Credit

Student Success and Support Program Plan

2015-16

District: Monterey Peninsula Community College
College: Monterey Peninsula College

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@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 students[1]. 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 students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services 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 cccsssp@cccco.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 basis[3]. When writing the program plan, assume that the reader knows nothing about your program and will have only your document 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

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[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.

[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.

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

- ➢ [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: Monterey Peninsula College

District Name: Monterey Peninsula Community College

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: *LaKisha R. Bradley*

Name: Ms. LaKisha Bradley   Date: 10/29/2015

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: *Laurence E. Walker*

Name: Mr. Laurence E. Walker   Date: 10/29/15

Signature of the Chief Instructional Officer: *Kiran Kamath*

Name: Ms. Kiran Kamath   Date: 10/28/15

Signature of College Academic Senate President: *Alfred Hochstaedter*

Name: Dr. Alfred Hochstaedter   Date: 10/28/15

Signature of College President: *Walter A Tribley*

Name: Dr. Walter Tribley   Date: 10/27/15

Contact information for person preparing the plan:

Name: Ms. LaKisha Bradley   Title: Interim Director of Student Success

Email: lbradley@mpc.edu   Phone: (831) 646-4261

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.

   The planning process for updating the 2015-2016 SSSP Plan was based on input from the Counseling Department, the Assessment Office, the Student Success and Equity Office, and the Dean of Student Services. The Dean and the Director of Student Success reviewed the feedback on the 2014-2015 SSSP plan that was received from the California Community Colleges Chancellor's office. The Student Success and Support Program Advisory Committee met to discuss the plan. During the month of October 2015 the SSSP Plan was presented to the various campus committees, including Student Government, Academic Senate, the Student Services Coordinators and Managers group, the Student Services Advisory Group, the Academic Affairs Advisory Group, and the Administrative Services Advisory Group..

   b. What factors were considered in making adjustments and/or changes for 2015-16?

   In reviewing and drafting our 2015-2016 SSSP plan, we considered the feedback received on the 2014-2015 SSSP Plan. As requested in the feedback, we incorporated more details and clarification in the descriptions of:

   - our orientations, including policies, scheduling, frequency, and PERS 10 enrollment,
   - the delivery of our assessments and multiple measures, and
   - the components of our counseling, advising, other education planning services, and our follow-up services for at risk students.

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

   The Monterey Peninsula Community College District is a single college district.

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

The Student Success and Support Program is included in the Student Services Program Review cycle that includes program reflections, action plans, and a program self-study evaluation. Funding for new positions and/or requests for funding outside of SSSP go through the institutional shared governance process as well as the college's established resources allocation process. The Director of Student Success is directly involved in the development of both the SSSP and the Student Equity plans. The Director of Student Success will work to ensure that SSSP planning efforts are coordinated with Student Equity and Basic Skills planning as well as integrated into institutional planning efforts that support institutional effectiveness.

Additionally, the SSSP Advisory group is active in the development of both plans. The SSSP Advisory Group has campus wide representation with its membership comprised of the Dean of Student Services, the Dean of Instruction, the Dean of Instructional Planning, the Director of Information Systems, the Director of Institutional Research, the Director of Student Success, the Director of Admissions and Records, the EOPS Coordinator, the Chair of the Counseling Department, the Chair of the Life Sciences Division, the Chair of the English as a Second Language Department, the Student Activities Coordinator, and faculty members from the English Department, the Math Department, student government president. Several of our members are also representatives of various shared governance bodies such as Academic Senate and College Council.

The Director of Student Success will work to ensure that SSSP planning efforts are coordinated with Student Equity and Basic Skills planning as well as integrated into institutional planning efforts that support institutional effectiveness.

2. Describe the college's student profile.

Monterey Peninsula College (MPC) serves a diverse student population that closely mirrors our service area and includes students who are attending full-time, part-time, online/distance, and as concurrently enrolled high school students. All data presented below was collected using the California Community Colleges Chancellor's Office Management Information System, Data Mart. In 2014-2015 the total MPC student headcount was 14,580 (11,541 credit, 3,039noncredit) and our full-time equivalent student (FTES) count for the year was 6,450 (6,031 credit, 418 noncredit).   The majority of our students, 59.5%, attend during the day, with 13.64% attending in the evening, and

26.86% categorized as unknown – used to indicate when the class is an online or by arrangement course.

Enrollment

| Status	Number of Students	Percentage of the Total Student Population
1st Time	3,504	16.29%
1st Time Transfer	1,807	7.54%
Returning	4,042	17.41%
Continuing	11,796	54.59%
Uncollected	67	0.28%
Special Admit	697	3.89%

In 2014-2015, the top three populations were continuing, returning, and first time students.

Gender
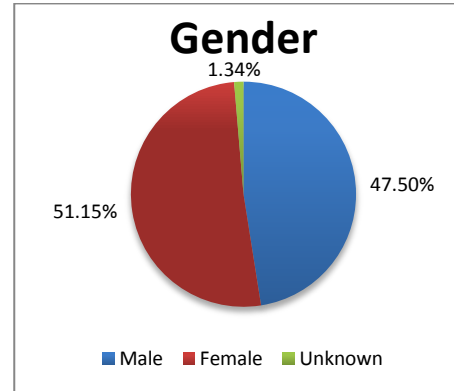
The majority of students during the 2014-2015 year identify as female.

