



Credit

Student Success and Support Program Plan

2015-16

District: Peralta Community College District
College: College of Alameda

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page 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 credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (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 for placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccssp@ccco.edu with the name of the college and “SSSP Credit Program Plan” in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

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.

to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement
 - D. Counseling, Advising, and Other Education Planning Services
 - E. Follow-up for At-Risk Students
 - F. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

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, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: College of Alameda
District Name: Peralta Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator:

Name: Julie Saechao

Date:

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

Name: Amy H. Lee, Ed.D. (SSSP Supervising Administrator)

Date:

Signature of the Chief Instructional Officer:

Name: Tim Karas

Date:

Signature of College Academic Senate President:

Name: Rochelle Olive

Date:

Signature of College President:

Name: Joi Lin Blake, Ed.D.

Date:

Contact information for person preparing the plan:

Name: Amy H. Lee, Ed.D.
Email: ahlee@peralta.edu Phone: 510 748 2288

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan; b. What factors were considered in making adjustments and/or changes for 2015-16?

The College of Alameda 2015-16 plan has been a collaborative effort across multiple departments. In Summer 2015, the COA SSSP Work Group-- comprised of the SSSP Coordinator/ Counselor, Outreach and Retention Specialist, Student Personnel Services Specialist (Assessment), hourly staff, and the Dean of Enrollment Services-- met several times to reflect on 2014-15 implementation and to develop a 2015-16 implementation calendar. This purpose of this calendar was 1) to provide a team members an overview of the entire scope of activities for SSSP; 2) to clearly delineate areas of primary and secondary responsibilities for faculty/ staff; and 3) revise the data collection plan for SSSP core services.

The 2015-16 written plan is a continuation of the work group's charge. Individuals were designed on primary responsibility for different sections of the plan but all members contributed as secondary contributors. The team also revisited the feedback from the 2014-15 SSSP Program Plan Review. In addition, the budget was developed by the Student Services Specialist and Dean of Enrollment Services based on requests from the faculty/ staff leads for each SSSP core-service area. Data for this report was provided by the district's Office of Institutional Research. The plan was reviewed by the Counseling Department; the Academic Senate President; and the College's administrative team.

A significant change for 2015-16 is the addition of a college-based researcher. Currently, institutional Research is centralized at the Peralta District Office. The district-based Director of Institutional Researcher works with the Dean of Enrollment Services (COA) and Associate Vice Chancellor, Student Services & Registrar to manage SSSP-related data. Because the time of district IR office is shared by the district office and four campuses, COA will be hiring a campus-based researcher. The Dean of Research will focus on supporting institutional effectiveness, SSSP, Student Equity, and Basic Skills initiatives. The individual in this position will work closely with the campus Student Success Committee to provide insight into the efficacy of services on student success outcomes. We anticipate this position will be filled by January 2015. The funding will be split between SSSP (.18); Equity (.18), and General Fund (.64).

c. In multi-college districts, describe how services are coordinated among the colleges.

Faculty, staff, and administrators in all the Peralta colleges (College of Alameda, along with

Berkeley City College, Merritt College, and Laney College) have worked together to implement SSSP. Although the programs are distinct and designed to meet the needs of each campus, when possible, services and policies are coordinated among the colleges.

For example, the colleges honor orientation, assessment, abbreviated and comprehensive Student Educational Plans (SEP) completed at any of the district colleges. In addition, the results of priority registration appeals filed at any college are honored across the district. All district colleges use the same appeal and exemption forms. Examples of student information that is shared across the campuses include counseling history (using the SARS system), abbreviated and comprehensive Student Education Plans (SEP), and assessment scores.

SSSP coordination is ongoing and exemplified in district-wide committees such as the PeopleSoft Academic Advising/Degree Audit Work Group, SSSP Steering Committee,, and the district SSSP Working Group. The District coordinates and supports implemented a shared Improved Placement Initiative which has been approved by Math and English faculty at each colleges. College of Alameda's SSSP coordinator and SSSP supervising administrator (Dean, Enrollment Services), as well as the Outreach and Retention Specialist, participate in these working groups.

Additionally, counselors across the district participate in the Counseling Functionality Team (CFT)-- focused on Peoplesoft implementation. In the last year, a major of the CFT has been testing and providing input on the Peoplesoft Student Education Plan. The online SEP, which will be launched In November 2015, will be integrated into the student portal -- a district-wide tool.

To support efforts related to online educational plans, the four colleges agreed to split funding for a district-wide position - Coordinator- Admissions & Records Transcript. This position coordinates all functions related to SSSP Electronic Content Management system functions degree evaluation, transfer credits, and equivalencies.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

The CoA SSSP Plan is coordinated as a campus-wide effort, with significant attention to developments and decision-making at the District level as well. Both categorical and general counselors participate in the district-wide committees and workgroups that were previously mentioned (CFT; SSSP; Early Alert). The SSSP Coordinator (counseling faculty position) and campus reps to district committees/workgroups provide training and updates to the counseling faculty. In addition to counseling, the SSSP Coordinator, Outreach & Retention Specialist, and Dean of Enrollment Services coordinate and facilitate efforts with other departments such as Financial Aid, CTE, Early Alert with faculty, Health Services, and the One-Stop Career Center.

In 2014 - 2015, College of Alameda's SSSP, Equity, and Basic Skills charges all functioned separately. One major change for the 2015 - 2016 year is that the SSSP, Equity, and Basic Skills committees have all been combined into the Student Success Committee. Development of the SSSP Plan and Basic Skills initiatives for 2015 - 2016 will both be closely coordinated with the Equity Plan. In 2014 - 2015, multiple SSSP task force representatives were also members of the committees that developing the Equity Plan, and this formal collaboration is a natural next step.

In accordance with accreditation standards, the college has an integrated planning and allocation effort which includes an annual planning and allocation cycle and program review/unit plans. Program areas that are responsible for different elements of the plan will be including objectives and funding requests as a part of their respective annual program plans.

Progress on the SSSP objectives will be monitored and reviewed along with other program area activities as a part of the Program Review process which is a 3-year cycle. In non-Program Review years, the college evaluates SSSP services through the Annual Unit Planning process.

2. Describe the college's student profile.

College of Alameda's 2014 - 2015 student population self-reported as 54% female, 44% male, and 2% decline to state/unknown. The age and race/ethnicity demographics are included in the following tables.

Table 1: Student Population by Age

Age Group	Percent
Under 20 years old	21.5%
20 - 24 years old	35.4%
25 - 39 years old	31.1%
40 or more years old	12%
Unreported	0%

Table 2: Student Population by Race/Ethnicity

Reported Race/Ethnicity	Percentage
African American	21.8%
American Indian/Alaska Native	0.3%
Asian	27.5%
Filipino	3.0%
Hispanic	18.3%
Pacific Islander	0.5%
White	15%
Two or more races	4.4%
Unknown	9.2%

College of Alameda has 33 associate degree (AA, AS) programs, 9 Associate Degree for Transfer (AA-T, AS-T) programs, and 25 distinct certificate programs. Students’ reported educational goals upon entrance break down as follows:

Table 3: Educational Goals - Self reported

Educational Goal	Percentage
Obtain AA/AS-Transfer to a 4-year	30%
Transfer to a 4-year without AA/AS	16.3%
Obtain AA/AS Degree without transfer	6%
4-year college student taking courses	17.5%
Prepare/Advance in Career/Discover career interests	10%
Earn/Maintain Vocational Degree or Certificate	4%
Complete HS credits	6%
Undecided on goal/Unreported	10.2%

In Fall of 2014, College of Alameda had approximately 6,502 students enrolled in 1,120 sections. 15% of these students were pursuing full-time studies, and 85% were in school part-time. Between the 2002-2003 and 2013-2014 academic years, College of Alameda transferred 1,752 students to the California State University system, and 635 students to the University of California system. In addition to tracking SSSP core services in relation to equity, what we have been interested in in our institutional research and tracking are the rates at which SSSP core services improve retention and persistence directly in relation to a student’s stated educational goal upon entrance.

1. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

College of Alameda has pursued partnerships directly in keeping with SSSP goals. In 2015, CoA has formalized partnerships and Memorandums of Understanding with the two adjacent K-12 school districts, Alameda Unified School District and Oakland Unified School District, which comprise the college’s main feeder neighborhoods. These agreements have allowed the college to partner with area high schools and continuation schools to streamline assessment, orientation, and counseling access to those students most in need. Almost 400 area high school students were served this way, and of those, 93% have successfully enrolled in the Peralta

Colleges for Fall 2015. Of the students from this partnership who are entering freshmen at College of Alameda, 100% have received Orientation, Assessment, and Abbreviated Education Plans. On the other end, we are strengthening collaboration amongst our internal student services departments - Counseling, Admissions & Records, Financial Aid, Welcome Center services, and special programs and grant-funded opportunities to deliver extensive follow-up services during Fall 2015 and Spring 2016 for students in different need-based groups.

In addition, College of Alameda has pursued partnerships that have allowed greater reach and collaborative support with community and state agencies. These community agencies include The Marcus Foster Education Fund, East Bay College Fund, UC Berkeley Early Academic Opportunities Program, College Track, East Bay Consortium, and Aspire Test Preparation in Oakland. The partnership with Aspire test prep enabled the college to enhance the assessment test preparation opportunities offered to a specific cohort of high school students. Partnership with the Marcus Foster Education Fund has resulted in College of Alameda representatives visiting and assisting in facilitating workshops on college and career readiness for hundreds of East Bay students. Partnerships with EAOP and East Bay Consortium, in addition to partnerships with individual high schools, have enabled College of Alameda to participate in broad reaching projects to support college readiness and SSSP efforts.

