significant academic progress.

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

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

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

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

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

EOPS Counselors are also teaching faculty. When an EOPS/CARE student is at-risk, EOPS Counselors have strategies that comply with EOPS regulations to help the student. The first step is to have a discussion with the student to identify their challenges. Counselors advise and have the authority to allow the student to take a reduced unit load for the quarter, if necessary. As a second step, the counselor and student will complete a Student/Counselor Agreement, indicating the challenges that hinder the student's academic progress. They will discuss solutions that address these challenges and educational priorities. The student and counselor sign the agreement and will meet to follow-up at the end of the quarter. Finally, if the student becomes acutely at-risk, in addition to adhering to the support options listed above, students will be required to schedule intermittent appointments throughout the quarter with the counselor for close observation of their academic progress.

Technology tools used within EOPS: Ellucian Banner Student System is used to track student transcripts and GPA; SARS Grid for student appointment system; Degree Works for online educational planning; Smarthinking online on-demand, 24/7 tutorial services and Student Lingo.

General tutorial programs - also assist students with academic challenges:

- a. The LD faculty from the Disability Resource Center participates in tutoring and training tutors at the PSME Center, Pass the Torch and Language Arts program twice each week to support students with disabilities.
- b. EOPS/CARE Tutorial – gives students who qualify for the program one-on-one tutoring.
- c. Pass The Torch Tutorial – each student is matched with a tutor in a one-on-one study team for the entire quarter. Students register for this service and take a learning strategies course (CNSL 51).
- d. Physical Science, Math & Engineering Center – drop-in tutorial assistance, small group study, and workshops. It has a full-time faculty member responsible for its operation, hires 20-25 non-credit faculty, and has a WSCH of about 1,500 each quarter.
- e. Language Arts Tutorial – drop-in assistance for writing essays and subject papers.
- f. As of Fall 2014 all students have access to Smarthinking online tutoring that is available at no cost to the student 24/7 online.

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

Counseling Division:

- 19 full time Counselors/Instructors: Provide counseling to all at-risk students.

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

Disability Resource Center:

- Supervisor, DRC (1 position) - Meets with students with disabilities, develops accommodations and service plans, follows up with students regarding accommodations, and refers students to other specialists as needed. Coordinates MIS reporting and other state reports with the Dean.
- Computer Access Lab Coordinator, Deaf Services Coordinator (.75 position) - Evaluates students for technological needs, teaches students how to use and access technology; meets with deaf and hard of hearing students, develops, implements accommodations and service plans, refers students to other specialists as needed.
- Accommodations Coordinator (1 position) - Implements accommodations for students with disabilities, liaisons with faculty and other departments to ensure students receive accommodations, follows up with students on accommodation needs. Assists with MIS reporting and other State reports.
- DRC Counselors (2 full time, 1 0.33 time) - Provide academic counseling to DRC students, develops accommodations and service plans, follow up with academic counseling and develop educational plans, and refer students to other specialists as needed.
- Administrative Assistant II (1 FT position) - Provides registration assistance to DRC students, plans and implements orientation and tours of DRC. Assists with MIS reporting and other State reports.
- Learning Disability Specialist (1 FT position) - Evaluates students for learning disabilities; meets with students with learning disabilities, develops, implements accommodations and service plans, refers students to other specialists as needed.
- Dean, DRC (1FT position) - Oversees budgets, services and MIS reporting to State. On occasion meets with students to develop accommodations and service plans; oversees technology and databases for DRC to ensure smooth operations for students and staff. Oversees orientation, tours and visits to DRC.

VRC:

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

EOPS:

- 1 Associate Vice President of Student Services – Oversees program budget, personnel and

regulations.

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

Proposed Early Alert Program:

- Half- time Counselor Specialist – Identifies at-risk students through ARGOS reporting. The college is currently developing a custom module with ADVOCATE to implement an online early alert system.
- 1-2 full time Counselors - Meet with students and teach a college success and study skills course. Partner with Math department to formulate a core group for a pilot project fall 2014.
- Student success expert Brad Phillips (Institute for Evidence-Based Change) asserts there is nothing more effective for early alert than classroom faculty themselves. This is an area where more faculty professional development is needed.

