Student Success and Support Program Plan
(Credit Students)

2014-15

District: Monterey Peninsula Community College
College: Monterey Peninsula College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

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

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

INTRODUCTION

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

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

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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

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

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

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

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

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

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

The program plan should <u>not</u> 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: <u>Monterey Peninsula College</u>

District Name: <u>Monterey Peninsula Community College</u>

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: <u>Alethea DeSoto</u>   Date: _____

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

Name: <u>Laurence E. Walker</u>   Date: _____

Signature of the Chief Instructional Officer: _____

Name: <u>Michael Gilmartin</u>   Date: _____

Signature of College Academic Senate President: _____

Name: Dr. <u>Alfred Hochstaedter</u>   Date: _____

Signature of College President: _____

Name: <u>Dr. Walter Tribley</u>   Date: _____

Signature of District Chancellor: _____

Name: <u>Dr. Walter Tribley</u>   Date: _____

Contact information for person preparing the plan:

Name: <u>LaKisha Bradley</u>   Title: <u>Student Equity Coordinator</u>
Email: <u>lbradley@mpc.edu</u>   Phone: <u>(831) 646-4290</u>

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

IIa.   Core Services

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

The Monterey Peninsula College (MPC) orientation targets all incoming students who have not previously attended college, who are new transfers to MPC, and who are returning to MPC after a two year or greater break. The anticipated number of students to be served by the orientations during the 2014-2015 academic year is approximately 4,500 students. The majority of students will complete the orientation prior to registration, however students can submit a waiver form to postpone the required completion of orientation. Students with an approved waiver must complete the orientation process within the first eight weeks of their first term of enrollment.

Orientations are currently delivered in a two hour in-person, group workshop format and are offered several times throughout the semester. Beginning in October, we will pilot an online orientation that will become a fully available option for students on November 1, 2014. The online Orientation is designed to last no more than 2 hours and will have video components. The online Orientation contains quizzes at the end of each section and a cumulative final quiz at the end of the presentation, each of which are automatically scored by the computer. Students must correctly answer a minimum of 70% of the questions correctly to be considered as having successfully completed the orientation and will be able to retake the online Orientation final quiz one time for a total of two attempts.

Information covered during all forms of the Orientation mirrors the Title 5, Section 55521 topics and includes:
- the MPC Step Program,
- important academic dates and deadlines,
- terms to know,
- cost of tuition, the Board of Governor's Fee Waiver, and financial aid,
- Student Services Programs,
- academic programs,

- students' rights and responsibilities,
- the registration process, and
- "What's Next?": Schedule Building and Educational Planning Workshop and visiting a counselor.

Additionally, we offer a 1 unit, CSU transferable course (PERS 10: Introduction to College Success) to students. As an incentive for students to attend this course, completion of PERS 10 increases the students' priority registration level. The PERS 10 course mirrors Title 5, Section 55521 topics and is offered as a more in-depth orientation option that includes:
- an overview about the roles and differences among community colleges, the UCs, the CSUs, and private/independent colleges and universities;
- a review of the process of selecting a major;
- a review of transfer information, including Transfer Admission Agreements, application filing periods, and articulation agreements;
- the general education course patterns;
- success strategies;
- college facilities, resources, and services;
- policies and procedures;
- a career planning module; and
- a one-semester student education plan.

MPC is currently acquiring and implementing the *Not Anymore* online sexual assault prevention program. Beginning in Spring 2014 this program, covering sexual misconduct safety and bystander interventions skills, will be introduced as an additional component into all three forms of the MPC Orientation.

Special Programs
Categorical, grant-funded, and cohort specific programs pre-identify eligible students and require attendance at their program specific orientations. The Extended Opportunities Programs and Services (EOPS), TRiO/SSS, and Access Resource Center (MPC's DSPS program) offices collaborated with the Student Success and Support Program Coordinator to ensure that each program's mandatory orientation covers the SSSP mandates in addition to each program's specific policies and procedures. EOPS offers its orientation in small group, large group, and one-on-one sessions and will provide the orientation to approximately 200-300 new students. The TRiO/SSS program offers their orientation in group format to approximately 70 students each year and requires completion of the PERS 10 course. The Access Resource Center (ARC) conducts both group and individual orientations for students and anticipates approximately 50-70 students will complete the orientation this year.

Partnerships
Each year MPC partners with local area high schools to offer and conduct special orientation sessions for graduating high school seniors. Additionally, our EOPS program works directly with Monterey Peninsula Unified School District to target students attending local continuation schools. The ARC collaborates with the Department of Rehabilitation, the Monterey County Office of

Education, Monterey Peninsula Unified School District, and local community agencies that provide support resources and services to disabled populations, such as College Living Experience (CLE), the Central Coast Center for Independent Living, and Interim, Inc.

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

Student Success and Support Program Faculty Coordinator (1 position): Develops, plans, and delivers the orientation program and coordinates and supervises day to day operations of SSSP Core services

General Counseling Adjunct Counselor (1 position): Conducts orientations

Counseling Staff (4 full-time positions, 1 adjunct position): Teaches the PERS 10 course

Matriculation Services Specialist, Sr. (1 position): Coordinates orientations and materials, updates orientation website

Categorical Services Coordinator (1 position): Provides online student services support and support for other SSSP Core Services

IT Staff: Assists with online orientation component and provides information technology support and maintenance of SSSP Core services

Dean of Student Services (1 position): Responsible for the administration and budget development of Student Success and Support Program (SSSP) and Student Equity

English Department Faculty (1 position): Provide input, support documentation, and discipline updates at new student orientations.

Math Department Faculty (1 position): Provide input, support documentation, and discipline updates at new student orientations.

Physical Education Department Faculty (1 position): Provide input, support documentation, and discipline updates at new student orientations.

SSSP Technical Support (1 Position): Provides information technology support and maintenance of SSSP Core services

Special Programs Orientation Staffing

TRiO/SSS Coordinator/Counselor (1 position): Conducts orientations and teaches PERS 10 course

TRiO Learning Center Coordinator/Counselor (1 position): Conducts orientations and teaches PERS 10 course

TRiO Instructional Specialist (1 position): Coordinates orientations and materials

Re-Entry Counseling Specialist (1 position): (1 position): Coordinates orientations and materials

ARC Counselor (1 Full-time, 1 Adjunct): Conducts orientations

EOPS/CARE Counselor (1 Full-time, 1 Adjunct, 2 Coordinator/Counselor positions): Conducts orientations

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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.

Students register for in-person orientations using our online SARS module. The current annual fee for the eSARS component is $1,500.00 and requires maintenance and technical support and

coordination from the Information Technology Department and from the Matriculation/Articulation Technician.

During orientations, technology used includes a document camera, PowerPoint, and the MPC website.

The online orientation will be offered through Comevo. The initial purchase price for Comevo was $5,400.00.   There is an additional annual subscription fee of $7,500.00, which includes maintenance and technical support charges based upon the number of students using the online orientation. There was a separate $5,000.00 cost for development of the videos for the online Orientation. The Matriculation Services Specialist, Sr. is responsible for developing and updating the online orientation material.

