FOOTHILL COLLEGE
STUDENT SUCCESS & SUPPORT PROGRAM (3SP) PLAN
EXECUTIVE SUMMARY
2015-2016

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 identify and address issues of equity and disproportionate impact. With these principles in mind, we have coordinated 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.

In addition, we have worked 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 past year we hired our own research analyst to assist with collecting and analyzing data for the 3SP. The analysis assists with program reviews and SAO/SLOs as well. The data is generated through outcomes with respect to orientation, assessment and placement, education plans, interventions, and follow-up with students.

CORE MATRICULATION SERVICES:

> Student Orientation

Title 5 requirements (Section 55521) explicitly identify eight areas that must be included in orientation, 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 – both on campus and online – is satisfied through the following:

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 no longer required, but highly recommended, to all students coming to Foothill having completed less than 30-quarter units.
4. New Student Orientation Workshops – counselors provide these workshops, which cover the mandatory eight elements in greater depth. These workshops will be incorporated into SOAR events, and will be offered separately for students who do not complete Counseling 5 or attend SOAR.

To monitor the effectiveness of these strategies, we will continue to collaborate with our Office of Institutional Research and the Student Equity Workgroup. We will continue 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.

Within this year's 3SP plan, we reviewed what was implemented last year and made some slight modifications. One modification was to first and foremost continue with the issue of multiple measures for assessment and placement. With the help of the campus community, we continue to assess the multiple measures to finish being implemented to facilitate accurate placement. Also, as early as the 2015-2016 academic year we will be required to use the state-mandated Common Assessment as one of our assessment measures, so we have prepared to align our practices with the requirements in the Common Assessment Initiative. Academic integrity is a continued concern, but has been less of an issue in that we have communicated with faculty and staff that we are to taking stronger measures in the Assessment and Testing Office to identify potential concerns by hiring additional staff to assist. We are continuing our pilot program, an identity verification system, for students completing their assessments online as well.

One continuous issue is that students still do not seem to be aware of the importance of placement tests, and their 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 are working 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 and Other Educational Planning Services

Title 5 requires us to have educational plans to provide counseling and 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 and most currently, Zoom. Faculty counselors provide group counseling 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 continue 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 (Introduction to College) class. Additionally, group counseling sessions are available after SOAR events and throughout the quarter to generate abbreviated education plans. Once developed, students are able to monitor their plan(s) 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 members are better positioned to implement early alert and necessary interventions for at-risk students than any automated system. During the College's professional development training, the Early Alert program and other student-success practices will be introduced to implement in the classroom, with an emphasis on prevention.

We have already implemented an Early Alert program with physical science, math and engineering faculty, but as of this year, we are adding an Early Alert program to English and ESLL faculty.

We continue to identify and support at-risk students both in-person and online, with our Early Alert program. By Title 5 definition, at-risk students include (credit or noncredit) basic skills students, students with no education plan, and/or students on probation or facing dismissal. We have added Early Alert to our ADVOCATE online system for reporting behavioral issues.

We continue to monitor five levels of academic and progress probation. However, 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 Extended Opportunities Program and Services (EOPS) tutoring and through on-campus programs like Pass the Torch. We also work closely with counselors in the counseling center, psychological services, Disabilities Resource Center (DRC), athletics and health center for other services as needed.

Policies

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 they are beginning to collect data about student success under the new policy. Ongoing collaborations between instructional faculty and student services faculty/staff continue to 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. 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 continue 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

For further information, please contact Laureen Balducci, Associate Vice President for Student Services, at 650-949-7823 or balduccilaureen@foothill.edu