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.
 - Degree Works online degree audit can assist counselors and students with keeping track of student's GPA, and provides data for the conversation about the realities of their desired GPA as well as classes needed towards major and transfer goals.
 - Smarthinking online tutoring.
 - StudentLingo online student success workshops.
 - EUREKA – online career assessment and exploration tool.
 - Online STRONG and MBTI career assessment and personality profile helps students identify a career and major that would best suit their goals and personality type.
 - ASSIST.org – to help students choose a variety of CA colleges and universities so they have more options to consider.
 - For DRC and VRC specifically:
 - Survey Gizmo – a web-based forms software which is customized for our online accommodations system. Students need to request accommodations each quarter – at the time of request, staff check files to approve accommodation requests, and also use this time to follow up on student grades and files to ensure that students are making measurable progress.
 - Clockworks Database – beginning winter 2015, Foothill DRC will be using Clockworks as

the database taking the place of Survey Gizmo. Clockworks is a more powerful system than Survey Gizmo and it syncs with Foothill College's Banner (student information system). Report generation is by student and services within Clockworks will help us gather better data and develop a more efficient system.

- VA-Once: The Veterans Association requires all certifying officials to log onto the VA data base (VA-Once). This is where schools certify student to receive their GI Bill benefits. It is also where many checks and balances are made. Staff have to check and ensure students are making progress and have declared a major and have an educational plan before the student vet is allowed to receive any GI Bill benefits.
- SARS is used for student appointments in regards to counseling appointments for follow-up.

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.

- EOPS/CARE staff and faculty are paid out of the EOPS grant.
- DSPS/VA staff and faculty are paid out of the DSPS funding.
- Smarthinking is used for the EOPS tutorial and other tutorial labs: \$15,000 per year.
- StudentLingo is used college-wide: \$20,000/year.
- SARS is used for student scheduling and data: \$7,500/year.

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.

In addition, the Instructional Research and Planning office (IRP) is working with every group and program to evaluate outcomes and generate data. For instance, with the 3SP regulations deeming the need for orientations, assessments, educational plans and counseling follow-up, the IRP will collect data and work with the Student Services and Instructional areas to assess effectiveness of these initiatives. Since the data generated is important not only for student success but also for State funding, we want to make sure we use this year to really evaluate how we deliver services before we lose any potential funding slated for the 3SP starting the 2015-2016 year.

SLOs and SAOs will also be evaluated and effectiveness addressed. Partnerships with the Office of Instruction and Institutional Research and the SLO Coordinators are essential to making sure our outcomes are aligned with the 3SP and with our student's success.

The way in which data will be collected and evaluated is by meeting with the OIR, setting data parameters to generate the best possible data (from program sources, student headcount, success of programs, etc.) and utilizing research and analysis that is being conducted on campus by faculty members and individual programs and departments. The IRP Office provides annual Program Review Data Sheets that include student headcount, enrollment, WSCH, productivity and other enrollment measures, as well as student success disaggregated by demographic group. Each data sheet is broken out by program as well as online and face-to-face instruction. In addition, surveys

will be conducted by programs or through the IRP office, meetings will be conducted with students to gather their feedback including student clubs and Associated Student Council, and course embedded assessments will continue to be conducted by faculty.

ii. Technology

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

IIc. Transitional Services Allowed for District Match

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

District match

- Enrollment Services – includes application and registration process (Matriculation paid for some of the staffing for this in the past).

- Tutorial - assistance particularly in English and math labs and tutorial centers.
- Transfer Center – transfer assistance with transfer center staff and counselors.
- Career Center – career exploration through computer programs and/or counselors.
- DRC and general counseling – for at-risk student population.
- CNSL 5 Orientation classes – for educational planning.
- General counseling – for academic, transfer, career and personal counseling and support
- Institutional Research Office – for data collection and evaluation.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

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

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

- Students have 20 or more semester units, or have completed an AA/AS degree or higher from another accredited institution.
- Courses that are part of personal enrichment, certificate or licensure and not tied to a major or degree.
- Students may appeal the process of exemption through the Academic Council should they have extenuating circumstances as to not taking CNSL 5.

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

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Foothill College does not have an appeal process for the 3SP, however there is an appeal process for the enrollment priorities process (See Attachment #3).