These projects include community college handbooks, cross-training, mobile assessment testing (on-site with community partners) and counseling services on site at our partner locations.

The activities and partnerships above represent a concerted effort to guarantee SSSP core services to entering College of Alameda students under age 20.

Additional partnerships projected for 2016 include community centers, adult schools, and public service agencies in the Bay Area to target our student population entering over age 18. A full 66.5% of our student population falls between 20 and 39 years of age. Those models in our 2015 partnership efforts which have been successful - mobile assessment, counseling and educational plans offered at partnership sites, formalized partnership agreements, bi-annual reflections and check-in's - will be adapted to reach this adult entering and returning population. Examples of new partnerships currently include one with Alameda Point Collaborative, and an expanded one with Encinal High School that strengthens a pathway for Encinal graduates through College of Alameda.

Additional career professional development and on-site partnership services for students are listed later in the report under "Follow-Up".

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014 -2015 program plan?

Based on 2014 - 2015 outcomes, several adjustments have been made to our orientation process. These adjustments addressed both reach and impact. College of Alameda offers an

increasing numbers of ways for entering students to complete Orientation. To ensure that all new students meet the proposed guidelines in the 2015-2016 academic year, CoA will be instituting two major changes: 1) implementing make-up orientation sessions, and 2) introducing an online orientation that will be mandatory for all students to complete prior to taking the Assessment Placement Test.

The online orientation had been proposed to be launched by Spring 2015 but was delayed until November 2015, due to delays with the vendor. Once online orientation is launched, proof of completion will be mandatory for all entering students in order to take the assessment test; however, the college will continue to encourage all students to attend Fabulous Friday to build rapport and community with faculty and staff - encourage ESL students to attend the ESL orientation for specific program information and additional resources - and encourage any students who may be at risk or who may benefit from additional support to enroll in Counseling 201. Counseling 201 students also receive significant help and weekly guidance to complete their comprehensive education plan.

The college set a benchmark to exceed the numbers of new students served comprehensively in 2014 - 2015 by our orientation services. In order to meet this goal, College of Alameda has strengthened the programs currently in place and adjusted the pre-enrollment strategies to streamline access.

The following is a grid of items outlining College of Alameda orientation offerings between 2014 – 2015. Adjustments made to the 2015 - 2016 SSSP Plan include the NEW Orientation Offerings (see below) as well as the additional topics covered in 2015 - 2016 in all existing orientations that the college continues to offer.

All CoA orientations include the Mandated Checklist, shared here.

- (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 time lines.
- (7) Registration and college fees.
- (8) Available education planning services

Orientations offered, Service Delivery & Addtl Topics covered: 2014 - 2016	Mandated Checklist Covered	Service Delivery Method	Additional Topics Covered, 2014 – 2015 (and beyond)	Additional Topics Covered, 2015 – 2016 (added in the 2015 – 2016 Orientation cycle to all orientation offerings)
Fabulous Friday	✓	In person; ice-breakers, group activities, workshop format, meet and greet, materials	Campus tour (map) and orientation to student life	Campus safety information & referral
ESL Orientation	✓	In person; ice-breakers, group activities, workshop format, meet and greet, materials	Community resources re: English as a Second Language Learning	Bus pass information
Counseling 201 - Orientation to College Course	✓	In person & online; ice-breakers, group activities, scavenger hunts, curriculum designed to support academic persistence, one-to one mentorship, classroom instruction, in-depth facilitation of understanding forms, processes, and policies	COMP SEP (Comprehensive Ed Plan)	Sexual Assault Awareness Accessing campus email LGBTQQIA safe spaces/advocates
Follow Up Orientations CTE: ADAM, ATECH, Dental Assisting, DMECH, AMTP EOPS CalWorks APASS AMANDLA ADELANTE	No, follow-up orientation only	In person; ice-breakers, group activities, workshop format, meet and greet, materials lecture, power point, hands-on introduction to program areas and labs	Program specific handbooks and collateral; academic calendar deadlines for specific population	
NEW Orientations (offered now in addition to the above): 2015 – 2016	Mandated Checklist Covered	Service Delivery Method	Additional Topics Covered, 2015 – 2016 (and beyond)	
Make-Up Orientations Fall 2015 (and beyond)	✓	In person; ice breakers, group activities, workshop format, meet and greet, materials (replication of Fab Friday)	Campus tour (map) and orientation to student life Campus safety information & referral Bus pass information	
Online Orientation Spring 2016 (and beyond)	✓	Online; Modules and practice quizzes to apply the information, video, interactive content areas	Sexual Assault Awareness Accessing campus email LGBTQQIA safe spaces/advocates	

1. a. How many students were provided orientation services in 2014-15?

In 2014 - 2015, 1275 students are documented as having received Orientation Services. College of Alameda's 2015 - 2016 SSSP envisions higher numbers for 2015-16. More students will be reached by the college's orientation services, as they will include new make-up orientation offerings (Fall 2015), as well as a mandatory online orientation that will launch in Spring 2016.

b. What percentage of the target population does this represent?

47% of the population of first-time students participated in Orientation

c. What steps are you taking to reduce any unmet need or to ensure student participation?

To reduce any unmet need and ensure student participation in the orientation component of the matriculation services, College of Alameda has launched the online mandated orientation detailed above. When registering for Assessment testing, students will be notified that they must complete the online orientation prior to their test date. Students will log into the Online Orientation with their student ID number so that staff can verify students have completed the orientation. Students will also be able to print a certificate of completion for their records. If a student who has not completed the online orientation arrives for an assessment test, the Student Personnel Services Specialist-Assessment will have computers available to complete this step in the matriculation process before administering the placement test. The Student Personnel Services Specialist will also have administrative rights to the online orientation program to ensure that students who do not have access to printers or are unable to present certificates have completed the mandatory online orientation prior to sitting for assessment.

Pre-Enrollment Strategy

College of Alameda has expanded outreach and pre-enrollment strategies to support students in receiving all SSSP core services, including orientation. The College's partnership and pre-enrollment strategy is based on the belief that students and families seek guidance regarding higher education options from three main sources: 1) the traditional school system which includes teachers, counselors, and administrators, 2) higher education outreach/college readiness programs that partner with schools to serve student cohorts and provide augmented college-readiness activities at school sites and 3) community educators/youth advocates who generally work with students and families outside of the traditional school day in after-school, weekend, and summer programs in community spaces.

The College of Alameda Outreach Department (Outreach & Retention Specialist and Student Ambassadors) implements pre-enrollment activities via partnerships with counselors, students and staff at local high schools, adult schools, and community organizations. Pre-enrollment begins at the point of initial interest in attending College of Alameda. Students learn about the pathway from application, assessment, orientation, counseling and advising.

Students also learn about special programs such as Learning Communities (e.g., Adelante, Amandla, APASS), EOPS/Care/CalWORKS, DSPS, Veterans, and other programs). High school seniors receive pre-admission information and guidance in completing the CoA application as well as guidance on financial aid. In an attempt to help prospective students identify an educational goal, the Specialist also coordinates workshops for students to learn about CoA's instructional programs. Students are also afforded the opportunity for assessing at the high school and developing an abbreviated education plan with a CoA counselor.

2. a. Are orientation services offered online? ; b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Orientation services will be offered online beginning in Spring 2016.

In the 2014-2015 Student Success and Support Program Services Program Plan College of Alameda was expecting to implement the online orientation through Cynosure New Media Inc. However, there were delays that were unable to be resolved in a timely manner to meet the Spring 2015 launch of College of Alameda online orientation.

College of Alameda has worked with Cynosure New Media to launch the online orientation component proposed in the 2014-2015 Student Success and Support Program Service Program Plan by mid-fall. This will allow CoA students to participate in a self-paced orientation which will incorporate campus photos and graphics, video of College of Alameda student experiences, and feature student interaction modules such as quizzes and interactive worksheets. Students will be able to access and complete the mandatory online orientation by visiting CoA's orientation website (<http://alameda.peralta.edu/orientation/>). Until this online orientation is launched students will continue to complete the mandatory orientation by attending Fabulous Friday, enrolling in Counseling 201, and attending the ESL Orientation or the Special Programs Orientations if applicable.

Based on data from our student population and in consultation with our ESL faculty, we are launching the orientation modules in Spanish, Chinese, Vietnamese, and Arabic.

The contract with Cynosure includes ongoing technological support and does not require an annual subscription.

3. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

Please see the grid provided under question 1, Section B for a basic breakdown of topics by orientation; "Table 4: Orientations Offered, Service Delivery, and Additional Topics: 2014 - 2016" page 12.

4. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of	Title	Role	Funding Source (SSSP/Match/GF)
3 FTE	Staff Assistants	Supports Orientation administrative processes; outreach to students; data entry	SSSP
1 FTE	SSSP Coordinator	Plans Fab Friday Orientation; implements make up orientation	SSSP
1 FTE	Specialist-Assessment	Supports Fab Friday ; Point of contact with ESL orientation and all campus Follow Up Orientations; point of contact for Online Orientation	SSSP
1 FTE	Student Workers	Support Fab Friday and all campus Follow Up Orientations	SSSP
4 FTE	Counselors	Teaches Couns 201 (non-SSSP funds); participates in Fab Friday Orientation	SSSP & Match (GF)
1 FTE	Outreach & Retention Specialist	Supports Fab Friday, campus Follow Up Orientations, and off-site implementation of core services	SSSP
1 FTE	Dean, Enrollment	Supervising Administrator over Orientation	SSSP/ Match

5. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5105	Cynosure- online orientation/ translation	SSSP	8000
5885	Misc/ Student Planners with Orientation information	SSSP	10000
4304	Supplies	SSSP	10000
5106	Events	SSSP	7730
4306	software	SSSP	5000
6407	Computer peripherals	SSSP	28734
5888	printing	SSSP	3000
5204	Student transportation	SSSP	5000
5202	Non- local	SSSP	177
5203	Local travel	SSSP	500
5205	Registration	SSSP	3000

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

Adjustments have been made to the college's assessment strategy and service delivery since the 2014 - 2015 plan. 2014-15 was a successful year for the College's Assessment office. College of Alameda opened a stand-alone Assessment Center and implemented COMPASS online testing to local graduating high school seniors. Below is an in-depth explanation of the improvements that CoA will be making to the Assessment area of core services for the 2015-2016 SSSP Program Plan. These improvements continue to expand on the 2014-2015 SSSP Program successes.