Students' completion of orientation is tracked using SIS, MPC's enterprise resource planning (ERP) system.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.
   Orientation Checklist (Required Policy or Procedure)
   (1) Academic expectations and progress and probation standards pursuant to section 55031;
   (2) Maintaining registration priority pursuant to section 58108;
   (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
   (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
   (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
   (6) Academic calendar and important timelines.
   (7) Registration and college fees.
   (8) Available education planning services

Development and discussion of the MPC Orientation began with an institutional SSSP Committee, the Student Services Student Success Task Group. The Student Services Student Success Task Group reviewed the required SSSP mandates and the components of MPC's pre-existing orientations before developing an action plan on implementing SB1456. This resulted in the development of the Student Success Planning Group, a broader representation of the campus that included representatives from several Student Services departments, Information Technology, Basic Skills Initiative staff, the Office of Institutional Research, the Institutional Committee on Distance Education, Academic Affairs and instructional faculty, and Institutional Planning. The Student Success Planning Group created several sub groups based upon each of the mandated recommendations. A sub group comprised of the SSSP Coordinator, the Matriculation Services Specialist, Sr, the Assessment Specialist, the Counseling staff, and the Dean of Student Services focused on Recommendation 2.2: requiring all incoming community college students to participate in a diagnostic assessment and orientation and to develop an education plan.

The in-person and online MPC orientations and the PERS 10 courses cover the following information, mirroring the Title 5, Section 55521 topics:
- academic expectations and progress and probation standards;

- priority registration;
- prerequisite or co-requisite challenge processes;
- Board of Governors Fee Waiver eligibility;
- descriptions of available programs, support services, financial aid, and campus facilities;
- academic calendar and deadlines;
- registration and fees;
- available education planning services; and
- general degree and transfer information.

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

While existing campus computer labs were available for each Orientation, a dedicated computer lab space for SSSP services (Assessment, Orientation, Schedule Building and Educational Planning Workshops, and PERS 10 classes) is needed to ensure a wider range of offerings to accommodate student schedules and cohorts.

The MPC Counseling Department partners with local area high schools and will continue to promote orientation and SSSP services through these partnerships with annual Counselor Breakfasts (general information sessions to discuss MPC policies and procedures and how to collaboratively transition students from high school to the community college campus) and an annual High School Assessment Event (completing the MPC application and taking English/ESL and Math Assessments). Currently plans are underway to expand the High School Counselor Breakfasts to discuss how to enhance the pathway for students from high school to community college.

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

Resources used to facilitate orientations:
- Comevo - $5,400.00 set up fee plus $420 monthly subscription fee
- Not Anymore - $2,280.00 user access fee
- Printing of Orientation Materials and Handouts – $5,000 for new student orientation handbook, flyers related to orientation, and schedule of classes.
- PERS 10 Handbooks - $4,155.25
- Supplies - $3,225.00 (pencils, highlighters, pens, folders)
- Career Café

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.).

The Monterey Peninsula College (MPC) Assessment Center assesses approximately 4,500 students annually in English (Reading and Writing), English as a Second Language (Reading, Writing, and Speaking), and math. The Assessment Center is open year round and offers 73 testing dates with 44 opportunities to take an English Assessment and 58 opportunities to take a math assessment. There are an additional 20 testing dates available for English as a Second Language Assessments. Each Spring, the Assessment Center collaborates with local areas high schools and offers a High School Assessment Event, two testing dates specifically for high school graduating seniors, at the MPC campus.

All first time college students and students wishing to register for an English or math class or for a course that has a math or English prerequisite are required to assess. Students may be exempt from assessment if they meet one of the following criteria:
- are taking courses for personal interest that do not require an English or math course as a prerequisite;
- are taking courses for advancement in their current job/career (to update job skills) that do not require an English or math course as a prerequisite;
- are taking courses to maintain a certificate or license that do not require an English or math course as a prerequisite;
- are concurrently enrolled at another college, or have assessed at another Community College in California, and/or are taking courses that do not require an English or math course as a prerequisite.

Additionally, students may be exempt from taking an English Assessment if they:
- have completed a college level reading or writing course with a passing grade of "C" or higher (with a catalog course description required to review 4-year, out-of-state or private college courses),
- have taken an English assessment at another California Community College. Qualifying raw score report needed from the English test taken at another college,
- are eligible to receive English credit through completion of the CLEP (50th percentile),
- have completed the College Board Advanced Placement exam in English Language or English Literature test (score of 3 or higher), or
- have a score of 151 or higher on the CSU EPT English Assessment test.

Students may be exempt from taking the Math Assessment if they:
- have completed a college level math course with a passing grade of "C" or higher (with a catalog course description required to review 4-year, out-of-state or private college courses),
- have taken a math assessment at another California Community College (the qualifying raw score report is needed from the math test taken at the other college),
- are eligible to receive Math credit through completion of the CLEP (50th percentile),
- completed the College Board Advanced Placement Mathematics Test (AB or BC) with a score of 3 or higher.

Currently, MPC offers the paper based CTEP assessment in English with Chancellor's Office approved homegrown essays for writing assessments, the paper based MDTP assessment in math, and a computerized COMPASS assessment in English as a Second Language with Chancellor's Office approved homegrown essays for writing assessments.

Students can challenge their assessment results. In these cases, they must contact the English, English as a Second Language, and Math departments directly to arrange a challenge exam. Students can challenge their placement one time and each challenge result is final.

Monterey Peninsula College accepts placement results from all California Community Colleges with supporting documentation. All non-MPC placement results must be evaluated by an MPC counselor.

Accommodations are available through the Access Resource Center (ARC), the Disabled Students Programs and Services (DSPS) office at Monterey Peninsula College. These include extended testing time, quiet space, and other authorized accommodations.

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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.

Assessment Specialist (1 position): plans, develops and implements testing and assessment programs; delivers services of the assessment office; develops assessment schedule; scores non-essay portions of assessments

English Department Faculty (2 or more): reads and scores essays for writing placement

English as a Second Language Department Faculty (2 or more): reads and scores essays for writing placement

Accommodations Specialist (1 position): proctors assessments for students with accommodations

Career and Transfer Resource Center Coordinator (1 position): provides support to the Assessment Specialist when conducting assessments

Matriculation Services Specialist, Sr. (1 position): provides support to the Assessment Specialist when conducting assessments

Counselor (8 full time positions, 4 adjunct positions): Helps to promote understanding of assessment results and to facilitate the assessment process for students by reviewing transcripts and non-MPC placement scores to identify appropriate course placement at MPC.

Matriculation/Articulation Technician (1 position): Provides support to the Assessment Specialist when conducting assessments

Student Success and Support Program Coordinator (1 position): Coordinates and supervises day to day operations of SSSP Core services

Student Equity Researcher (1 position): Responsible for the research, data collection, analysis for student success and support program core services.