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.

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

to examine the effects of our prerequisites on student success.

Students may challenge pre-requisites, and may find the information and instructions for such challenge on the college web page, <http://www.foothill.edu/reg/geninfo.php> as well as at <http://www.foothill.edu/reg/prereqs.php>. Students who submit written evidence or evidence by performance of sufficient competence through previous training or experience may be permitted to enroll in a course without completing the listed prerequisites. This requires review and authorization by the instructor or counselor and by the dean of the appropriate division.

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

We will continue to review and reflect on our prerequisite policies and procedures to make sure that prerequisites are applied in a manner that promotes student success. This is an area where further faculty professional development is needed.

- Professional Development

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

The Professional Development program at Foothill College is a top college priority, as we face many new challenges with technology, accreditation, underrepresented students, returning students, veterans and especially the 3SP. It is important to provide new "tools" and resources to support faculty and staff to effectively support the 3SP initiative. Mounting evidence tells us that student success and engagement depends on the human connections they experience on our campus, both in and out of the classroom. It is imperative for our faculty, staff and administrators to receive ongoing professional development to explore best practices and learn how we can collaborate to bring them to Foothill students. We are also mindful that part-time faculty must play an integral role in our campus efforts to increase student success and equity, but reaching and engaging them is an on-going challenge. We plan to collaborate with the Academic Senate and the college's Professional Development Committee to identify and overcome challenges in this area.

Some specific professional development opportunities that we plan to offer in relation to the 3SP include:

- Designing and offering professional development to Basic Skills and Special Programs (EOPS/CARE/DRC) faculty and staff to continue to improve collaboration in assisting at-risk students with understanding and working through the 3SP criteria.
- Send a team of faculty, staff and administrators to the RP Group Student Success Conference and upon their return, have them facilitate professional development opportunities for them to share their takeaways with the campus community.
- Collaborate with the college Academic Senate to facilitate attendance of professional

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

- Collaborate with the college's professional development committee to provide PD opportunities to faculty and staff to support efforts to identify and mitigate any disproportionate impact occurring in their programs.
- Utilize Counseling Division meetings – to provide professional development and updates on testing and assessment, evaluations, counseling and educational planning.
- Provide counselors with two, two hour in-services specifically geared for information sharing, teaching and learning about how to best serve the students, particularly with respect to the goals and plans outlined in the 3SP.
- Use Student Services department meetings and bi-annual retreats – to provide staff and counselors with information on the 3SP.
- Provide training to faculty and staff to use any technology being implemented as a result of the 3SP (e.g. training to use the proposed Early Alert system, etc.).
- Offer a professional development workshops to share information from the 3SP with the campus community.

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

Go2Knowledge offers 100+ On-Demand Professional Development Trainings on topics such as:

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

4. 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 work team plans to work with the Basic Skills Workgroup, the Student Equity Workgroup, and other campus groups (such as the Academic, Classified, and Student Senates) to develop a framework for cross-campus collaboration. Developing a best practices framework and general protocol process collaboratively will result in effective coordination amongst the various workgroups, which to date has been a challenge. There must be a safe space to develop and refine our college vision for our student success plan and to have honest dialog about our practices and resource allocations. By developing a systematic, yet flexible, collaborative framework, individual workgroups will more easily communicate with other entities on campus, resulting in greater information dissemination and an increase in faculty, staff, student, counseling, and administration participation in all workgroup initiatives. For

example, the workgroup collaborative efforts can develop in several multi-facilitated brown bag workshops (members from the various workgroups would be present) throughout the academic year. These workshops will facilitate dialog among groups and the multiple planning efforts taking place on campus, and create a productive space to design events that are proven to increase the success rates of traditionally disproportionately impacted student populations, resulting in a more comprehensive approach to improving student engagement and academic success for all Foothill students.

Actively including part-time employees in the planning and implementation process will further scale academic success for the diverse student population Foothill serves. A collaborative effort by all workgroups to allocate resources for adjunct and part-time employee participation will be essential.