Innovations in Assessment Testing in 2015

Through collaboration between the Student Personnel Services Specialist, the Outreach and Retention Specialist, the college's SSSP Coordinator, and the Dean of Enrollment Services, College of Alameda expanded assessment, counseling and pre-enrollment services to off-site partners in the Alameda Unified School District (AUSD) and the Oakland Unified School District (OUSD) in Spring 2015. This expansion of services was contingent on CoA moving to ACT Compass Internet Version, and plans for a 2015 - 2016 implementation of off-site assessment will be responsive to outcomes from the 2014-2015 SSSP Plan and mobile assessment implementation.

Prior to Spring 2015, Assessment was combined with the Learning Resources Center. The two departments shared staff and facilities. During the Fall 2015, the SSSP Supervising Administrator at the College of Alameda (Dean of Enrollment Services) with collaboration from the Vice President of Instruction, re-designed the Learning Resources Center to create a stand-alone Assessment Lab to meet the assessment needs of new students to the college. As a result, the College of Alameda Assessment Center has also expanded its service through accessibility for year-round testing. With SSSP funding, the college also hired a full-time Student Personnel Services Specialist/Assessment.

English as a Second Language Assessment tests were upgraded for 2015 - 2016 from the CELSA paper version to the ACT Compass Online Version Test. This upgrade has added a reading component that was not present in the 2014-2015 testing cycle. The ESL test also continues to include an interview component with the ESL Faculty.

Regardless of the service delivery method (off-site, administered through faculty, etc) testing accommodations continue to be available through the Disabled Students Programs & Services Department for individuals with special needs.

Anticipated Impact of Assessment Innovations on Multiple Measures (Improved Placement)

For 2015-2016, College of Alameda will be launching a multiple measure assessment placement pilot program where high school transcripts, AP Test scores of a three (3) or better, and CoA Assessment test results are all taken into consideration to determine the proper

placement of new students into English and math courses. The multiple measures placement formulas and practices have been developed by English and Math faculty in collaboration with Peralta District

representatives, and are currently being shared with and implemented by CoA counselors. The multiple measures rule sets are designed to be used with assessment testing data. That is, students should receive a placement *based on analysis of both the local assessment test and the multiple measures*. In many cases the two approaches will converge, but where they diverge, it is recommended students should receive the higher or more favorable placement of the two possible recommendations. In addition to these guidelines, CoA will also use any existing course articulation agreement with local high schools, including accepting advanced placement (AP) test scores. The College expects that the innovations above regarding assessment testing - including a dedicated testing lab, enhanced partnerships with neighboring school districts that allow off-site testing, and the move to an online ESL test which includes both reading and interview components - will support the college's move to multiple measures (re-named Improved Placement) at College of Alameda.

1. a. How many students were provided assessment services in 2014-15?

2332 first-time students participated in Assessment.

b. What percentage of the target population does this represent?

86% of first-time students participated in Assessment.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

In order to reduce the number of students that have not participated in the assessment component of the matriculation process the following measures have been taken by the Student Personnel Services Specialist:

Full Calendar

The Assessment Center opened five (5) extra sittings which could accommodate up to 185 students wishing to enroll in late start classes. The extra test dates were also geared towards last minute students wanting to enroll in classes for the current Fall 2015 semester.

Interdepartmental Coordination & Scheduling

Throughout 2015 - 2016, the Student Personnel Services Specialist will coordinate test dates and times with the Counseling Staff Assistant and counseling chairs to ensure that there are counseling services available immediately after students have completed their assessment tests to support new students to complete an abbreviated Student Education Plan.

eSars Online Appointment System

In Spring 2015, College of Alameda also launched an online appointment scheduling service for students who would like to schedule their appointments for assessment through CoA's online services. The program is supported through the ESars online scheduling appointment program and is directly tied into the SarsGrid program that the Assessment Center uses when scheduling Assessments in person or on the phone.

Dedicated Assessment Center

College of Alameda has also recently opened an Assessment Center devoted to assisting students in completing the assessment portion of the matriculation process. The Assessment Center holds over twenty-five (25) computers where students can take the ACT Compass online version test with the guidance and oversight of the Student Personnel Support Specialist.

2. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

Upon submitting an application from CCC Apply, students receive a confirmation email with a link directing them to participate in the college's SSSP Program. Students may call or schedule their assessment appointment online. Beginning in November 2015, students will also be reminded by the Assessment appointment system that they must complete the online Orientation prior to taking their Assessment test.

For assessment appointments, students are instructed to come in with a picture identification. Acceptable forms of identification include: state issued identification cards, drivers licenses, passports-foreign or domestic, or ID cards issued by high schools and previous colleges which provide a picture and the student's name. Once checked in and seated, they are given a brief introduction to the college by the Student Personnel Support Specialist. The orientation covers different resources available to all students to ensure successful completion of programs and courses (Learning Resource Center, financial assistance, EOPS, DSPS). It also includes the different educational paths that a student may take; AA/AS degree, Career Technical Education certificate, or transfer certification. The students are also given a brief description of the three different areas of the test; English -Reading, English-Writing, and Math. They are informed that there is no cellular phone, dictionary, or thesaurus use of any kind, and that they have access to a calculator in the test itself, as well as scratch paper and pencils. The ESL Assessment is hosted by the ESL Faculty who present a PowerPoint presentation on some of the services that the college offers and explain how to take the test through visual aids.

Pre-test practice

When students schedule their Assessment Appointments with the Student Personnel Services Specialist or the counselors, they are highly encouraged to review their English and math skills prior to taking the assessment test by visiting the free online practice tests at www.act.org/compass/sample or www.khanacademy.org. Students who register online for

the Assessment test receive a confirmation email with this information. The practice test information can also be found on the College of Alameda's Assessment Website <http://alameda.peralta.edu/assessment/>.

EBCF Aspire Test Prep

College of Alameda piloted a partnership with East Bay College Fund and Aspire Test Prep in 2014 - 2015 to offer targeted test preparation tools to the cohort of students completing their assessment at Oakland High School. Based on the data from this sample, EBCF, Aspire, and College of Alameda hope to further develop this partnership and test preparation curriculum.

2. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

College of Alameda uses ACT Compass online version test for English and math Assessment Testing. Compass is a self-paced, computerized test without a time limit. The English component has both a reading section and a writing section. In the reading portion of the test, students are presented with a paragraph and a set of questions that will measure their level of comprehension of the passage. In the writing portion of the test, students are given a paragraph and a set of questions regarding the grammatical composition of the paragraph.

The ESL Test is also administered by ACT Compass online version. The current ESL Assessment Test has multiple ways of assessing the student's knowledge level of the English language. The ACT Compass online version has three (3) sections: reading, listening and grammar. The ESL Faculty have also introduced a 30 minute writing sample which is evaluated by 2-3 ESL instructors and an interview to assess speaking ability/level ensuring accurate placement. All components; writing sample, interview and test scores are taken into consideration when placement occurs for ESL students.

The assessment test scores continue to assist counselors in placing students into the appropriate course for math or English as well as other courses requiring prerequisites or co-requisites of math and English. In an academic year, approximately 1,900 - 2,000 students take an English, Math, and/ or ESL test through the ACT Compass online version test through College of Alameda.

Re-take Policy

Current Compass ACT Assessment scores are good for two (2) years. In exceptional circumstances and upon the recommendation of a counselor retakes are permitted before the expiration of the scores.

Accommodations and DSPS

All tests are offered in-person in a group setting. Accommodations are available through the Disabled Students Programs & Services for students requiring special accommodations or additional time to finish all of the required components of the test to be properly placed into English, math and ESL courses.

b. When were tests approved by the CCCCO and what type of approval was granted?

The current ACT Compass online version Assessment Tests proctored at CoA were approved by the CCCCO for a probationary period from July 1, 2013 through July 1, 2016. The approval covered all English, math and ESL assessments. The ESL Writing Assessment (a more recent addition) was approved on a probationary period from March 1, 2015 through March 1, 2016.

c. When were disproportionate impact and consequential validity studies last completed?

The most recent disproportionate impact study/report was completed in May 2015 (Spring 2015). The report can be found on the Peralta Community College website under Institutional Research via the Achievement Gap. The latest consequential validity study was completed in November 2014 (Fall 2014) and be found on the Peralta Community College website under Institutional Research via the Assessment tab.

Consequential Validity:

<http://web.peralta.edu/indev/files/2015/03/Consequential-Validity-Survey-Fall-2014.pdf>

Disproportionate Impact:

<http://web.peralta.edu/indev/files/2014/06/Disproportionate-Impact-Report-May-20152.pdf>

2. a. What multiple measures are used?

The multiple measures that are used to accurately assess a student's placement in English, math or ESL are high school transcripts, IB/AP scores, transcripts from previous institutions, and math and English assessments taken outside of the Peralta District within the past three years.