Dean of Student Services (1 position): Responsible for the administration and budget development of Student Success and Support Program and Student Equity.

During the annual High School Event, where approximately 400 high school seniors assess over a

two-day period, there is a need for additional support. On these days, 25 additional staff members are recruited to provide general assistance with proctoring, check-in, and processing of students.

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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.)

The English Assessment is the paper-based CTEP exam with a Chancellor's Office approved homegrown essay for writing. There are multiple measures integrated into the scoring process, whereby answers to 4 specific background questions can result in additional points being added to a students' score, thereby increasing their placement.

The English as a Second Language exam is the computer-based COMPASS exam. Currently, the English as a Second Language (ENSL) department is developing a multiple measure and self-placement tool for ENSL levels 1 and 2. This is tentatively set to begin in Spring 2015. Additionally, the ENSL department is considering switching to the Accuplacer assessment exam. They are currently running validation studies and plan to begin using Accuplacer in Spring 2015.

The Math Assessment is the paper-based MDTP exam. There are four different math assessment exams and students must choose an appropriate level exam for corresponding course placement.

MPC will accept other California Community College placement scores, transcripts from other colleges, AP Exam Scores, CLEP Exam scores, and EPT scores for placement.

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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.

MPC will accept all California Community College placement scores, transcripts from other colleges, AP Exam Scores, CLEP Exam scores, and EPT scores for placement. Each of these test scores and transcripts must be evaluated by MPC counselors to determine English and math placements.

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

Pre-Test practice: Practice tests for the math assessments are available on the MPC website and links for additional practice tests for test #3 and test #4 are also available. Additionally, some students are referred to a one-unit refresher/prep course offered by the Math Department before taking a math assessment. The English Department is currently developing a set of essay samples for each of the writing levels that students will be able to refer to as a guide for what writing skill is required for each course level.

Re-take: Students can take the math assessment two times within a six-month period. They must wait a minimum of two weeks before re-taking an assessment. The English and the English as a Second Language assessments can be taken one time every six months. Additionally, students have the option of challenging their placement results. These challenge exams are coordinated by the English, English as a Second Language, and math departments and usually occur one week before the start of each semester.

Recency: There is currently no recency requirement for assessments, however this policy is being reevaluated.

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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?

MPC accepts assessment scores from all California Community Colleges, AP Exam scores of 3 or higher, CLEP Exam scores, and CSU EPT exam scores of 151 or higher. MPC counselors evaluate the scores and place students in appropriate level English and/or math courses. MPC does not accept any EAP scores.

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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.

Resources used to facilitate assessments:
- Harland Scantron: OPSCAN 6 Machine maintenance fee $1,334/year
- CTEP Licensing Fee - $1200 + tax/year (approximately $1296)
- CAPP – ASAP licensing fee $1,800/year
- Scantrons - $1500/year
- MDTP site license - $400/year
- COMPASS – purchase units for testing $800/year

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.)

Counseling services are available to all current and prospective students at Monterey Peninsula College, provided they have an MPC student ID number, at all points of their academic pathway. This includes new, continuing, transfer, and returning students. During the 2014-2015 academic year, the Counseling Office plans to conduct approximately 7,400 counseling sessions. This includes approximately 5,000 scheduled student appointments and approximately 2,400 drop-in appointments.

Counseling services cover career, academic, transfer, personal, vocational, financial aid, veteran, athletic, basic skills, and crisis intervention and counseling support. Additionally, counselors complete abbreviated, transitional, and comprehensive education plans. The Counseling Department offers several Personal Development courses: Introduction to College Success, Making College Count, and Foundations of Career Choice. Follow up services to students include Education plan updates, classroom visits, an Early Alert Program, and career counseling for students who have yet to decide on a program of study. Counselors make referrals to other programs both on and off campus. On campus referrals include recommendations to the Access Resource Center (MPC's Disables Students Program and Services office), the Assessment Office, the Student Financial Services Office, the EOPS/CARE program, the academic divisions, the Veterans Center, the Student Health Services Office, the Career and Transfer Resource Center, the Admissions and Records Office, and the Student Activities Office.

Counseling services are offered in person, by telephone, via email, and online with our new "Ask a Counselor" available through the student portal.

The Counseling Department offered a series of Schedule Building and Educational Planning Workshops to students designed to assist new and incoming students with building their first semester schedule. This three hour workshop is lead by an MPC counselor and reviews key information, covering much of what is included in our orientation, and allows students to register for courses upon completion. Topics covered in the Schedule Building and Educational Planning Workshops include
- cost of Tuition, the Board of Governor's Fee Waiver, and financial aid;
- terms to know (academic terminology);
- understanding assessment results;
- filling in a schedule (classes other than English/ESL and math);
- transfer patterns;
- factors to consider prior to choosing courses and creating a class schedule;

- time management;
- how and when to register for classes;
- education plans;
- creating a schedule and registering for classes; and
- "Next Steps": meeting with counselors.

During the week before the start of the semester and the first week of the semester, the Counseling Department offers drop-in counseling and a Counseling Tent where staff provide additional support to students, answering questions and directing them to appropriate offices for continued support. Tent Days have reduced the wait time for students to see a counselor and have provided a faster response time for students with questions and paperwork that do not require face to face meetings with counselors.

The Counseling Department collaborates with local area high school counselors, presenting High School Counselor workshops twice each year. MPC also partners with First 5 California and has one counseling position dedicated to working with students pursing the Early Childhood Education program. Additionally, MPC partners with Brandman University, who sends a representative to Counseling Meetings at least once each semester and with whom MPC has developed an Early Advantage Program for students intending to transfer to Brandman University. There is also a collaborative relationship with California State University, Monterey Bay (CSUMB) whereby MPC students receive priority for admission, and TAG agreements with 7 UC campuses.

Special Programs
The EOPS program targets low-income and educationally disadvantaged students and serves approximately 450-500 students annually. EOPS students are required to meet with a counselor three times each semester. Counseling services are offered in person, by telephone, and via email. In addition to counseling, EOPS offers a workshop series covering the following topics: scholarships, financial aid, CSU and UC applications, student success, and student leadership.

The CalWORKs program serves 71 students. Of these, 60 students are also students in the EOPS/CARE Program. CARE (Cooperative Agencies Resources for Education) students are required to have at least three (and as many as needed) individual visits with the academic counselor to discuss their Ed Plans and career and transfer goals. During these visits referrals are made as needed to the TRiO Learning Center as well as other academic support and campus tutoring services. The CARE Counselor contacts students who have not scheduled an appointment during the first month of the semester to check-in and schedule an appointment. If personal counseling is needed students are referred to MPC's Psychological Services. All academic counseling services are provided one-on-one in person at this point. (Group counseling was attempted, but didn't work for our students due to scheduling conflicts). The remaining 11 see the CalWORKs counselor.

