

FOOTHILL COLLEGE
STUDENT SUCCESS & SUPPORT PROGRAM (3SP) PLAN
EXECUTIVE SUMMARY
2014-15

INTRODUCTION AND BACKGROUND

Foothill College is required to create a Student Success and Support Services Program plan, (3SP plan), in response to the Seymour-Campbell Student Success Act (SCSSA) of 2012. The specific requirements in the SCSSA may be found in California Education Code, Sections 78210-78219. By prompting each California Community Colleges to write a 3SP plan, the legislature's intent is to "increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other educational planning services, and academic interventions." Consistent with the premise that student success is the responsibility of not only the student, but also of the institution as a whole, the overriding goal is for colleges to outline a specific plan to provide evidence-based, well-coordinated services that are integrated throughout both student services and instruction. Our efforts to increase student success must also give particular attention to at-risk students, and to identifying and addressing issues of equity and disproportionate impact. With these principles in mind, we will coordinate with the Basic Skills and Student Equity Workgroups and the Academic, Classified, and Student Senates to develop a framework for cross-campus collaboration and coordination. We also realize that it will be imperative to actively include our part-time employees – whether they are faculty or staff – if our efforts are to be successful.

Going forward, we are required to work with our office of institutional research to evaluate the effectiveness of our efforts and revise our 3SP plan as appropriate in an ongoing effort to increase student success. This will include analysis through program review and other practices to gather data and evaluate outcomes with respect to orientation, assessment and placement, education plans, interventions, and follow-ups.

CORE MATRICULATION SERVICES:

> Student Orientation

Foothill has always offered comprehensive orientation services for our students. However, the new Title 5 requirements (Section 55521) explicitly identify eight areas that must be included, at minimum. The other major change is that per SCSSA and Title 5 section 55530, we must not just *offer* orientation, but instead must *require* all non-exempt first time students to participate or risk losing their registration priority. The mandate to reach all students – regardless of whether they will take face-to-face classes or attend via distance education – creates some new logistical challenges for our college. In response, Foothill has planned three core strategies:

1. "Student Orientation, Assessment and Registration" (SOAR) program – targets students via outreach to local high schools, adult education centers, and Regional Occupational Programs (ROPs)
2. Go2Orientation – an online orientation system primarily targeting distance education students, custom built in partnership with Innovative Educators
3. CNSL 5: Introduction to College – a 1.5-unit course required of all students coming to Foothill having completed less than 30-quarter units.

To monitor the effectiveness of these strategies, we will collaborate with our Office of Institutional Research as well as our Student Equity Workgroup. We are also mindful of the need to examine both quantitative and qualitative data to determine whether there are significant differences in the efficacy between our three core strategies, and identify any disproportionate impact that may be occurring.

> Assessment and Placement

Title 5 requires all non-exempt, first time students to participate in assessment. The primary goal is to measure their strengths and weaknesses in the areas of mathematics and English for appropriate placement into math and English/ESLL courses. However, assessment is also intended to collect data about the student's "study and learning skills, aptitudes, goals educational background and performance, and the need for special services." These requirements are not new, but the SCSSA does place special emphasis on the use of multiple measures of assessment and on monitoring for any disproportionate impact. To meet the requirements, Foothill will continue to use the web-based Accuplacer for English, ESLL, and math, at least in the short-term. Students may take the Accuplacer tests on the main campus, at Middlefield, or at high schools on request.

During the development of our 3SP plan, we identified several areas meriting immediate review and possible modification. The first of these was our use of multiple measures for assessment and placement, so this year as a campus community we plan to consider which multiple measures might be most immediately implemented to facilitate accurate placement. We also realize that as early as 2015-2016 we will be required to use the state-mandated Common Assessment as one of our assessment measures, so this year we will prepare to align our practices with the requirements in the Common Assessment Initiative. Academic integrity was also identified as a potential concern, so we also plan to pilot an identity verification system for students completing their assessments online.

A second major concern is pre-test messaging: many students do not recognize the importance of placement tests, and inadequate preparation may well adversely affect their ultimate success in college. We currently offer test preparation through a partnership with EdReady, by referral to Khan Academy resources, and through our Summer Bridge program but realize the messaging and services may not be as effective as possible. Consequently, we plan to work with Institutional Research to evaluate the utilization and effectiveness of our test preparation services, as well as examine our re-test policies. We're also working to meet with feeder high school faculty and administrators to demonstrate EdReady, review assessment services and placement criteria and create an understanding of the importance of the placement tests.