Anticipated Impact of Assessment Innovations on Multiple Measures (Improved Placement) For the 2015-2016 SSSP Plan the College of Alameda will be launching a multiple measure assessment placement pilot program where high school transcripts, AP Test scores of a three (3) or better, and CoA Assessment test results are all taken into consideration to determine the proper placement of new students into English and math courses. The multiple measures placement formulas and practices have been developed by English and Math faculty in collaboration with Peralta District representatives, and are currently being shared with and implemented by CoA counselors. The multiple measures rule sets are designed to be used with assessment testing data. That is, students should

receive a placement *based on analysis of both the local assessment test and the multiple measures*. In many cases the two approaches will converge, but where they diverge, it is recommended students should receive the higher or more favorable placement of the two possible recommendations. In addition to these guidelines, CoA will also follow any existing course articulation agreement with local high schools, including accepting advanced placement (AP) test scores. The College expects that the innovations above regarding assessment testing - including a dedicated testing lab, enhanced partnerships with neighboring school districts that allow off-site testing, and the move to an online ESL test which includes both reading and interview components - will support the college's move to Improved Placement at College of Alameda.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

High school transcripts, IB/AP scores, transcripts from previous institutions, and placement exams from colleges outside of the Peralta District are applied to the assessment and placement of students through our Counseling Department. Counseling faculty use COMPASS Assessment Test scores along with a clearly defined multiple measures rubric to determine appropriate course placement for students. In addition to the placement tools mentioned above, multiple measures criteria also includes factors such as previous educational records, English/mathematics grades, recommendations from instructors/counselors, number of hours employed, primary language of the student, learning disabilities, life experiences, time for study, and more. Counselors review the multiple measures and use shared placement directives to enroll the students into the appropriate levels in English and math.

The majority of ESL students are new students and will not have previous multiple measure documentation to assist in placement. However, when ESL students do have previous ESL study they are instructed to bring with them transcripts for review by a counselor who can then place them into the corresponding course(s) offered at CoA.

c. Do these measures meet the multiple measures requirement per title 5, sections 55520 and 55522?

Yes. Title 5, Section 55522 requires colleges to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Assessment tests administered at CoA are approved by the Chancellor's office and used for the sole purpose of accurately placing students into English, math and ESL courses. Improved Placement measures- high school transcripts, AP/IB scores, and assessment test from outside of the Peralta District (in conjunction with the assessment test proctored at College of Alameda - comply with title 5. The use of this assessment instrument and other approved multiple measures does not exclude students from admission to CoA or from taking courses. If

students require special accommodations the Student Personnel Services Specialist-Assessment is contacted by the DSPS Staff to make proper arrangements to accommodate students' needs ensuring equal opportunity for all students while maintaining the test's integrity.

2. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

The four colleges in the Peralta Community College District - College of Alameda, Merritt College, Berkeley City College, and Laney College use ACT Compass Test. Results of the assessment test are accessible through the district SIS system (PeopleSoft). Counselors and assessment staff across the four colleges have access to student assessment and placement data.

College of Alameda also accepts assessment results from other accredited colleges, provided students took the test within CoA's recency guidelines of 3 years.

Currently the College of Alameda does not accept placement tests from adult education programs. However, CoA collaborates closely with adult education institutions in the community to provide further assistance to adult learners looking to enroll and transition into College of Alameda and its many programs/courses.

3. How are the policies and practices on re-takes and recency made available to students?

The College's retake and recency policies are made available to students online. They are also verbally told the retake and recency policies in person before they begin the test.

Re-take Policies

College of Alameda limits students' ability to re-take an assessment. Upon scheduling the assessment test, students are informed they should prepare for the test and that it is unrepeatable in most cases within two years. This information is also shared on the assessment page of the Assessment webpage.

Exceptions to Re-take Policy

When appropriate, CoA provides two exceptions for retaking the test. Students may take the assessment test again within two years for personal or academic reasons:

- 1) Upon the recommendation of an instructor
- 2) Upon the recommendation of a counselor both with proper supporting documentation.

Recency

Assessment test results are valid for three years.

2. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1 FTE	Student Personnel Services Specialist	Coordinates and implements assessment on-site	SSSP
2 FTE	Student worker	Assists with data input	SSSP
2 FTE	Dean/ Director of Institutional Research	Manages HS transcript data and oversees Improved Placement	GF; SSSP
2 FTE	Outreach/ Retention Specialist	Coordinates and implements assessment off-site	SSSP/ Match
1 FTE	ESL Faculty	Reviews ESL writing sample & verbal conferences for student	SSSP
.25 FTE	Hourly Staff	Supports implementation of assessment	SSSP
1 FTE	Dean of Enrollment Services	Supervising administrator for Assessment	SSSP/ Match

3. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4304	supplies	SSSP	5000
4306	Software	SSSP	5000
5202	Non local	SSSP	800
5203	Local	SSSP	500
5205	Registration	SSSP	500
5885	Misc services	SSSP	15000
5888	print	SSSP	5000
5890	service	SSSP	800
6407	Comp peripherals	SSSP	28734
6406	laptop	SSSP	2000

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Based on our 2014 - 2015 outcomes, several adjustments have been made to our counseling services process.

On-Site High School Counseling

In 2015, CoA has formalized partnerships and Memorandums of Understanding with two

adjacent K-12 school districts, Alameda Unified School District and Oakland Unified School District. These agreements have allowed the college to partner with area high schools and continuation schools to streamline access to SSSP core services (assessment, orientation, and counseling) to those students most in need. Counselors work with graduating seniors to provide on-site counseling services at the local high schools which may include clearing prerequisites, developing a one semester abbreviated education plan, and other academic or career exploration. These “mobile” student services will be continue to be offered on-site at partner schools in 2016.

eSARS Online Appointment System

In Fall 2015, College of Alameda launched an online assessment appointment scheduling service. Student services staff are currently working on expanding this to also include online appointment scheduling services for counseling appointments. The program is supported through the eSars online scheduling appointment program and is directly tied into the SarsGrid program that the Counseling Department uses when scheduling counseling appointments in person or on the phone. The online scheduling appointment component is scheduled to be launched in Spring 2016 and is a part of the 2015-2016 SSSP Plan.

Continued Counseling Service and FSSEP Support

In accordance with the 2014-2015 SSSP Plan, counselors will continue to assist newly matriculated students with developing a First Semester Student Education Plan (FSSEP) and selecting their classes. A new student FSSEP template was implemented during the 2014-2015 academic year to ensure students were being directed to courses related to their academic goal. Counselors will continue to use this instrument due to its effectiveness in assisting students.

1. a. How many students were provided counseling, advising and education planning services in 2014-15?

Table 5. Counseling, Advising, & Ed Plan Services: 2014 - 2105

Description	Number of students
Counseling SS08	7273
Education Plan SS09	2973
Other Services SS11	8202

b. What percentage of the population does this represent?

About 52% of the student population received counseling services.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

In order to reduce any unmet need or ensure student participation in counseling, the college has implemented the following practices.

Measures to reduce unmet need: 2014-2015

Students were required to see a counselor after they took their assessment to clear any prerequisites and to create an abbreviated SEP. New students' matriculation holds could not be cleared without confirmation that they had completed assessment, orientation and counseling (including an Abbreviated SEP) or furnished proof of exemption from services. In 2014-2015, first-time college students were also required to take Counseling 201. Successful completion of the Comprehensive SEP was a part of successful completion of Counseling 201.

Measures to reduce unmet need: 2015-2016

The measures listed above will continue into the 2015 - 2016 academic year. Students will still have to see a counselor after they have taken their assessment to clear any prerequisites and to create an abbreviated SEP. Matriculation holds will only be cleared with confirmation of completing SSSP core services or furnishing proof of exemption from services.

In addition, College of Alameda is taking significant steps in 2015 - 2016 to inform the college community about the need for and utility of SSSP core counseling services. These efforts include use of the electronic mail system Gov Delivery and signage around campus to encourage students to see a counselor for a Comprehensive SEP, implementation of an extended campaign of in-class presentations to remind students about counseling and transfer services, and offering on-site college readiness counseling for graduating high school seniors who have expressed interest in attending CoA.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

Students have access to counseling services year round in a variety of ways. Students can receive counseling services individually, in group settings (Counseling courses or workshops), or online. The following chart describes the college's Counseling Services

Counseling Services	
Individual Counseling	<p>Students may receive individual counseling services by drop-in or a scheduled appointment. During peak registration (first two weeks of the term), 10-15 minute drop-in sessions are available. These drop-in sessions may consist of clearing prerequisites, discussing course selections, creating a one semester abbreviated education plan, and briefly reviewing transcripts. After peak registration, students can make 30 minute or 1 hour appointments to see a counselor. Students schedule appointments to talk about their academic progress, to develop a Comprehensive Student Education Plan, discuss Academic/Progress Probation or Dismissal, file Degree or certificate petitions, and seek transfer and academic advice, and/or career exploration.</p> <p>Students who cannot come in to see a counselor can also complete and fax prerequisite clearance request forms (located on the CoA counseling website- (http://alameda.peralta.edu/counseling/) with supporting documentation.. If the petition is granted, the hold impeding the student from enrolling is lifted and they can enroll in classes. This process was specifically implemented to facilitate quicker enrollment because even after review by a counselor, the clearance required 24 - 48 hours to process.</p>
e-Counseling	<p>Online e-Counseling is available to distance education students. The e-Counseling services include general educational and career planning. After reviewing the counseling FAQs and the confidentiality agreement found on the CoA e-Counseling website (http://alameda.peralta.edu/counseling/e-counseling/), students can submit their questions to the designated e-Counselor to review (responses may take up to 72 hours). The e-counselor will contact the distance education/online students through email for further support. The e-counselor is also available to assist students through the phone when more in-depth support is needed. The e-counselor will advocate on behalf of the distance education/online student to ensure that the student is being able to communicate with instructors and has access to websites that are used for educational purposes. The e-counselor also troubleshoots access to student accounts including email and Passport, as well as assisting the distance/online student to access any other services that traditionally may only be provided on campus through the Counseling Department.</p>