Age
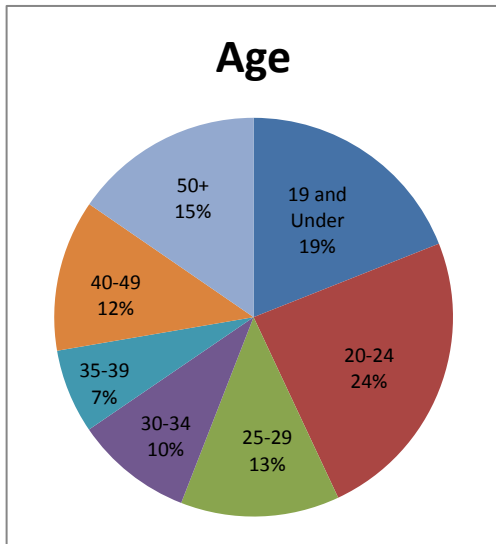
The majority of our students are 20-24 years of age, followed by those who are 19 and under.
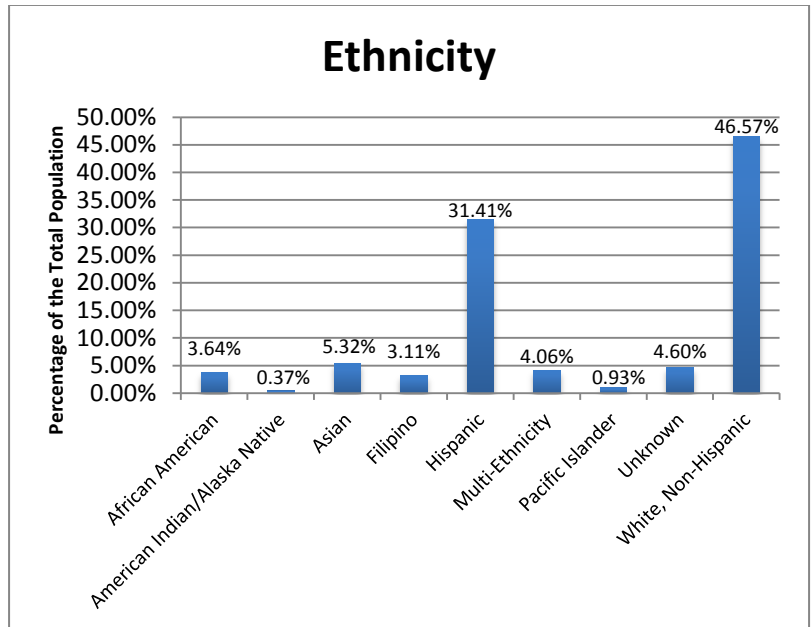
Ethnicity

The two largest ethnicity groups are White/Non-Hispanic students and Hispanic students.

3. 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.

Each year, MPC partners with local area high schools to offer and conduct special orientation, assessment, and schedule building sessions for graduating high school seniors. Additionally, our EOPS program works directly with Monterey Peninsula Unified School District to target students attending local continuation schools. The Access Resource Center, MPC's DSPS program, collaborates with the Department of Rehabilitation, the Monterey County Office of Education, Monterey Peninsula Unified School District, and local community agencies that

provide support resources and services to disabled populations, such as College Living Experience (CLE), the Central Coast Center for Independent Living, and Interim, Inc.

B. Orientation

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1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

   The primary change we have made is to our group workshop orientations. They are being led by our new Categorical Services Coordinator – Orientation. We continue to offer our Orientation in three formats: online, group workshop, and as a one unit Personal Development course - PERS 10: Orientation to College Success. All group workshop Orientations are held on the Monterey campus and are offered once each month. During the Spring semester, we conduct a series of Orientations targeted toward graduating high school seniors. During this time we will increase our orientations, offering a minimum of three- four sessions a week throughout the months of April and May. This is tied directly to our High School Seniors Assessment Event where we assess 300-400 graduating high schools seniors over a 2 day period. We offer five - seven PERS 10 course sections in each semester with three of them being offered online. The online orientation is available 24 hours a day every day of the year.

   This year we are also evaluating whether or not there is a need to provide in-person orientations at our regional high schools and in community agencies.

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

   There were 2,435 students who completed the MPC Orientation during the 2014-2015 academic year.

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

   This represents 69.49% of our targeted population of first time students. This number will increase during the 2015-2016 academic year. We will be hiring a Categorical Services Coordinator - Follow-Up position who will be contacting students who have not completed the orientation and working with them to ensure that this step gets completed.

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

   As mentioned above, this year we are going to hire an additional Categorical Services Coordinator (CSC) who will focus on follow-up services to students. The CSC - Orientation and the CSC - Follow-Up Services will both identify students who have not completed the orientation and contact them to inform them of the need to complete the orientation. As an incentive, completion of orientation is one of the items used to determine a student's priority registration status.

3. a. Are orientation services offered online?