> Counseling, Advising, and Other Educational Planning Services

Title 5 requires us to include plans to provide counseling and advising services, to ensure that all non-exempt students create a student education plan (SEP), and to provide follow-up services for at-risk students. Although these services have always been available to our students in various forms, the development of our 3SP plan has provided an opportunity to review and revise our services to best support student success.

Our counseling services are available in a variety of formats to meet individual student needs. Students may get one-on-one counseling with a counseling faculty member, and sessions can be in-person, and/or by email, phone or Skype. Faculty counselors provide group counseling/advising services in face-to-face and online courses in a variety of academic, career, personal and transfer topics; they also work with staff to offer targeted workshops on issues such as resume writing, study skills, and interviewing. Students may also take advantage of one of the many self-paced online counseling/advising tools such as ASK Foothill, Assist.org, Career Café, or StudentLingo. Recognizing that face-to-face services may have

different impact than online services, we plan to work with Institutional Research to monitor the effectiveness of our services.

Finally, Title 5 section 55520 requires us to assist all non-exempt students with developing an education plan. Students may work one-on-one with a counselor in 30-minute session(s) to meet this need, and/or can develop their education plan in their CNSL 5 (Orientation to College) class. Once developed, students may monitor their plan in Degree Works, our online degree audit system. Most students meet with their counselor quarterly to update plans, review their personal outcomes and prepare for transfer, degree or certificate completion.

> Follow-up for At-Risk Students

We recognize that instructional faculty are better positioned to implement early alert and necessary interventions for at-risk students than any automated system. A key need is for faculty professional development in this area. We envision a robust, institutionally supported, ongoing program of faculty professional development regarding tested student-success practices to implement in the classroom, with an emphasis on prevention as opposed to reaction.

We have already implemented an early-alert system with physical science, math and engineering faculty. By the start of the Winter quarter 2015, we will have launched an early alert and remediation program for online learners.

We plan to identify and support at-risk students with our Early Alert system. By Title 5 definition, at-risk students include (credit or non-credit) basic skills students, students with no education plan, and/or students on probation or facing dismissal. This year we will add Early Alert to our ADVOCATE online system for reporting behavioral issues. We place registration holds on students who have not taken CNSL 5, and monitor five levels of academic and progress probation. Of course, faculty and staff may also identify potentially at-risk students via interactions in the classroom or elsewhere on campus.

We currently direct students needing additional support to online resources like EdReady and Smarthinking, and provide supplemental instruction and general academic assistance through on-campus resources such as the PSME Center, the Teaching and Learning Center, Disability Resource Center, Veterans' Resource Center, Cooperative Agencies Resources for Education (CARE), and EOPS tutoring and through on-campus programs like Pass the Torch. We also work closely with counselors in the counseling center, psych services, the DRC, athletics and health center for other services that may be needed.

> Policies

Many, if not most, of our college policies and procedures have direct and/or indirect effects on our students' likelihood of success. This necessitates student services, instruction and fiscal services to collaborate in ongoing evaluation and evidence-based decision making regarding our policies. In particular, the 3SP plan requirements direct us to examine college policies regarding student exemptions from mandatory participation in orientation, assessment, counseling/advising, and/or education plan development. The college must also allow a student to appeal a potential violation of our student services policies.

Perhaps most importantly, the 3SP plan requirements also prompt us to review our policies and procedures concerning prerequisites. By their nature, prerequisites both create a barrier and promote student success, so it is imperative our policies are regularly evaluated for their effects on success and for any disproportionate negative impact. The College Curriculum Committee revised the college prerequisite

policy and procedures in 2012 and we are only now beginning to collect data about student success under the new policy. Ongoing collaborations between instructional faculty and student services faculty/staff will be important to evaluate our efforts to implement policies that promote rather than hinder student success.

> Professional Development

The Professional Development program at Foothill College is a top college priority. It is important to provide appropriate resources to support faculty and staff to effectively support the college's 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.

The college has also been at the leading edge in many professional development initiatives. We offer fiscal support for participation in professional development and provide online, on-demand, 24/7 professional development workshops through Go2Knowledge and other similar resources, in addition to an extensive offering of in-person workshops.

RESOURCES FOR MORE INFORMATION

[California Community Colleges Student Success and Support Program Handbook](#)

[California Education Code 78210 – 78219](#)

[Title 5 Regulations pertaining to the Student Success and Support Program](#)

College 3SP Webpage: www.foothill.edu/3SP