Special Programs Counseling	In addition to general counseling services, students in special programs (Learning Communities (e.g., Adelante, Amandla, APASS), EOPS/Care/CalWORKS, DSPS, Veterans, CTE instructional programs, and International Students) may also access counselors specific to their programs through drop-in or scheduled appointments.
Counseling Courses	CoAs Counseling Department offers a variety of beneficial classes that students can take to facilitate their academic and professional success and receive in-depth support. These courses include: College Success (COUN 24), Personal Development (COUN 30), Preparing for College/University Transfer (COUN 221), and Career and Life-Planning (COUN 57). Upon course completion, these classes require students to complete a comprehensive educational plan. These classes are FTES generating and do not use SSSP funding for implementation.
Counseling Workshops	To assist students with their educational goals, the Counseling Department offers an array of workshops. These workshops range from in-class collaborations between instructors and counselors to independent workshops hosted by counselors, and follow-up workshops to insure student success. Such as financial aid, scholarship application, transfer, student success, LRC - knowing your resources to success, etc.
High School Outreach Counseling	In 2015, CoA has formalized partnerships with the two adjacent K-12 school districts, Alameda Unified School District and Oakland Unified School District, which comprise two of the college's main feeder neighborhoods. Counselors work with graduating seniors from these various high schools to provide on-site counseling services which may include clearance of prerequisites, development of a one semester abbreviated education plan, and other academic or career exploration.

b. Is drop-in counseling available or are appointments required?; c. What is the average wait time for an appointment and drop-in counseling?

Drop-in Counseling & Wait Times

During peak registration (the two weeks before each term begins, and the first two weeks of each term), students are able to meet with counselors for 10-15 minute drop-in sessions to clear prerequisites, discuss course selections, create a one semester abbreviated education plan, and briefly review transcripts.

The wait time for drop-in counseling can vary from 15 to 30 minutes during non-peak registration to 45 minutes to 2 hours during peak registration.

Counseling Appointments & Wait Times

After peak registration, students can schedule an appointment (30 minutes or 1 hour depending on appointment reason) to meet with a counselor. Students schedule appointments to talk about their academic progress, to develop a Comprehensive Student Education Plan, discuss Academic/Progress Probation or Dismissal, file degree or certificate petitions, and seek transfer advice, academic, and/or career exploration.

Scheduled 30 minute and 1 hour appointments are made 1 day to 2 weeks in advance, depending on counselor availability.

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

FSSEP: Assistance Available

After submitting their application to the College of Alameda all new non-exempt students intending to enroll in classes at CoA will have a “Matriculation Services Needed” hold automatically placed on their student accounts. In order to lift the hold and be able to register for classes the student must follow the matriculation process (including scheduling for assessment testing and dropping in for counseling services). In this initial counseling meeting, a new student First Semester Student Education Plan (FSSEP), also known as an abbreviated student education plan, is created prior to lifting a student’s matriculation hold.

FSSEP: Service Delivery

In the 2014-2015 SSSP Plan the FSSEP referred to was a paper version, filled out by counselor and student together and then scanned to a PDF to archive. The 2015-2016 SSSP Plan includes a timeline to move to online/electronic FSSEP’s which counselors and students will be able to access through the internal PeopleSoft electronic database.

FSSEP: Scope and Content

The FSSEP are 1-2 semester abbreviated student educational plans that assist students embarking on their college education. In the FSSEP, students identify their academic goal (certificate, degree, and/or transfer) and their course of study (major). The FSSEP is a tool that counselors use when assisting students in choosing classes to satisfy core requirements such as English and math. This tool allows students flexibility to explore major pathways and still stay on course to graduate or complete educational goals.

Abbreviated Ed Plans: Services for Exempt or Continuing Students

In addition to assisting new non-exempt students, counselors also provide assistance to continuing students. Counselors meet with students to create abbreviated educational plans spanning 1-2 semesters which assist the student in reaching prior educational goals or personal growth.

The Abbreviated SEPs are adjusted to each population with specific needs and used in the DSPS office, the ESL department, EOPS, CalWorks, and with the Learning Communities.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

Comprehensive Ed Plan (COMP SEP): Service Delivery

As reflected in the 2014-2015 SSSP Plan, in order to engage students in educational goal setting and facilitate the development of comprehensive educational plans, students have been enrolled in COUN 201: Orientation to College. Students produce a “student portfolio” at the end of this course which they then take to a counselor to create a comprehensive education plan (COMP SEP).

Students can also create a comprehensive education plan by working with a counselor in the following areas:

- General Counseling
- EOPS/Care/CalWORKs
- Veterans Services
- DSPS
- Learning Communities (e.g., Adelante, Amandla, APASS) and other special programs

Mid-semester, students who are not enrolled in Counseling 201, and are also not in the special groups listed above, but who have successfully completed 15-degree applicable units will be contacted via email with a request to schedule an appointment to meet with a counselor and develop a comprehensive education plan (COMP SEP). This data is provided by Institutional Research. The campus also launches a Comp SEP campaign which includes posters, classroom announcements, and emails encouraging students to develop an SEP with a counselor.

Students who require additional assistance (e.g. transcript and AP evaluations, extra support for students with learning disabilities, or students who simply need extra guidance) will be referred to additional individual counseling appointments and appropriate support services.

COMP SEP: Service Delivery Supplements and Follow Up

The following courses are all courses that assist students in the successful completion of college by providing assistance in the development of educational plans (comprehensive and abbreviated) as well as extra support: COUN 24 (College Success), COUN 30 (Personal Growth and Development), COUN 57 (Career and Life-Planning), COUN 201 (Orientation to College), COUN 207A (Career Exploration), COUN 207B (Career Exploration), COUN 207C (Career Exploration), COUN 221 (Preparing for College/University Transfer), COUN 224 (College Preparedness), COUN 230 (Strategies for Personal Development), COUN 248AA (Strategies in Community Learning I), COUN 248AB (Strategies in Community Learning II), COUN 501 (Counseling Learning Lab), and LRNRE 86 courses as well as various workshops like “Choosing a Major” and “Career Pathways”.

In addition, students who do not qualify for financial aid and are required to file an appeal must also meet with a counselor and develop a comprehensive education plan that maps their

educational pathway from the semester that they were deemed unqualified until they complete their educational career at CoA.

4. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

Document Sharing

In the 2014-2015 SSSP Plan, the College of Alameda counselors used a Microsoft Word template for SEPs. The completed SEPs are were then saved to the network which counselors were able to share across all the four campuses in Peralta. Counselors will be able to share SEPS on the network drive until October, when the online SEP fully launches. Beginning November, the network drive will be available for View Only purposes to reference previously created SEPS.

Online Educational Plan

In the 2015-2016 SSSP Plan, CoA will continue to work on launching the online degree audit Academic Advising module and an online Student Education Plan, utilizing PeopleSoft which will allow students and counselors to quickly access degree checks, view and make changes to education plans, and research prospective courses of study. The services were projected to be launched by Spring of 2015 but due to compatibility issues with the hosting program the launch will now take place mid-fall 2015.

SARS Anywhere

Counselors use SARS Anywhere to track appointments with students and archive counseling notes.

Additional technology tools:

College Source (<http://www.collegesource.org/>) is an online database of digital college catalogs that counselors use to review course descriptions and use for transcript evaluations.

ASSIST (<http://www.assist.org/web-assist/welcome.html>) is an online database of UC and CSU degrees and their course articulation requirements with the various California Community Colleges.

5. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of	Title	Role	Funding Source (SSSP/Match/GF)
6	all counselors	Provides direct counseling to students	SSSP/ Match (GF)
2	Staff Assistant,	Supports scheduling, budget, personnel documents, SARS Administrator etc	SSSP
.25	Coordinator, Transcripts,	Oversees Electronic Content Management for SSSP services	SSSP

2	Student workers	Supports Staff Assistant and assists with appointment scheduling/ data entry	SSSP/ Match
1	Dean, Special Programs &	Supervising administrator for Counseling Department	Match
1.2	Hourly Employees	Supports outreach/ communications campaigns for SSSP Counseling services; data management for SSSP services:	SSSP
1	Dean, Enrollment	Supervising administrator over SSSP services	SSSP/ Match
1	District AR evaluator	Evaluates transcripts	SSSP/ Match

6. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4304	supplies	SSSP	10000
4306	Software	SSSP	5000
5105	contractor	SSSP	8000
5106	events	SSSP	15462
5202	Non local	SSSP	1000
5203	Local	SSSP	2000
5205	Registration	SSSP	5000
5885	Misc services	SSSP	10000
5888	print	SSSP	2000
5890	service	SSSP	2018
6407	Comp peripherals	SSSP	28734
6406	laptop	SSSP	6000

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Based on 2014 - 2015 outcomes, the college has come together to implement increased follow-up services and broaden our approach to enhance collaboration and serve more students.