Promoting student engagement in planning and implementing our student success strategies is key to increasing student buy-in. The 3SP Team and the Student Equity Workgroup will work together to highlight the importance of the student voice in the discussion of how to improve student success for all students. We would like to facilitate student-driven activities and discussions to include student voice in the planning of effective campus-wide projects and events that take action towards addressing the needs of all students. The integration of student voices in the planning and implementation of student success initiatives is especially important increasing visibility and resources allocations for disproportionately impacted student populations. The first steps would be reaching out to ASFC members, student clubs, and student organizations on campus to actively recruit student participation from the greater student population that will lead to successful student programs and activities. For example, developing a student centered forum to discuss college success strategies, and other similar student voices events, will build and highlight Foothill's campus community concern and commitment to student success and addressing the opportunity gap. Another step will be to work closely with faculty in order to develop and deliver effective curricular changes that will keep student voice at the heart of student learning outcomes and assessments.

Ongoing professional development for faculty, staff, and administrators focused on fostering equity-mindedness will address the importance of authentic human contact to increasing student success. Exploring some of the high impact practices described in *A Matter of Degrees: Engaging Practices, Engaging Students*⁶, will increase overall student success—the research also highlights proven strategies especially helpful to disproportionately impacted student populations. Some potential project proposals include: the first year experience, learning communities, and personal mentoring/outreach for at-risk students, among others.

5. 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.

⁶ Center for Community College Student Engagement. (2013). *A Matter of Degrees: Engaging Practices, Engaging Students (High-Impact Practices for Community College Student Engagement)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.

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

- Probation level holds – although each college handles these differently in what the follow up is to helping students, it is mutually agreed upon to have the same probationary statuses and holds among the two colleges.
- Disqualification – it was mutually agreed upon that if students have been disqualified that students would have to take classes outside of the District for at least one quarter until they appeal to come back to either college.
- Collaborative efforts have been made in reporting MIS data generated from Degree Works degree audit system and SARS appointment system reason codes.
- Collaboration though joint weekly Student Services/Educational Technology Services (ETS) meetings to discuss Banner implementation and update issues, Degree Works updates and issues, Student Portal concerns, etc.

SECTION IV. ATTACHMENTS

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

The following attachments are required:

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

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

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

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

Other Attachments (optional)

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

ADDITIONAL INFORMATION

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

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

Attachment A

Student Success and Support Program Plan Work Team

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: Denise Swett **Title:** Vice President, Student Services
Stakeholder Group: 3SP Work Team & Administration

Name: Laureen Balducci **Title:** Assoc. Vice President of Student Services/Counseling Dean
Stakeholder Group: Co-Chair, 3SP Work Team

Name: Paul Starer **Title:** Dean of Language Arts
Stakeholder Group: Co-Chair, 3SP Work Team and Academic Deans

Name: Nazy Galoyan **Title:** Dean of Enrollment Services
Stakeholder Group: 3SP Work Team and Enrollment Services

Name: Patricia Hyland **Title:** Dean of Student Affairs & Activities
Stakeholder Group: 3SP Work Team and Student Affairs

Name: Teresa Ong **Title:** Dean of Disabled Student Services and Veterans Programs
Stakeholder Group: Work Team, and Disability Services and Veterans Programs

Name: Leeann Emanuel **Title:** Counselor/Instructor
Stakeholder Group: 3SP Work Team and counselors (general and DRC)

Name: Janet Weber **Title:** DRC Counselor/Instructor
Stakeholder Group: 3SP Work Team and DRC Counselors

Name: Katie Ha **Title:** Supplemental Learning – English/ESL Instructor
Stakeholder Group: 3SP Work Team and Tutoring programs

Name: Eric Reed **Title:** Supplemental Learning - Math Instructor
Stakeholder Group: 3SP Work Team and PSME Center/Tutoring

Name: Kevin Harrell **Title:** Director of Financial Aid and Scholarships
Stakeholder Group: 3SP Work Team and Financial Aid

Name: Roland Amit **Title:** Supervisor, Admissions and Records

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

Name: Thom Shepard

Title: Supervisor, Testing and Assessment

Stakeholder Group: 3SP Work Team and Assessment

Name: April Henderson

Title: Interim Supervisor, EOPS/CARE

Stakeholder Group: 3SP Work Team and EOPS

Name: Antoinette Chavez

Title: Outreach and Student Ambassador Coordinator

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

Name: William Walker

Title: Counseling Specialist

Stakeholder Group: 3SP Work Team and Prerequisite clearance and Early Alert staff