The TRiO/SSS program targets low-income and/or first generation college students planning to transfer to 4 year colleges and universities. TRiO/SSS serves 200 students each year. TRiO/SSS students are required to meet with a counselor two times each semester. Counseling services are offered in person, by telephone, and via email. The TRiO/SSS annual workshop series includes

workshops on the UC prompt, financial literacy, scholarships, the FAFSA, career exploration, and special retention workshops as part of a collaboration with the mens and womens basketball team coaches. TRiO/SSS workshops are offered in person and online using Moodle, MPC's online course management software.

The Access Resource Center (ARC), the DSPS program at MPC, supports students who have a verified disability and are eligible for accommodation, services, and specialized courses. ARC serves approximately 700-800 students each year. Counseling services are offered in person, by telephone, and via email. ARC offers a series of workshops annually that include Kurzweil software reader workshops, accommodations overviews, and Smartpen workshops.

The Veterans Center serves approximately 200-250 students each year. Veteran students using their GI Bills are required to meet with a counselor and develop a one semester education plan before they can be certified with the Veterans Administration. During their first semester students must meet with a counselor to develop a comprehensive education plan that details all the required coursework for them to complete their program. Veterans are advised to meet with counselors at the start of each semester and with additional appointments scheduled as needed to update their education plans.

The Matriculation/Articulation Technician has begun inputting Program of Study course requirement information into SIS. Once completed, this will facilitate a degree audit process for students that will allow for individual degree audits that students can access online via their student portals.

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.

In addition to the regular in-person services that the Counseling Department provides, online counseling is available through the "Ask a Counselor" option on students' web portals. The wait time for a scheduled appoint depends upon the time of year. While it may be possible to receive a same day appointment, the typical wait is usually one to 10 days. The 10 day wait occurs during the summer when the Counseling staff is reduced. Each day, one counselor is assigned to respond to the "Ask a Counselor" submissions. These responses are posted to students' web portal under the "Personal Announcements" link. Students are notified that responses can take up to five days, to allow for busy periods and to give counselors time to conduct any necessary research before providing an answer.

Drop-in counseling is available four days/week for four hours each day during the Fall and Spring semesters and increases during peak periods (right before and during registration periods). During the week before the start of the semester and the first week of each semester, counseling is only available on a drop-in basis. The goal of drop-in counseling sessions is to address the short-term needs of students and, depending on student need, can vary in length from as little as five to as many as 30 minute. The wait for drop-in counseling can range from no wait to a maximum wait of

45 minutes during the regular semester and as much as 1.5-2 hours during peak periods.

Special Programs
The EOPS office has drop-in counseling available during the first and last two weeks of each semester. During the Fall and Spring semesters they have drop in counseling available all day two days a week. EOPS is staffed with one full time counselor and 2 counselor/coordinators, and 1 adjunct counselor. The wait to see a counselor can be anywhere from seven to 10 days. There is a need for more counseling support in EOPS.

TRiO/SSS has drop-in counseling available during the first two weeks and the last week of the Fall and Spring semesters. During the semester, they offer drop in counseling one day a week. There are two counselors (both of whom split their counseling responsibilities with their coordination duties) and the wait to see a counselor can range from one week to one month. There is a need for more counseling support in TRiO/SSS however, the funding is not available.

ARC offers drop in counseling during the first two weeks of the semester and the period leading up to and including registration. During peak periods, ARC offers drop-in counseling available to students two days a week. In addition, whenever possible counselors serve students in between their scheduled appointments. This is usually when a scheduled appointment cancels or does not show, or if there is some other opening in her schedule. ARC has one full time and one part time counselor and the wait for a scheduled appointment can be one to seven days. There is a need for more counseling support in ARC.

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 Education Plans, also referred to as New Student or 1st semester Education Plans, are primarily created during our Schedule Building and Educational Planning Workshops. Counselors run this workshop with the support of the Matriculation Services Specialist, Sr. During the Schedule Building and Educational Planning Workshop, students log into their student portal and begin working on their schedule. Before leaving they meet one-on-one with the counselor to review their education plan. The Counselor will suggest any needed changes and then enters the education plan into SIS, the MPC enterprise resource planning (ERP) system.

Students can also complete their Abbreviated Student Education Plan during a counseling appointment. During these appointments, counselors discuss student's goals, review assessment results and course availability, show students how to navigate the online class schedule, and discuss major and general education course work.

A typical Abbreviated Student Education Plan covers one to two semesters and usually has recommendations for English, math, major, and general education courses.

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.

As a continuation of the educational planning process, counselors work with students to develop Transitional Education Plans and/or Comprehensive Education Plans. Transitional Education Plans typically cover two – three semesters and are generally prepared for students who have not yet identified their program of study. These education plans are usually comprised of general education courses. Comprehensive Education Plans cover two – four semesters, are developed once a student has identified a program of study, and map out all courses necessary for completion of the student's educational goal.

Because of the individual and personalized nature of the transitional and comprehensive education plans, these services are only offered during one-on-one sessions with counselors. Counselors also meet regularly with students to review and update their education plans. In fact, all students are encouraged to come back each semester to review their education plans and prep for the following semester.

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).

Currently there are eight full time and four adjunct counselors providing services through the General Counseling Office. Depending upon their contract assignments, full time counselors in General Counseling provide 18-30 weekly contact hours, while adjunct counselors provide 12-20 weekly contact hours. Each of these counselors provides academic, career, and personal counseling to the MPC student body.

Note: EOPS, TRiO/SSS, and ARC counseling and support services are not counted as part of the Student Success and Support funded services however their information is included below as students using these services are not required to meet with counselors in General Counseling.

One full time counselor, one adjunct counselor, and two coordinator/counselors provide services through the EOPS/CARE office. Three of the counselors provide 20-30 weekly contact hours and the fourth provides 19 weekly contact hours.   Each of these counselors provides academic, career, and personal counseling to program participants.

Two counselor/coordinators provide services through the TRiO/SSS office. They each provide 20-30 weekly contact hours and assist with academic, career, and personal counseling for program participants.

One full time and one adjunct counselor provide services through the ARC office. The full time counselor provides 30 weekly contact hours and the adjunct counselor provides 15 weekly contact hours. Each counselor provides academic, career, and personal counseling to program participants.

The Matriculation/Articulation Technician provides support for technology in Student Support and Success, Articulation, and Degree Audit; design databases for use in student follow-up; and communicate with other community colleges, individual four year colleges, and the statewide university systems in matters relating to articulation.

The Career and Transfer Resource Coordinator assists counselors during the Orientation and Schedule Building and Educational Planning Workshops; provides career pathway and transfer assistance and support to students, and develops and delivers classroom career presentations.

Two Matriculation Services Specialists assist in the day-to-day operations of the Counseling Department, provide appointment scheduling and general support to students, and act as a source of information regarding Student Success and Support and Counseling services, and inform educational personnel, students, and/or the public about policies and procedures.

The Categorical Services Coordinator assigned to the CalWORKs Program checks on the progress of enrolled students, collects and monitors compliance and outcome data on assigned program participants.