Data, Planning, and Focused Outreach

In 2015 - 2016, the Dean of Enrollment Management/SSSP Supervising Administrator will work with the Peralta District Institutional Research team to identify at-risk students (approaching Academic/ Progress Probation; Basic Skills, and ESL students). The SSSP team (Counseling, Outreach & Retention, and Student Services Personnel Specialist, with support from student and hourly workers) will contact these students to come in and utilize the diverse support services available to them. Students will specifically be advised of services such as:

- Continuing counseling
- Tutoring opportunities
- Mental Health Services
- DSPS Services

The team will use the GovDelivery email system and make calls to outreach to these students. After implementation of SARS Texting, students will also be contacted via texts. This outreach and collaboration is meant to exhibit and foster a substantive focus on student success and retention.

Early Alert

In the 2015-2016 academic year the college will further expand its effort to include early alert systems. The Early Alert Pilot Project (EA) will require participating instructors to actively collaborate with the Counseling Department to monitor students and identify those who may be struggling in a course. The first step in EA is for the instructor to approach the struggling student and determine if they would benefit from the program. If they are a good candidate, students are referred to EA services that will include counseling and tutoring among others. Once students are identified as needing additional support, the department of Outreach & Retention will work with the SSSP coordinator to facilitate the students obtaining the necessary services to ensure continued enrollment.

Early Alert: Alternatives

Counselors are also working closely with Outreach & Retention to identify and properly target additional students who may not be candidates for EA but who might require or benefit from extra counseling support. These efforts will include emails, phone calls, publicity around workshops, and more visible collateral of important events around campus like guest speakers, academic calendar dates, and tutoring hours through advertising on h-frames, posters, fliers, and tabling.

GetSAP

GetSAP is an online financial aid workshop for students who have lost or are at risk of losing eligibility for federal financial aid based on their Unsatisfactory Academic Progress. GetSAP videos and online workshops are designed to teach students how to monitor their academic progress towards completion in order to maintain financial aid eligibility. The At-Risk Student Track is for students who encounter academic difficulty. The module includes resources and quizzes to re-orient students to campus resources. This tool is intended to be a supplement to counseling.

Collaborative Developments in Follow-up Services

SSSP is a campus wide effort. Student Services and Career Technical Education (CTE) instructional areas are collaborating to provide additional services for students such as programming through on-site partnerships with MESA (Mathematics, Engineering,

Science, Achievement), NetLab, and LaunchPath. College of Alameda Student Services and Instruction are piloting these programs in 2015 - 2016 and partnering with the CoA SSSP committee to perform effective outreach and retention campaigns around the offerings. Additionally, College of Alameda's Career and Technical Education department is hosting 13 workshops related to SSSP core services.

1. a. How many students were provided follow-up services in 2014-15?

2,365 students were provided at-risk follow up services (SS10).

b. What percentage of the target population does this represent?

This data is not available.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Ensuring student participation is a collaborative effort among administrators, staff, faculty and District institutional research. In response to queries, Institutional Research identifies at-risk students and the counseling department, in collaboration with Outreach, contacts these students to come in and utilize the diverse support services available to them (counseling, tutoring, mental health services, etc.).

Implementation: 2015 - 2016

The implementation of these support services in 2015 - 2016 will be conducted through emails, phone calls, publicity around increased workshop offerings, and more visible collateral of important events around campus like guest speakers, academic calendar dates, tutoring hours, etc, through advertising on h-frames, posters, fliers, digital media, and tabling.

Early Alert

In addition, as stated above, during the 2015-2016 academic year CoA will further expand its effort to include the early alert systems. The Early Alert Pilot Project (EA) will require participating instructors to actively collaborate with the Counseling Department to monitor students and identify those who may be struggling in a course. The department of Outreach & Retention will then work with the SSSP coordinator to facilitate the students obtaining the necessary services to ensure continued enrollment and support.

2. a. What types of follow-up services are available to at-risk students?

At-risk students at CoA currently receive one-on-one counseling services. Specifically, students who are academically at risk are flagged for at-risk academic behavior by the District Admissions and Records Department through a hold on their account. Until they seek counseling services

and complete the process of re-admittance, the hold will remain. When notified of the hold, students are encouraged to meet with a counselor as soon as possible to receive support in future education planning. Students learn they may be subject to probation or academic dismissal through two avenues:

- **Email notification:** Students are notified via email when they are placed on probation (including progress and academic probation) or on academic dismissal and required to meet with a counselor to develop an academic success plan and to be cleared for further enrollment.
- **PASSPORT Student Portal** Students are also able to view their probation or dismissal status by logging onto their Student Center in PASSPORT.

At-risk services are intended to support and reintegrate a student back onto their academic or educational path. When a student makes an appointment to meet with a counselor, both the counselor and the student analyze the academic, personal, logistical, or institutional barriers that have prevented the student from academic success. The counselor refers the student to take advantage of appropriate resources. This may include recommending the student re-take placement assessment tests, utilize tutoring resources, apply for financial aid and scholarships, enroll in counseling courses, make an appointment to see the mental health counselor, or become involved with one of the special programs on campus.

The SSSP Coordinator and additional counselors also target Basic Skills and ESL courses to conduct Success Workshops. Success Workshops re-orient students to resources on campus; facilitate group activities regarding major/ career exploration, and provide an opportunity for students to sign up for appointments with counselors.

College of Alameda is also piloting an Early Alert Program, GetSAP financial aid workshops, and collaborative event series with different departments to provide additional support for at-risk students.

Academic/Progress Probation/Dismissal Contract

The Academic/Progress Probation contract that the student adheres to is a document where the counselor and the student analyze barriers that have prevented academic success and identify resources on campus that can assist in addressing these barriers. The form also includes an additional comments box where a student can explain the circumstances that lead to them being placed on probation, and an area where the counselor can make recommendations such as limiting the term units, scheduling an appointment for a Comprehensive Student Educational Plan (SEP), follow up services (Financial Aid, Library support, EOPS, DSPS, Tutoring, etc.), course recommendations (Counseling 201 - Orientation to College, Counseling 24 - College Success, Counseling 30 - Personal Growth and Development, or Counseling 57 - Career and Life Planning), and adjustments to a student's current class load.

Upon completion of this contract, the academic or probation hold is then lifted by the counselor

and the student is able to register for courses when their registration comes up.

CoA is working with the District SSSP Working Group to update the process described above by adding an online counseling component for students on probation that would mirror the in-person service described above. This would allow students for whom an in-person counseling visit might present an obstacle to go over online content (video), which they would then be tested on in an online quiz format. The results of the quiz would then serve as a remote, digital version of the contract discussed above, and would follow the same protocol below.

Lifting an Academic/Progress Dismissal Hold

To have an Academic/Progress Dismissal hold lifted after meeting with a counselor, the contract must be approved by the Dean of Enrollment Services or Vice President of Student Services. In addition, the Dismissal Petition form - which includes what factors led to a student's dismissal, whether those circumstances have changed, and how a student plans to improve their academic performance - needs to be filled out, reviewed, and signed. If approved, the hold is then lifted by Admissions and Records and the student is able to register for courses when their registration comes up.

b. How and when are students notified of these services?

As mentioned above, at-risk students are notified of services in several ways. Emails are sent to at-risk students from the District advising them to seek counseling and other support services. Through the Early Alert pilot program, faculty will refer students to support services personnel and counseling for further follow up and support in appropriate areas to ensure success. In one-to-one counseling meetings, students are offered additional services and notified or referred to any relevant areas, including but not limited to Health and Wellness Services and DSPS. In the 2015-2016 academic year the counseling department will also be conducting in-class mini-presentations to disseminate information in an attempt to further encourage students to seek counseling if they recognize their situation in any of the scenarios presented.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

The following are the service delivery methods used by the College of Alameda to deliver messages and early alerts to at-risk students:

- **One-to-one:**
 - Instructional Faculty: Early Alert
 - In the Early Alert system, a pilot group of instructors are able to flag students who are struggling in their roster on PeopleSoft, and they are provided a referral form to then share with the student in question. The form is an official referral to the Counseling department, personalized by the instructor.
 - Counselors: Appointments and Referrals

- Counselors provide one-to-one support and mentorship through appointments and drop-in services, and are able to identify what additional services might support struggling students. They can then refer or directly connect students with other departments on campus.
- **Intranet/Student Portal Interface:**
 - PeopleSoft functions as a content management system (CMS) that allows Admissions and Records to flag a student's account. When students log into their Student Center (Peralta's central information sharing system), any holds on their account related to academic or progress probation are clearly visible.
- **Online:**
 - "Get SAP" videos are online Financial Aid workshops for students who have lost or are at risk of losing eligibility for federal Financial Aid due to academic or progress probation. These videos are featured on our website, our on-campus screens (located in the Welcome Center and Student Life areas) and through our Twitter feed.
- **Group Workshops:**
 - At specific times in the academic calendar, counselors offer group workshops to support time management, study skills, academic goal setting, and semester planning. Students in Early Alert or on Academic Probation are particularly encouraged to attend.
- **SARSAnywhere:**
 - SARSAnywhere is interactive content management software (accessible through any computer registered in the College of Alameda SARS network) that offers appointment scheduling (SARSGrid), text notifications (SARSText), emails (eSARS), and phone calls (SARSCall) to students whose data has been input or who have been placed in a specific group. Where regards data management, this system is used to track drop-in and counseling appointment times and student workshops, maintain counseling appointment notes, track counseling and orientation reason codes for SSSP MIS reporting, provide remote counseling appointments for Distance Education students (eSARS) and allow student to remotely schedule counseling and assessment appointments. As such, it is an effective platform to both identify and contact at-risk students.

An additional technology tool used to assist outreach to these students is Gov Delivery (an organizational email platform).

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

In 2015-2016 academic year, instructional faculty will aid in piloting, evaluating, and growing the Early Alert system. For additional information, please refer to response regarding Early Alert in section E (Follow-Up for At-Risk Students) Question #1.

2. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
5	Counselors	Provides follow up services to students	SSSP& Match
1	Outreach & Retention	Coordinates all follow-up outreach campaigns to targeted groups	SSSP
1	SSSP Coordinator/	Organizes all follow-up service efforts with counseling	SSSP
.5	Hourly Classified Staff	Implements outreach efforts for students in-need of follow up services	SSSP
2	Student Workers	Assists with scheduling counseling appointments/ data entry	SSSP & Match
1	Staff Assistant	Oversees counseling scheduling, budgeting, and data entry	SSSP
1	Staff Assistant, Learning Resources	Oversees Learning Resource Center for students in need of tutoring services	Match

3. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4304	supplies	SSSP	5000
4306	Software	SSSP	5000
5106	events	SSSP	8000
5202	Non local	SSSP	500
5203	Local	SSSP	500
5205	Registration	SSSP	3000
5885	Misc services	SSSP	10000
5888	print	SSSP	2000
6407	Comp peripherals	SSSP	28734
6406	laptop	SSSP	3400

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

Budget	Expenditure Title/Description	Funding Source	Amount
1201	Dean IR; Director IR	GF/ Other Match	116420 + Benefits
2102	IR Staff supporting SSSP data and reporting	GF	22226 + benefits

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget	Expenditure Title/Description	Funding Source	Amount
1201	SSSP Admin: Dean of Counseling/ Special Programs; AVC Student Services; Dean Student Success/ Equity; Dean Enrollment	GF/ Other Match	245671+ benefits
2102	Admissions and Records Classified & Hourly	GF	268798 + benefits
2353	Student Workers- Counseling, Tutoring	GF/ Match	164261 + benefits
2102	IT staff supporting SSSP efforts	GF	52102 + benefits
2102	Tutorial Staff Assistant	GF	46859+ benefits
1203	Counseling Faculty	GF/ Match	467064+ benefits
4000s	Supplies & Materials	GF/ Match	5550
5000s	Other Operating	GF/ Match	15585
6000s	Capital Outlay	GF/ Match	5125

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

Exemption Criteria from Student Success and Support Core Services

Students may be exempt from the SSSP core service requirements at the Peralta Colleges under the following conditions (the following is excerpted from the exemption policies):

1. They have earned an associate degree or higher from an accredited institution, or
2. They are enrolling in fewer than 12 units, and have declared one of the following educational objectives upon applying to the college:
 - discover/formulate career interests, plans, goals, or
 - prepare for a new career (acquire job skills), or
 - advance in current job/career (update job skills), or
 - maintain certificate or license (e.g., nursing, real estate), or
 - acquire educational enrichment (intellectual, cultural), or
 - complete credits for high school diploma.

Students *may participate* in any of the components even though they qualify for exemption.

Exemption from Assessment Test Component Only

If a student meets at least one of the following conditions, the students shall be exempt from the assessment test component:

1. You have successfully completed (with a grade of “C” or higher) college level English and mathematics courses (transcript or grade report required); or
2. You have, within the last three (3) years, taken an assessment test that the Peralta counseling faculty can use to determine suitable placement in English and mathematics. If you have received services for a learning disability in the last three years at any California community college, you may be exempt from the assessment component. You should call the Programs and Services for Students with Disabilities (PSSD) Office at (510) 464-3428 as soon as possible to make an appointment to see a counselor or learning disabilities specialist.

Exemption Process

If students meet any of the criteria stated above they may apply to be exempt from the Student Success and Support Services by completing and submitting the “Exemption From Student Success and Support Services” form. This form may be found in hard copy in the Counseling Department or online under the College of Alameda Counseling Department website, (link provided below). The student will complete the areas they wish to be exempt from; assessment and/or orientation, counseling, sign and submit the form with supporting documentation to be exempt from matriculation services via fax or in person to the Counseling Department. A designated counselor reviews the request/petition and determines if the student meets the minimum qualifications for exemption. Requests/petitions are then approved or denied and the student is notified via a telephone call. When a request is approved the approved exemption petition/form is then forwarded to the Student Personnel Support Specialist to update the matriculation services in PeopleSoft, the processed forms are then sent to the Admissions and Records Department at the District.

<http://alameda.peralta.edu/counseling/files/2012/02/Exemption-from-SSSP-5-28-2015.pdf>

Reference: 2015 - 2017 Peralta Community Colleges Catalog, p. 33.

SSSP Exemption Form

<http://alameda.peralta.edu/counseling/files/2012/02/Exemption-from-SSSP-5-28-2015.pdf>

PCCD AP 5050

<http://web.peralta.edu/trustees/files/2013/12/AP-5050-Student-Success-and-Support-Program1.pdf>

3. What percentage of your student population is exempt (list by category)?

Category	% of first-time students exempt
Orientation	37.6%
Assessment	37.6%

Ed Planning	37.6%
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Appeal Policies

Describe the college’s student appeal policies and procedures. If these policies are posted on the college’s website, also provide the link below.

Registration priority shall be lost at the first registration opportunity after a student:

- Is placed on academic or progress probation or any combination thereof for two consecutive terms; or
- Has earned one hundred (100) or more degree-applicable semester units in the District. The 100-unit limit does not include non-degree applicable units in English as a Second Language or basic skills courses.

The District shall notify students who are placed on academic or progress probation of the potential loss of enrollment priority. The district shall notify the student that a second consecutive term on academic or progress probation will result in the loss of priority registration as long as the student remains on probation. The District shall notify students who have earned 75 percent or more of the unit limit that enrollment priority will be lost when the student reaches the unit limit. Students who are placed on academic or progress probation or any combination thereof for two consecutive terms or have exceeded 100 units may appeal the loss of enrollment priority. The appeal is term specific and if approved allows previous priority in Group #2. Students enrolled in high unit majors or programs may petition to retain priority registration in Group #3.

Appeal Process

Students must complete an appeal form; attach supporting documentation and take to a counselor. Counselors will forward the form to the Office of the Vice President of Student Services for approval. The Vice President’s Office will notify the student and forward the form to Admissions and Records for priority reinstatement. The Vice President of Student Services or a designee by the VPSS will determine the appeal in his/her sole discretion.

PCCD AP 5055

<http://web.peralta.edu/trustees/files/2013/12/AP-5055-Enrollment-Priorities.pdf>

PCCD Appeal Form

<http://web.peralta.edu/admissions/files/2011/06/Priority-Enrollment-Appeal-form-11-6-14.pdf>

A. Prerequisite and Co-Requisites Procedures

Provide a description of the college’s procedures for establishing and reviewing prerequisites and co-requisites in accordance with Title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college’s website, also provide the link

below.

Establishing & Reviewing Prerequisites and Co-requisites

In accordance with Title 5, section 55003 and the District's Administrative Policy 4260, all course and program prerequisites are established when faculty in the discipline submit a request and appropriate validation form to the Curriculum Committee for approval.

Prerequisites and co-requisites are established through the curriculum review process. Curriculum establishes prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Generally, prerequisites and co-requisites are part of the program review process or at least every six years. Prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years. In these review cycles, the college reviews each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law.

Challenge Process

Students who wish to enroll in a course that has a prerequisite must meet that prerequisite before being allowed to enroll in the class. Students who have completed the prerequisite course outside of the Peralta District can bring a copy of their unofficial transcript and meet with a counselor. They can also download the [Prerequisite Clearance Request Form](#) and fax or email it in.

Students who have not completed a prerequisite course and would like to challenge the prerequisite submit the [Petition for Prerequisite-Corerequisite Challenge Form](#). Students complete the petition, attach proper documentation and submit it to the Admissions and Records Office. At that point, students are temporarily enrolled in the course. The petition is submitted to the Department Chair for review. Challenge petitions are resolved within five (5) working days. If a student's petition is approved, they will remain in the class. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.

If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

Grounds for challenge shall include the following:

- 1.** Those grounds for challenge specified in Title 5 Section 55201(f).
- 2.** The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public

performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.

3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.

4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

PCCD AP 4620 <http://web.peralta.edu/trustees/files/2011/04/AP-4260-Prerequisites-and-Co-Requisites-2.pdf>

COA Prerequisite Clearance form

<https://docs.google.com/file/d/0B7JLIGmeem1fYjUxNzY1MDItMThmYy00ZmU1LTkwNmUtYWlzMjY3ODY4ODVi/edit?pli=1>

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

Faculty and staff that assist with the development and implementation of the SSSP Program Plan have an array of professional development opportunities to enhance their ability to comply with the goals set forth by the program/committee/plan.

Among these opportunities is the ability to participate in workshops like the New Directors Conference hosted by the California State Chancellor's Office and Regional Student Success and Support Program meetings. The State Academic Senate also offers break-out sessions at plenary meetings on student success related topics.

Counseling faculty attend CSU/UC trainings to stay current with campus majors and transfer information to better assist students with transfer processes. District wide trainings are hosted to train counselors on using new tools in innovative ways to assist students. These new tools include the Online Student Educational Plan, which will provide students online access to view their SEP, and the Multiple Measures (Improved Placement) rubric which provides a formula to properly place students into appropriate courses using transcripts from partnering high schools within the Alameda Unified School District and the Oakland Unified School District.

In addition, CoA counselors meet twice a month for joint counseling meetings where there are additional in-house trainings. These trainings include, but are not limited to, topics such as: SARS Codes and MIS, Exemptions from Student Success and Support Program policies, Transfer Agreement Guarantee/Transfer Admission Planner, Financial Aid, and Working with Undocumented Students. Counselors with specializations also attend conferences specific to their population (veterans, SSSP, transfer, foster youth, articulation) and report back what they learned to the rest of the CoA counselors.