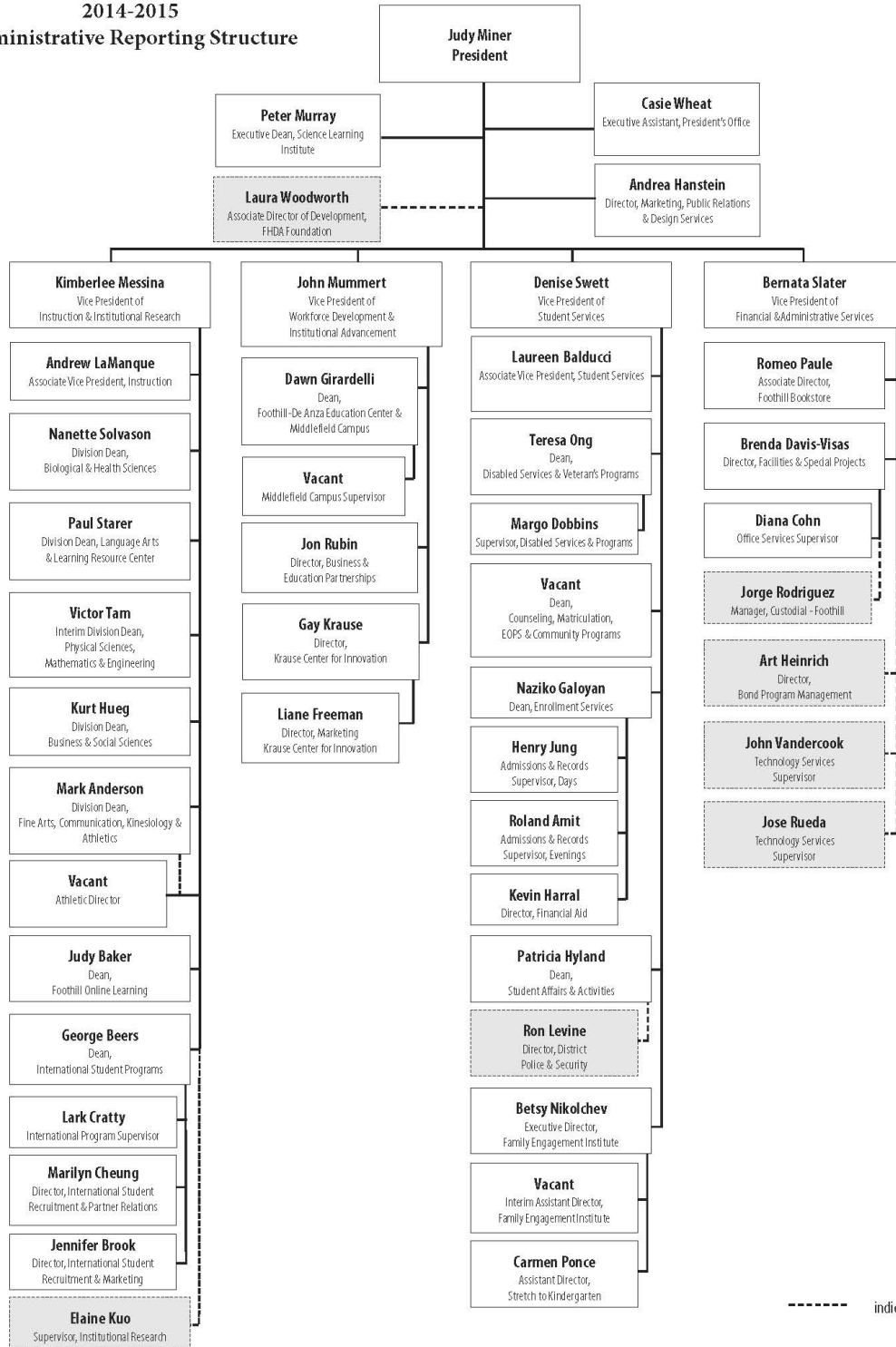
Name: Rachel Reese

Title: Student

Stakeholder Group: 3SP Work Team and Basic Skills, Disabled and Transfer students