The Categorical Services Coordinator assigned to the Student Success and Support Program provides follow-up and online student services support and support for other SSSP Core services in the areas of academic probation and dismissal workshops, classroom presentations about available student services, referrals to tutorial support, study groups, Early Alert follow-up, workshops to assist students to select a program of study, respond to Ask a Counselor online inquiries.

The Dean of Student Services is responsible for the administration and budget development of Student Success and Support Program and Student Equity.

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.

MPC uses SIS, the campus ERP, for entering and viewing education plans. SARS is used for scheduling and tracking student appointments. Laserfiche is used for storing and reviewing transcripts from other colleges. Currently, MPC transcripts prior to 1995 are not available online and are stored on microfilm. A project is underway to transfer these documents to Laserfiche so that Counseling staff have access to student transcripts from prior to 1995. ASSIST.org is used for articulating courses with other California Community Colleges, California State University campuses, and University of California campuses. Counseling staff use College Source for evaluating coursework completed at other colleges, and access various college websites for advising students about private and out of state colleges.

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.

Resources used to facilitate counseling, advising, and other education planning services:
- College Source - $2,100.00 annual subscription fee
- Laserfiche - $3,100.00 annual subscription fee
- SARS Grid - $3,000.00 annual fee
- SIS

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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.

Monterey Peninsula College (MPC) begins supporting at-risk students with Counseling Department visits to classrooms. At the start of each semester, the Counseling Department sends a notice and a scheduling form to instructors so that instructors can request to have a counselor make a 5-20 minute presentation in their classroom to provide information to students on available services and resources available at MPC. In addition to this, the Basic Skills Initiative Counselor visits all basic skills courses to inform students about the resources available on campus, including tutorials and counseling. These presentations also include a general overview of education plans, how to make counseling appointments, the importance of taking math and English courses early, an overview of the PERS courses, and general information on study time.

MPC employs an Early Alert System to identify students at risk of not passing their courses. Counseling office staff sends a notice to instructional faculty asking them to identify students who demonstrate a need for assistance. Instructional faculty complete an Early Alert Assistance Form and meet with students to discuss the situation. After this meeting, students are directed to take the form to the Counseling Department to set up an appointment and meet with a counselor to discuss strategies for success. The goal is to assist students in overcoming barriers to success, including any personal issues, study skills weaknesses, emotional or health challenges, academic readiness levels, and tutorial/academic support needs.

MPC also uses Academic and Progress Probation and Dismissal system. Students are placed on Academic Probation if they have attempted 12 or more units and have earned a grade point average below 2.0 in all accumulated units or if they've been readmitted after an academic dismissal. Students are placed on Academic Dismissal if they have two consecutive semesters of Academic Probation and have not improved their grade point average to 2.0 or above. Students are

placed on Progress Probation if they've enrolled in 12 or more units at MPC and have a cumulative percentage of "W," "I," and "NP" units at MPC that exceeds 50% of all units attempted. Students are placed on Progress Dismissal if they have two consecutive semesters of Progress Probation and continue to have "W,", "I," and "NP" units that exceed 50% of all units attempted at MPC.

Once grades are officially posted, Admissions and Records staff identify students who meet the terms for Progress Probation/Dismissal and Academic Probation/Dismissal and notify them of their status and the required steps via their student portal. A notice goes to their MPC student email account informing affected students to check their personal announcements on their student portal. The announcement on their student portal explains that they've been placed on probation and/or dismissal, why this has occurred, and what steps the student needs to take in order to remove their probation/dismissal status. In the case of Academic Probation, students need to bring their grade point average up to a 2.0 or higher and for Academic Dismissal, need to bring their "W," "I," and "NP" units to below 50% of all units attempted at MPC. Students who are placed on Academic or Progress Dismissal are required to meet with a counselor and complete a Petition for Readmission where they explain the extenuating circumstances leading to their dismissal, the courses for which they would like to enroll, and their plan (including changes to be made) to ensure their success. This petition is then submitted to the Academic Council for review and a decision as to whether or not the student will be readmitted. This process, currently conducted by Admissions and Records, will be reassigned to the Counseling Department this year. Discussions are underway to determine which staff member(s) will be responsible for identifying and notifying students.

Student Financial Services often receives notices from instructors when students are in danger of not passing their course. This informal process allows students, instructors, and the Student Financial Services office to work together to identify the support students need to become successful in their courses. The Student Financial Services Office also tracks Satisfactory Academic Progress at the end of each semester. Students are placed on Progress of GPA probation if their total number of units completed falls below 75% of units attempted or if their grade point average drops below 2.0. The Student Financial Services office notifies students of their status through a notice on their web portals, a letter sent to their MPC email account, and a letter mailed to their physical address on record. Students are required to complete a Financial Aid Warning Contract that explains the reason they are on probation and requires an explanation of the circumstances leading to the situation and an explanation of what is different for the current semester. The explanation of the difference must include their plan for making satisfactory progress. Students are not required to meet with an academic counselor to complete this paperwork however, they are *strongly* advised to meet with a counselor at this point. Once the Financial Aid Warning Contract is returned to the Student Financial Services Offices, students meet with financial aid staff to discuss their situation in greater detail.

The Student Health Services Office also provides support to at-risk students, with a specific goal to help retain at-risk students with physical or mental/emotional conditions that, if left untreated, may cause them to leave school. Services available through Student Health Services include personal counseling, presentations to classes to discuss services available through the office (ex. treatment of injuries and acute illnesses, information about health concerns/conditions, and referrals to outside agencies). Student Health Services will be conducting an online training program, Kognito, for

faculty, staff, and students for how to assist At-Risk students.

Special Programs
The EOPS program pulls institutional reports to identify at risk students and sends these students an email message to notify them that they must come meet with a counselor. At this meeting, students are notified that they are required to complete bi-weekly grade reports until their grades improve.

TRiO/SSS has relied on the MPC Early Alert Program; however, as these notices are generally directed to General Counseling, TRiO/SSS is not always notified of students at risk. Students at risk of not passing their courses are called and required to visit with a TRiO/SSS counselor one time each month for the duration of the term. This year, TRiO/SSS is using Blumen, it's student tracking database, to identify students whose prior semester grade point averages are below 2.0. These students will be required to attend a group counseling/advising session in addition to their monthly academic progress checks. Additionally, the TRiO/SSS collaborates with the mens and womens basketball programs and requires these athletes to check-in monthly with their TRiO/SSS counselor.

The Access Resource Center uses the MPC Early Alert Program and often instructors contact them directly to notify them when a student might need additional support.

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

General Counseling Counselor (7 full time positions, 4 adjunct positions): meets with students, makes referrals, and completes petitions for readmission. This includes one Career Counselor who teaches a PERS 71, Foundations of Career Choice, class to help students with making their career choices.