The Student Personnel Support Services Specialist also attends an annual conference on assessment practices, procedures and protocols hosted by the California Community College Assessment Association. Attendance at workshops, conferences and trainings are beneficial networking tools to share best practices, information and resources.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, 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, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, 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).

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.

ADDITIONAL INFORMATION

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

Mia Keeley

California Community College Chancellor's Office mkeeley@cccco.edu

(916) 323-5953

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: Julie Saechao Title: SSSP Counselor

Stakeholder Group: Counseling Faculty

Name: Amy Lee Title: Dean, Enrollment Services

Stakeholder Group: Administration

Name: Caitlin Fischer Title: Outreach & Retention Specialist

Stakeholder Group: SSSP Committee; Classified

Marivic Lizardo Title: Student Services Specialist

Stakeholder Group: Classified

Name: Minerva Perez Title: Student Personnel Services Specialist (Assessment)

Stakeholder Group: SSSP Committee; Classified

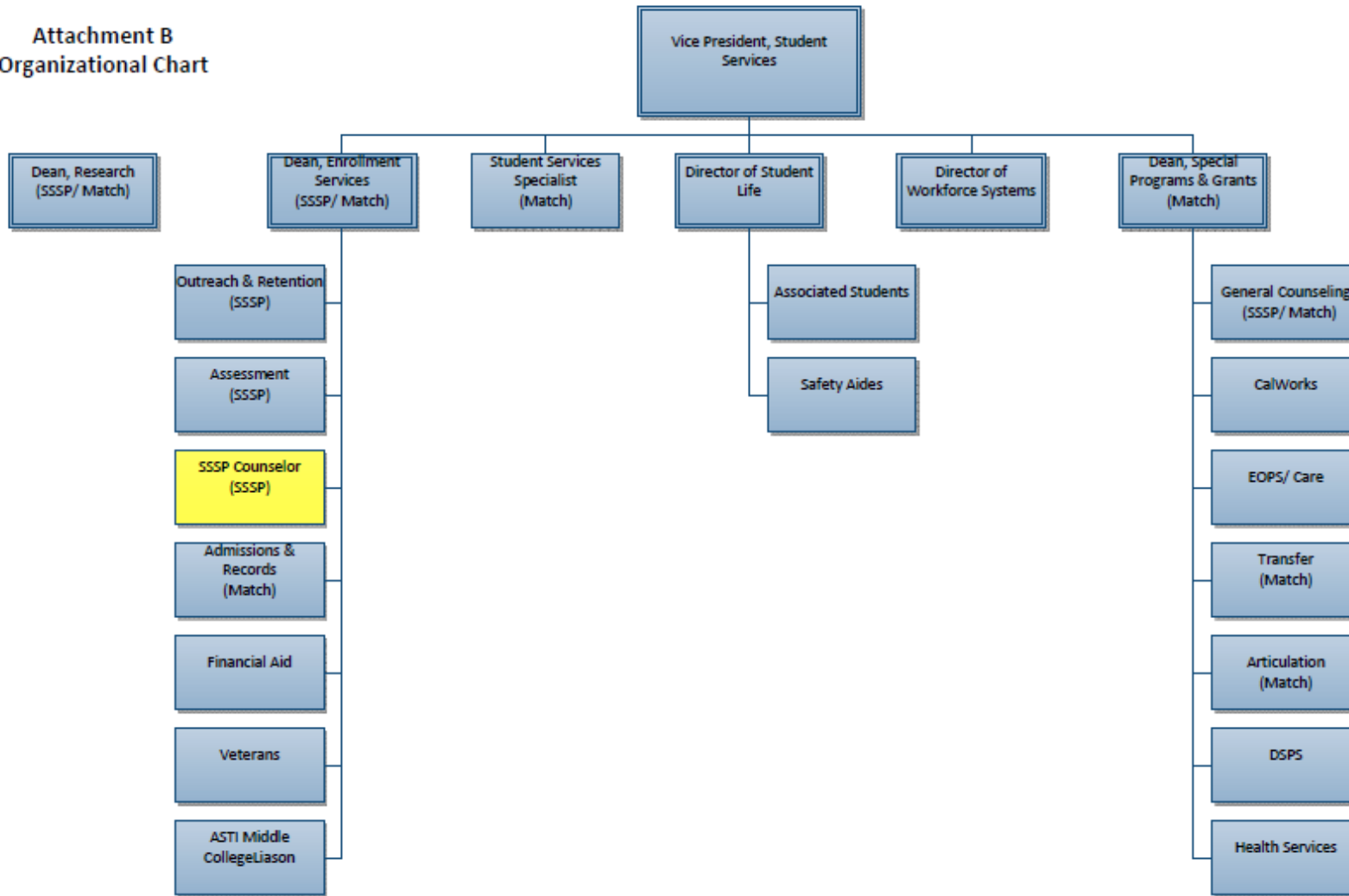
Name: Jamar Mears Title: Counseling Department Chair

Stakeholder Group: Counseling Faculty

Name: Toni Cook Title: Dean, Counseling & Special Programs

Stakeholder Group: Administration

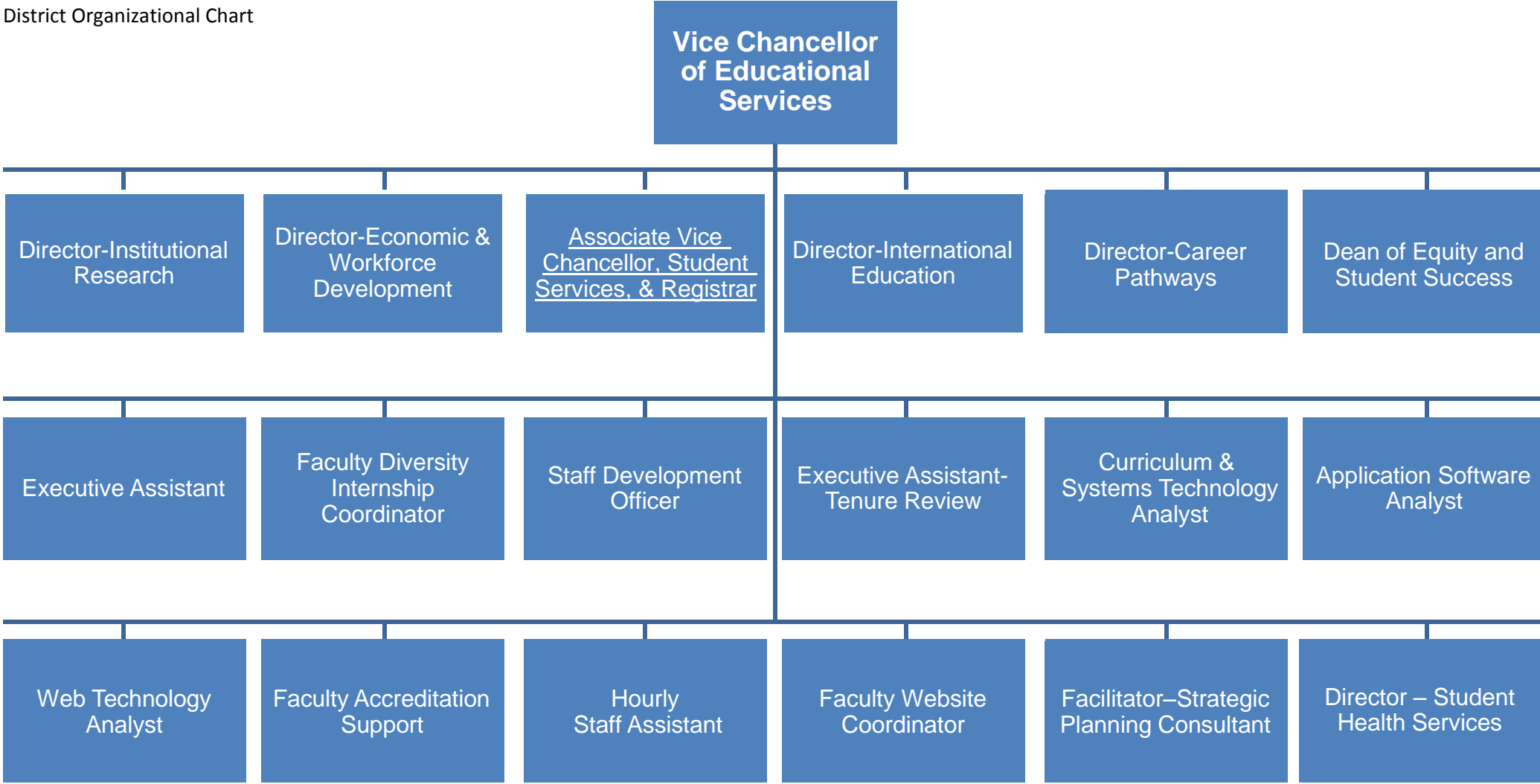
Attachment B
Organizational Chart



2015-16 College of Alameda
SSSP Organizational Chart

*Does not include hourly staff
or student workers

District Organizational Chart



Attachment C Advisory Group

Student Success Committee

Charge

The Charge of the Student Success Committee The Student Success Committee (SSC) supports academic and student support programs in accordance with the Educational Master Plan and college mission. The charge of the Student Success Committee is to increase student success and completion by fostering a student-centered guidance, tutoring, assessment, orientation, equity, and associated support and instructional programs in accordance with the Educational Master Plan, Basic Skills Plan, Equity Plan, Student Success and Support Plan, and college mission through an integrated approach.

Membership

Chair: Vice President of Student Services

2 Faculty appointments by Academic Senate

2 Classified Staff

2 Administrators

1 Student