Attachment B Foothill College Organizational Chart

FOOTHILL COLLEGE 2014-2015 Administrative Reporting Structure



Attachment C Student Success and Support Program Advisory Board

3SP Work Team + Additional Advisory Members

Name: Denise Swett **Title:** Vice President, Student Services
Stakeholder Group: 3SP Work Team & Administration

Name: Laureen Balducci **Title:** Assoc. Vice President of Student Services/Counseling Dean
Stakeholder Group: Co-Chair, 3SP Work Team

Name: Paul Starer **Title:** Dean of Language Arts
Stakeholder Group: Co-Chair, 3SP Work Team and Academic Deans

Name: Nazy Galoyan **Title:** Dean of Enrollment Services
Stakeholder Group: 3SP Work Team and Enrollment Services

Name: Patricia Hyland **Title:** Dean of Student Affairs & Activities
Stakeholder Group: 3SP Work Team and Student Affairs

Name: Teresa Ong **Title:** Dean of Disabled Student Services and Veterans Programs
Stakeholder Group: Work Team, and Disability Services and Veterans Programs

Name: Leeann Emanuel **Title:** Counselor/Instructor
Stakeholder Group: 3SP Work Team and counselors (general and DRC)

Name: Janet Weber **Title:** DRC Counselor/Instructor
Stakeholder Group: 3SP Work Team and DRC Counselors

Name: Katie Ha **Title:** Supplemental Learning – English/ESL Instructor
Stakeholder Group: 3SP Work Team and Tutoring programs

Name: Eric Reed **Title:** Supplemental Learning - Math Instructor
Stakeholder Group: 3SP Work Team and PSME Center/Tutoring

Name: Kevin Harrell **Title:** Director of Financial Aid and Scholarships
Stakeholder Group: 3SP Work Team and Financial Aid

Name: Roland Amit **Title:** Supervisor, Admissions and Records
Stakeholder Group: 3SP Work Team and Admissions and Records, and Veterans

Name: Thom Shepard **Title:** Supervisor, Testing and Assessment
Stakeholder Group: 3SP Work Team and Assessment

Name: April Henderson **Title:** Interim Supervisor, EOPS/CARE
Stakeholder Group: 3SP Work Team and EOPS

Name: Antoinette Chavez **Title:** Outreach and Student Ambassador Coordinator
Stakeholder Group: 3SP Work Team and Outreach and Student Ambassadors

Name: William Walker **Title:** Counseling Specialist
Stakeholder Group: 3SP Work Team and Prerequisite clearance and Early Alert staff

Name: Rachel Reese **Title:** Student
Stakeholder Group: 3SP Work Team and Basic Skills, Disabled and Transfer students

Additional Advisory Members:

Carolyn Holcroft	Academic Senate President & Professor, Biological Sciences
Karen Smith	Classified Senate President & Library Technician, Senior
Josh Rosales	Student Body President & student
Dr. Kimberlee Messina	Vice President, Instruction & Institutional Research
Bernata Slater	Vice President, Institutional Resources

Attachment D

Foothill College 3SP Webpage



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[3STF Final Report 1-17-12](#)

Student Success and Support Program at Foothill College

Student Success and Support Program (3SP) SB-1456 is newly mandated legislation that supports and enhances student access to the California Community Colleges and promotes and sustains the efforts of students to be successful in achieving their educational goals. In compliance with SB 1456, the Student Success Act of 2012, Foothill College is planning, evaluating resources, interpreting guidelines and researching options for full implementation of this legislation designed to improve California Community Colleges with assisting students in completing their educational goals.

The goals of 3SP are to ensure that all students complete their college courses, persist to the next academic term and achieve their educational objectives by leveraging strong student support services offered by admissions, orientation, assessment and placement testing, counselling, tutoring and student follow-up.