Basic Skills Counselor (1 full time position): makes presentations to basic skills courses, meets with students, makes referrals, completes petitions for readmission

Matriculation Services Specialist (2 positions): coordinates the early assistance program; acts as liaison between students, faculty, and counselors; and contacts students regarding probation and dismissal statuses.

EOPS Counselor (1 full time position, 2 counselor/coordinator positions, and 1 adjunct position): meets with students, makes referrals, and completes petitions for readmission

EOPS Unit Office Manger (1 position) and work study students (4 positions): call students to schedule appointments

TRiO/SSS Counselor (2 counselor/coordinator positions): meets with students, makes referrals, and completes petitions for readmission

TRiO/SSS Program Specialist (1 part time position): calls students to schedule appointments and

sends students follow-up reminders

ARC Counselor (1 full time position, 1 adjunct position): meets with students, makes referrals, and complete petitions for readmission

ARC Administrative Assistant (1 full time position, 1 part time [12 hour/wk]): calls students to schedule appointments

Director of Admissions and Records (1 full time position): runs report of students on academic probation, progress probation, academic dismissal, and/or progress dismissal; sends notification of status to student portals; serves as a member of the Academic Council

Admissions and Records Unit Office Manager (1 full time position): runs report of students on academic probation, progress probation, academic dismissal, and/or progress dismissal; sends notification of status to student portals

Dean of Student Services (1 full time position): Responsible for the administration and budget development of Student Success and Support Program and Student Equity and serves as a member of the Academic Council

Assistant to the Dean of Student Services (1 full time position): serves as a member of the Academic Council

Student Financial Services Outreach Advisor (1 position): provides outreach and front counter customer service support

Student Financial Services Coordinator (5 positions): processes student paperwork, awards financial aid, and tracks student progress

Student Financial Services Outreach (1 position): processes student paperwork, awards financial aid, track student progress, conducts presentations, and attends information fairs in the local community

Student Financial Services Director (1 position): processes student paperwork, awards financial aid, track student progress, conducts presentations, attend information fairs in the local community, and creates/develops program reports

English Department Faculty (1 position): work directly with at-risk students, refer at-risk students to support programs and services, and coordinate with student services staff to address student needs and support student success, referrals to tutorial support, assistance to gain access to online instructional support resources, referral to instructors' office hours, Early Alert interventions, on/off-campus resource referrals

Math Department Faculty (1 position): work directly with at-risk students, refer at-risk students to support programs and services, and coordinate with student services staff to address student needs

and support student success, referrals to tutorial support, assistance to gain access to online instructional support resources, referral to instructors' office hours, Early Alert interventions, on/off-campus resource referrals

Physical Education Department Faculty (1 position): work directly with at-risk students, refer at-risk students to support programs and services, and coordinate with student services staff to address student needs and support student success, referrals to tutorial support, assistance to gain access to online instructional support resources, referral to instructors' office hours, Early Alert interventions, on/off-campus resource referrals

Administrative Assistant (2 positions): calls students to schedule appointments, support counselors and coordinators working with students

IT Staff: provides SIS technical support, implementation of new 3SP technology, act of liaison and point of contact for third party technical support for SARS, FAMS, Blumen, SAM, and other 3SP technology, provide maintenance, write computer database programs that directly assist in providing 3SP core services as well as develop and run 3SP related reports as needed.

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

SIS – student portal notifications and for running reports
SARS – scheduling appointments and tracking; plan to implement the callback feature in appointments that will send automatic reminders to students in order to reduce the number of missed appointments and increase student contact and, ultimately, success rates
Outlook – scheduling appointments
Blumen- TRiO/SSS student and grade tracking
Financial Aid Management System (FAMS) – process all financial aid information and awards

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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.

Resources used to facilitate follow-up for at-risk students:
- SIS and Student Portal
- Blumen - $399.00 annual tech support fee
- FAMS - $25,000.00 annual licensing and maintenance fee
- SAM - $4,200 annual web based access, maintenance, training, and support fees

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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.

Institutional Research will be provided for each of the SSSP categories. For example, each of the following areas will be measured and reported on annually:
- Scheduled appointments
- Drop-in counseling
- Completed education plans
- Students in PERS classes
- Students using the "Ask a Counselor" feature
- Students on dismissal
- Students present during basic skills course counselor visits
- Early alert students
- Numbers for Orientation and Schedule Building and Educational Planning Workshops
- Numbers for assessments

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.

Students complete an online application for admission after which they receive email notification that their applications have been processed and providing them with their student ID numbers. Network and programming support are needed in order to implement online student services, including the online counseling/"Ask a Counselor" feature and online appointment scheduling.

Delivery of services, such as online orientation, advising/counseling, education planning, and follow up services to students are provided using technology as described below.

Orientation
Students are able to schedule an appointment for a group orientation session online using their student portals and will be able to complete an online orientation beginning in November. The PERS 10 course also contains a career module that uses Career Café.

Assessment and Placement
With eSARS, students are able to schedule their assessment appointments online through their student portals. Once assessments have been scored, students access their assessment results through Student Portal in SIS. The reading, speaking, and listening portions of the English as a Second Language assessment are offered as a COMPASS computerized assessment.

Counseling, Advising, and Other Education Planning Services
The Student Portal offers online access to many counseling, advising, and other education planning services to students. Through the portal students can schedule their counseling appointments, access the "Ask a Counselor" feature for online counseling and advising support, and have

electronic access to their education plan.

Counselors use College Source and ASSIST.org to determine the transferability of courses and to advise students about transferring to colleges and universities. The SARS grid is used for scheduling counseling appointments and to collect data on services provided to students. MPC will be implementing the feature that sends students reminders for scheduled appointments. Student education plans are created in SIS for access by students and other student services departments on as required by their positions.

Technology used to support career courses and include Career Café, Eureka, the Strong Inventory, and the Meyers-Briggs Type Indicator.

The TRiO/SSS uses the Moodle instructional platform to support their in-person workshops and as an online option for students unable to attend the in-person workshop.

Follow-Up For At-Risk Students
The SIS System and its Student Portal is used heavily by several programs in efforts to provide follow up support to at-risk students.   The TRiO/SSS program also uses its program database, Blumen, as a retention tool to track student progress and grade point averages. The Student Financial Services office relies upon the Financial Aid Management System, in conjunction with SIS, to track all information regarding students' financial aid awards and progress. The ARC Program uses SAM to track their services to students, including equipment loans.

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.

The Admissions and Records Office will continue to identify and notify students on academic dismissal and/or academic probation and evaluate official transcripts submitted to the College. The Office of Institutional Research will provide all the research and data for SSSP Core services as listed in section IIb.i (pages 22-23). The Information Technology Department collects data and runs reports using the SIS information. The Career and Transfer Resource Center Coordinator will continue to provide direct transfer support and advising to students, conduct classroom presentations, and provide additional support during the Orientations and Schedule Building and Educational Planning Workshops.

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.