3SP Recommendations for First Implementation Phase

- Common Core State Standards (Recommendation 1.1)
- Common Assessment (Recommendation 2.1)
- Enrollment Priorities (Recommendation 3.1)
- Board of Governors Fee Waiver Requirements (Recommendation 3.2)
- Enrollment Management (Recommendation 4.1)
- Improved system leadership and coordination (Recommendation 7.1)
- Student Success Score Card (Recommendation 7.4)
- Longitudinal Student Record System (Recommendation 7.4)
- Student Support Initiative (Recommendation 8.2)

Eight Areas of Focus

- Increase college and career readiness
- Strengthen support for entering students
- Incentivize successful student behaviors
- Align course offerings to meet student needs
- Improve education of basic skills students
- Revitalize and re-envision professional development
- Enable efficient statewide leadership and increase coordination among colleges
- Align resources with student success recommendations

Foothill College is providing the following to support the 3SP

- Orientation
- Assessment Testing and Placement
- Counselling, Including Instruction (CNSL 5, CRLP 70)
- Specialized support services (EOPS, DSPS, Veterans, Puente, Pass the Torch)

3SP Work Team Co-Chairs

Laureen Balducci, Dean of Counseling & Special Programs
Paul Starer, Dean, Language Arts

Team Members

Roland Amit, Supervisor, Admissions & Records
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Kevin Herral, Director, Financial Aid
April Henderson, EOPS Outreach & Tutoring
Andrew Lamanque, Assistant Vice President, Instruction & Institutional Research
Teresa Ong, Dean, Disability Resource Center & Veterans Services
Thomas Shepard, Supervisor, Testing & Assessment
Denise Swett, Vice President, Student Services
William Walker, Counseling Specialist
Janet Weber, Instructor/Counselor DRC

The 3SP Work Team is responsible for planning and implementing a comprehensive 3SP plan and program. To accomplish this goal, the committee has engaged in the following:

Trainings

- Student Success Task Force CCC Confer Webinar: March 7, 2013
- The Student Success Act of 2012: Overview of Title 5 Regulations and Funding Credit Formula Proposals CCC Confer Webinar: April 24, 2013
- Student Success and Support Program Summit: September 23-24, 2013
- Presentation to FHDA all administrators meeting: January 2014

Activities

- S.O.A.R. (Student Orientation, Assessment & Registration) Work Team
- 7 SOAR events (www.foothill.edu/SOAR)
- Placement Testing and orientations in high schools
- Matriculated 450 new students to qualify for Early Fall 2014 Registration
- District MIS & Finance Workgroup
- Enrollment Priority Committee
- 3SP Website
- Designing online orientation program partnering with Innovative Educators
- Student Equity Plan drafted and submitted to PaRC: Spring 2014
- 3SP plan drafted: Summer 2014
- 3SP plan to PaRC via email: Summer 2014
- New Student Orientation: September 17, 2014
- Parent's Orientation: September 17, 2014
- 3SP plan to PaRC: October 1, 2014
- 3SP plan to Board of Trustees: October 6, 2014
- 3SP plan to the CCCC: October 17, 2014

Planning and Implementation

- Fiscal Year 2012-2013: System-level Planning Year
- Fiscal Year 2013-2014: District/College-level Planning Year
- Fiscal Year 2014-2015: District/College-Level Implementation Year 1
- Fiscal Year 2015-2016: Implementation Year 2: Mandated Requirements for first time students
- Fiscal Year 2016-2017: Implementation Year 3: Allocations

Resources

Your Role in the Student Success and Student Equity Planning 2014 ASCCC Spring Plenary Session, April 10, 2014

<http://www.asccc.org/sites/default/files/Your%20Role%20in%20the%20College%20Student%20Success%20and%20Support%20Plan.pdf>

Student Success and Support Program Funding Guidelines

[http://extranet.cccc.edu/Portals/1/\\$\\$SP/Matriculation/\\$\\$SP_Funding_Guidelines_Final_3-12-14.pdf](http://extranet.cccc.edu/Portals/1/$$SP/Matriculation/$$SP_Funding_Guidelines_Final_3-12-14.pdf)

CCCCO Student Success Act of 2012 SB 1456

<http://extranet.cccc.edu/Divisions/StudentServices/Matriculation/SB1456StudentSuccessActOF2012.aspx>

CCCCO 2013-14 \$\$\$P Credit and Non-credit Allocations, Updated Funding Guidelines, and Carry-Over Authority March 12, 2014

[http://extranet.cccco.edu/Portals/1/\\$\\$\\$P/Matriculation/\\$\\$\\$Pallocations_guidelines_carry-over_mmo_3_12_14.pdf](http://extranet.cccco.edu/Portals/1/$$$P/Matriculation/$$$Pallocations_guidelines_carry-over_mmo_3_12_14.pdf)

SB-1456 Community colleges: Seymour-Campbell Student Success Act of 2012

[http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201120120\\$B1456](http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201120120$B1456)

California Community College Chancellor's Office. Student Success Initiative Implementation Resources

<http://californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessInitiative/ImplementationResources.aspx>

Student Services and Special Programs Summit 2013

<http://extranet.cccco.edu/Divisions/StudentServices/Events.aspx>

Summit Webcast

[http://www.3cmediasolutions.org/services/\\$\\$\\$P13/live](http://www.3cmediasolutions.org/services/$$$P13/live)

Implementation of Student Success Task Force Recommendations Progress Chart from January 7, 2013 Board of Governors Meeting

http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013_agendas/january/3_3_sstf_initiative_progress.pdf?page=1&zoom=auto,0.612

Timeline for Implementation

[http://extranet.cccco.edu/Portals/1/\\$\\$\\$P/Matriculation/\\$B1456StudentSuccessActOf2012/\\$B1456ImplementationTimelineStudentSuccessSupportProgram.pdf](http://extranet.cccco.edu/Portals/1/$$$P/Matriculation/$B1456StudentSuccessActOf2012/$B1456ImplementationTimelineStudentSuccessSupportProgram.pdf)

Student Success Data Elements: Collaborating for Accurate Data CCCC's MIS Sept. 23, 2013

<http://www.3cmediasolutions.org/sites/default/files/B6ChancellorsOfficeMIS.pdf>

Foothill College Student Success Scorecard

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=422>



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Attachment E Summer Bridge Math Program (SBMP)

The purpose of the summer bridge program is to provide structured math review before students retake the math placement test and to introduce students to Foothill College.

- The SBMP is for students who haven't recently taken a math course and who would like structured review before retaking the math placement test. The target population is recent high school graduates who placed into Math 220 and below. In the past, recruitment was done at high schools, Day on the Hill/SOAR, and the Testing Center.
- The Basic Skills Workgroup, counseling faculty, testing center staff, and math faculty have collaborated to create and plan for the SBMP.

History:

July 9 – July 19, 2012

- 66 students completed the program.
- 42 students had both entry placement test and exit placement test results.
- Of the students who had both entry placement test and exit placement test results, about 57% increased their math placement.
- Students took CNSL 50 if they didn't take it prior to the summer bridge program.

July 8 – July 18, 2013

- 22 students completed the program.
- All 22 students had both entry placement test and exit placement test results.
- About 61% of the students increased their math placement.
- CNSL 5 (formerly CNSL 50) and CRLP 71 were offered, but had low enrollment.

August 19 – August 29, 2013

- 52 students completed the program.
- About 76% of the students increased their math placement.

August 4 – August 28 2014:

- 2 two-week sessions were offered.
- Instead of offering CNSL 5, on the last day of the program 2 – 3 counselors helped students determine which classes to register for and helped students with the registration process. There were also presentations from EOPS, Financial aid and the PSME Center about the services that they provide.
- Finalized results are pending.

Attachment F

Highlights of Special Outreach Activities for Underserved Populations: 2013-14

- Child Development Accelerated Summer Academy = 51 students at Stretch To Kindergarten program
- English Language Advisory Committee (ELAC) / District English Language Advisory Committee (DELAC) = 100 participants
- Latino Parent Student Summit- Los Altos High School = 200 participants
- Latino College Prep Academy Parent Education Day = 150 participants
- Physics Show = 400 students from the Family Engagement Institute's Mountain View Whisman and Sunnyvale district partner schools
- Middle School Day On The Hill (March 12) = 350 students from the Family Engagement Institute's Mountain View Whisman and Redwood City district partner schools (Crittenden, Graham and Roosevelt)
- SOAR (May 3, 2014) = 122 Stretch To Kindergarten Families = 231 participants
- Noncredit ESLL Recruitment and Orientation = 211 participants