Exemption from Orientation: Students may be exempt from Orientation if they meet one of the exemption criteria listed below:
- Earned an associate or higher degree
- Are a non-matriculating K-12 grade student
- Are concurrently enrolled in another college or university and are receiving matriculation services at that college or university
- Are taking courses for personal interest
- Are taking courses for advancement in current job/career (updating job skills)
- Are taking courses to maintain a certificate or license

Exemption from Assessment: Students may be exempt from assessment if they meet one of the following criteria:
- Are taking courses for personal interest that do not require an English or math course as a prerequisite.
- Are taking courses for advancement in current job/career (update job skills) that do not require an English or math course as a prerequisite.
- Are taking courses to maintain a certificate or license that do not require an English or math course as a prerequisite.
- Are concurrently enrolled at another college, or have assessed at another Community College in California, and/or are taking courses that do not require an English or math course as a prerequisite

Additionally, students may be exempt from taking an English Assessment if they:
- have completed a college level reading or writing course with a passing grade of "C" or higher (with a catalog course description required to review 4-year, out-of-state or private college courses),
- have taken an English assessment at another California Community College. Qualifying raw score report needed from the English test taken at another college,
- are eligible to receive English credit through completion of the CLEP (50th percentile),
- have completed the College Board Advanced Placement exam in English Language or English Literature test (score of 3 or higher), or
- have a score of 151 or higher on the CSU EPT English Assessment test.

Students may be exempt from taking the Math Assessment if they:
- have completed a college level math course with a passing grade of "C" or higher (with a catalog course description required to review 4-year, out-of-state or private college courses),
- have taken a math assessment at another California Community College (the qualifying raw score report is needed from the math test taken at the other college),
- are eligible to receive Math credit through completion of the CLEP (50th percentile),
- completed the College Board Advanced Placement Mathematics Test (AB or BC) with a score of 3 or higher.

2. Appeal Policies
    Describe the college's student appeal policies and procedures.

Monterey Peninsula College does not have a process for students to appeal mandatory participation in SSSP activities, however students can complete a waiver form that allows them to postpone the completion date for the orientation. With an approved waiver, students have an additional eight weeks time allotted to complete the orientation.

Currently, students are able to submit appeals to the Academic Council for: Academic Renewal, Refund of Fees, Change of Grade Option, and Registration Priority.

Students can submit a Maximum Timeframe Appeal to the Student Financial Services Office once they have completed 90 units. This appeal is reviewed by a committee to determine whether or not the student will continue to receive financial aid. Students are required to meet with counselors to discuss and identify the courses required for them to complete their program of study.

3. Prerequisite Procedures
    Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

The MPC Governing Board has adopted district policies and procedures related to prerequisites that call for caution and careful scrutiny in establishing prerequisites so that they do not serve as barriers to student access or success and so that they are not established where they are not needed.

The Curriculum Advisory Committee recommends the establishment of prerequisites and/or corequisites where appropriate. The District makes available to each instructor a copy of the course outline of record and ensures that courses with prerequisites and/or corequisites are taught in accord with the course outline. Board adopted policy establishes the process for establishing and periodically reviewing necessary and appropriate prerequisites and/or corequisites, and their respective level of scrutiny, including data collection. A review of prerequisites and/or corequisites must occur at least once every six years. The College has also established procedures by which students can challenge a prerequisite. Challenges are resolved in a timely manner and, if the challenge is upheld, students are allowed to enroll in the requested course or program.

The definition of all course requisites, required prerequisite courses, and procedures for challenging prerequisites are explained in the College Catalog and the Schedule of Classes, both of which are available at the MPC website.

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

The Dean of Student Services and the SSSP Coordinator have attended conferences and SSSP

workshops and have lead the implementation of the mandates on our campus. At the start of each semester, MPC offers Flex Days – training sessions for staff and faculty that cover a myriad of topics.

Counselors (from General Counseling and Special Programs) attend annual CSU and UC Counselor Conferences to stay abreast of CSU and UC admissions requirements and processes to better advise students. Additionally, one of the EOPS counselors attends the Ensuring Transfer Success for more detailed information on UC transfer admissions and relays that information to counseling staff in General Counseling and other Special Programs on campus. Counseling staff have also completed OnCourse workshops - training for a student centered approach to teaching. The Student Health Services Office will begin offering Kognito, an online training program, for faculty, staff, and students to help them better assist at-risk students.

There is also an identified need for counseling staff to have more training on career search support and career search software. Additionally, there is a need for Student Services staff-wide training on the online delivery of effective student services support to students.

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5. <u>Coordination with Student Equity Plan and Other Planning Efforts</u>
   Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation
   Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The SSSP Plan and the Student Equity Plan relate directly to each other and were developed in concert with one another. Both were developed as a result of collaborative dialogues with various parts of the campus and our shared governance committees, including the campus' implementation of Basic Skills Initiative activities. Institutional research and data related to the Basic Skills Initiative, Student Success and Support, and Student Equity have been used as resources in the development of this plan.   Student Success and Support efforts are have been coordinated with EOPS/CARE, ARC, TRiO/SSS, and CalWORKs ensure that the goals of SSSP are integrated throughout all student services programs on campus.

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6. <u>Coordination in Multi-College Districts</u>
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

Monterey Peninsula Community College District is a single college district.

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 Participants

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

Name: __John Cristobal__ Title: __Instructor, Math Department__

Stakeholder Group: __Faculty -Math Department__

Name: __Merry Dennehy__ Title: __Instructor, English Department__

Stakeholder Group: __Faculty - English Department, Academic Senate__

Name: __Alethea Desoto__ Title: __SSSP Coordinator__

Stakeholder Group: __Faculty – SSSP, Counseling__

Name: __Nicole Dunne__ Title: __Director, Admissions and Records__

Stakeholder Group: __Management – Admissions and Records, Academic Council__

Name: __Heather Faust__ Title: __Chair, Life Sciences Division__

Stakeholder Group: __Faculty - Anatomy Department, Academic Senate__

Name: __Laura Franklin__ Title: __Dean of Instruction__

Stakeholder Group: __Administration – Academic Affairs, Basic Skills__

Name: __Molly May__ Title: __Chair, English as a Second Language Dpt.__

Stakeholder Group: __Faculty – English as a Second Language__

Name: __Michael Midkiff__ Title: __Director of Information Technology__

Stakeholder Group: __Management – Information Technology__

Name: __Eric Ogata__ Title: __EOPS Coordinator/Counselor__

Stakeholder Group: __Faculty – EOPS/CARE, Academic Senate__

Name: __Julie Osborne__ Title: __Student Activities Coordinator__

Stakeholder Group: __Classified – Student Activities__

Name: __Rosaleen Ryan__ Title: __Director of Institutional Research__

Stakeholder Group: __Institutional Research__

Name: Francisco Tostado_____ Title: Director of Student Financial Services
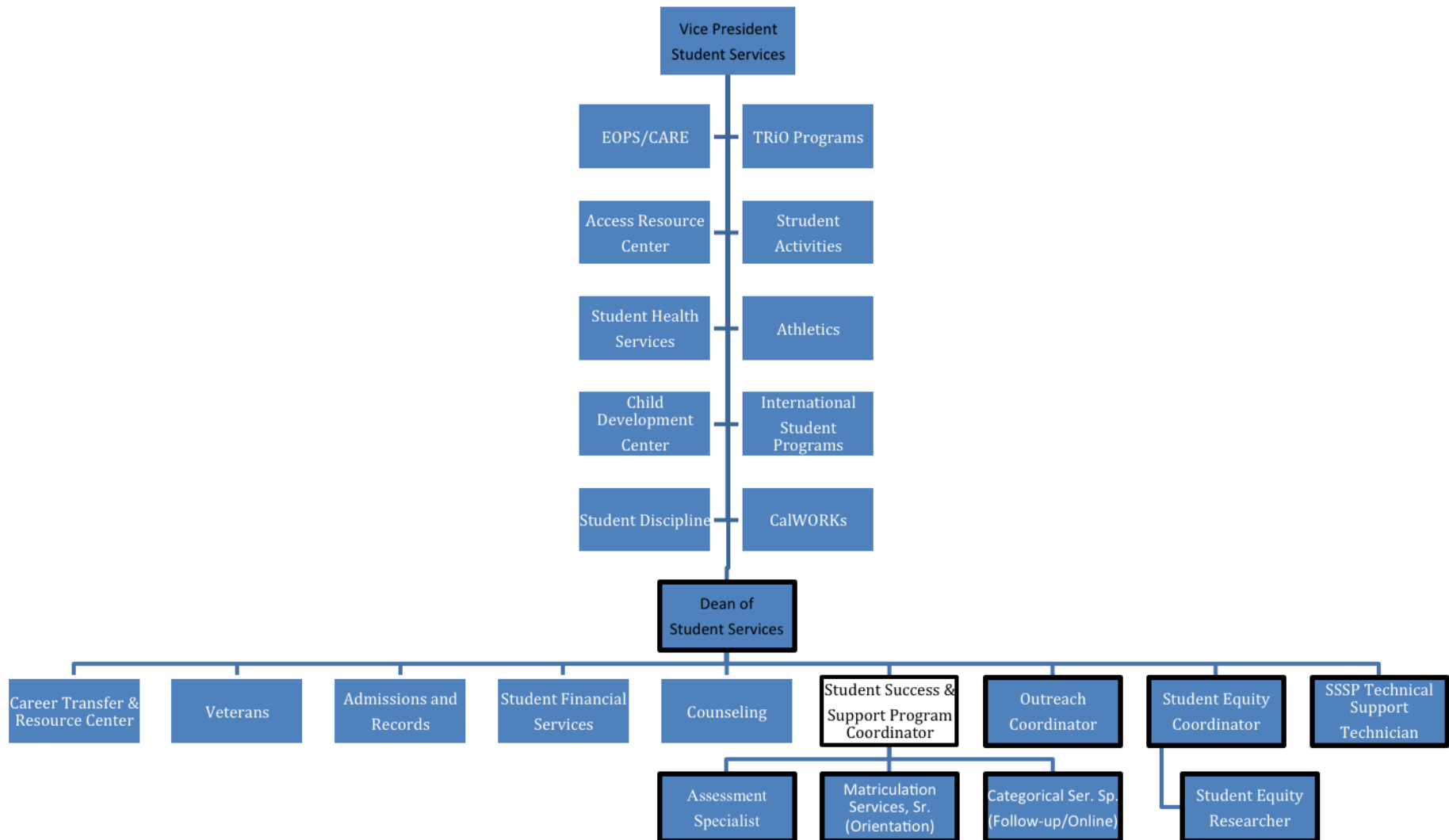
Stakeholder Group: Management – Student Financial Services_____

Name: Laurence Walker_____ Title: Dean of Student Services_____

Stakeholder Group: Administration – Student Services__

Attachment B
Organizational Chart

2014-15 Monterey Peninsula College Student Success and Support Program (3SP) Organizational Structure

1. Please attach an organizational chart that illustrates the structure of your college's Student Success and Support Program and highlight where the Student Success and Support Program Coordinator (noted in white box) is placed in your college.

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                        Vice President
                        Student Services

        EOPS/CARE                    TRiO Programs

        Access Resource              Strudent
        Center                       Activities

        Student Health               Athletics
        Services

        Child                        International
        Development                  Student
        Center                       Programs

        Student Discipline           CalWORKs

                        Dean of
                        Student Services

Career Transfer &   Veterans   Admissions and   Student Financial   Counseling   Student Success &   Outreach        Student Equity   SSSP Technical
Resource Center                Records          Services                         Support Program     Coordinator     Coordinator      Support
                                                                                 Coordinator                                          Technician

                                               Assessment   Matriculation    Categorical Ser. Sp.   Student Equity
                                               Specialist   Services, Sr.    (Follow-up/Online)     Researcher
                                                            (Orientation)
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3SP Funded Positions and Associated Responsibilities

1. Dean of Student Services: Responsible for the administration and budget development of Student Success and Support Program (3SP) and Student Equity.
2. Student Success and Support Program (3SP) Coordinator: Coordinates and supervises day to day operations of 3SP Core services.
3. Assessment Specialist: Provides assessment services as well as support for 3SP Core services
4. Matriculation Services Specialist. Senior: Provides orientation services as well as support for other 3SP Core services
5. Categorical Services Coordinator: Provides follow-up & online student services support as well as support for other 3SP Core services.
6. Student Equity Coordinator: Coordinates and supervises day to day operations for Student Equity with 3SP, Basic Skills and other categorical programs and services.
7. Student Equity Researcher: Provides research and analysis support for 3SP Core services
8. Outreach Coordinator: Provides outreach services with an emphasis on ESL.
9. 3SP Technical Support: Provides information technology support and maintenance of 3SP Core services.

Attachment C
Student Success and Support Program Advisory Committee

John Cristobal	Instructor, Math Department
Merry Dennehy	Instructor, English Department
Alethea DeSoto	Student Success and Support Program Coordinator
Nicole Dunne	Director of Admissions and Records
Heather Faust	Division Chair, Life Sciences
Laura Franklin	Dean of Instruction, BSI Co-Chair
Michael Gilmartin	Interim Vice President for Academic Affairs
LaRon Johnson	Chair of the Counseling Department
Molly May	Department Chair, English as a Second Language
Michael Midkiff	Director of Information Technology
Eric Ogata	EOPS Coordinator/Counselor
Julie Osborne	Student Activities
Rosaleen Ryan	Director of Institutional Research
Francisco Tostado	Director of Student Financial Services
Laurence E. Walker	Interim Vice President for Student Services

RESOURCES

➢ Senate Bill 1456

➢ California Code of Regulations, Online

➢ Student Success and Support Program Student Equity Plan

➢ Accrediting Commission for Community and Junior Colleges

➢ Chancellor's Office Basic Skills web site