Yes, the MPC orientation is available online. The online orientation is accessed through the student portal so students must have an MPC student identification number before they can complete the online orientation.

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.

The online orientation is a Comevo presentation and is accessed on the internet through the MPC student portal. The technology used for our in person orientations, both the group workshops and the PERS 10 course, use PowerPoint presentations, document cameras, and the MPC website. The *Not Anymore* sexual assault prevention program, covering sexual misconduct, safety, and bystander intervention skills is only available in an online format.

4. 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.

The MPC Orientation covers the following topics:

- the MPC New Student Step to Success Program – application, financial aid, assessment, orientation, counseling/education planning, registration, and set up of MPC student email
- the academic calendar, including important dates and deadlines
- academic expectations
- important terms – prerequisite, corequisite, challenge, recommended preparation, grade points, withdrawal, transcript, course repetition, catalog rights, course numbering system
- cost of tuition and college fees
- the Board of Governor's Fee Waiver and maintaining eligibility
- financial aid
- an overview of the various student services programs available on campus
- the academic programs and majors available at MPC
- students' rights and responsibilities
- the registration process and priority, and
- "What's Next?" information on schedule building and educational planning workshops and visiting a counselor
- *Not Anymore* sexual assault prevention, Title IV information

The PERS 10, Introduction to College Success, course covers the above information as well as providing:

- an overview about the roles and differences among community colleges, the UCs, the CSUs, and private/independent colleges and universities;
- a review of the process of selecting a major;
- a review of transfer information, including Transfer Admission Agreements, application filing periods, and articulation agreements;
- the general education course patterns;
- success strategies;

- college facilities, resources, and services;
- policies and procedures;
- a career planning module; and
- a one-semester student education plan.

Categorical, grant-funded, and cohort specific programs (EOPS, TRiO/SSS, and ARC – MPC's DSPS program) will continue to offer their program specific orientations that include the above listed and SSSP mandated topics so as to prevent students from having to attend both a general orientation and a categorical program specific orientation.

5. 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 FTE	Title	Role	Funding Source (SSSP/Match/GF)
.1	Categorical Services Coordinator - Follow-Up	Supports Categorical Services Coordinator- Orientation in conducting orientations, identifies and reminds students who have not completed the orientation.	SSSP
.7	Categorical Services Coordinator - Orientation	Coordinates orientations and materials, updates and conducts orientations	SSSP
.14	Director of Student Success	Coordinates and supervises day to day operations of SSSP Core Services	SSSP
.50	Matriculation Services Specialist	Processing orientation exemption and waiver forms	SSSP
.7	Counselor – Contract	Teach the PERS 10 course	Match
.1	IT Staff - Programmer	assists with online orientation component and provide information technology support and maintenance of SSSP Core services	Match

6. 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
4000	Office Supplies	SSSP	$3,225
4000	Orientation Supplies (pencils, highlighters, pens, folders, misc.)	SSSP	$3,225
4000	PERS 10 Instructional Supplies	SSSP	$3518

4000	Printing of Orientation materials and handouts	SSSP	$5,000
5000	Comevo	SSSP	$6,840
5000	Conferences and Training	SSSP	$2,500
5000	Food (Special Events)	SSSP	$5,000
5000	Mileage Reimbursements	SSSP	$2,000
5000	Not Anymore - user access fee	SSSP	$2,280

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?

   During the 2014-2015 academic year, we offered 40 testing dates with 33 opportunities to take an English Assessment, 48 opportunities to take a math assessment, and 14 opportunities to take an English as a Second language assessment. We also offered a greater opportunity for walk-in assessments where students did not have to schedule an appointment for an assessment. This year we are offering our assessments primarily on a walk-in basis with appointments available at the students' request. English and Math assessments will be available every week on the Monterey campus and once a month on the Marina campus. English as a Second Language assessments will be available once a month on both the Monterey and the Marina campuses. In the lead up to priority registration, we will begin to offer English and Math assessments three times a week with each test being available every Wednesday - Friday. We will also be offering a greater number of English as a Second Language assessment opportunities.

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

   While there were 2,959 unduplicated students who received initial assessment services during the 2014-2015 academic year, several students on our campus choose to either reassess or to complete the English and Math assessments in two sittings instead of one. Due to these factors, 3,119 actual assessments were administered during the 2014-2105 academic year.

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

   The 2,959 unduplicated student count represents 84.46% of the of the target population.

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

   This year our Categorical Services Coordinator - Assessment (formerly the Assessment Specialist) will hold in-reach days, setting up a table on the Monterey campus and at the Marina Education Center with fun activities and reminders for students that they need to take an assessment. Students will receive information on available assessment dates for the

semester. We are also working to implement SARS MSGS, a feature that will send reminders to students prior to their scheduled assessment appointments. This will, hopefully, reduce the number of no-shows for assessment appointments. Additionally, our orientations, assessments and schedule building workshop calendars are coordinated so that each is available to students within days of the other and each mentions the other two during their sessions as a reminder to students attending.

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

All first time college students and students wishing to register for an English or math class or for a course that has a math or English prerequisite are required to assess. We offered 33 English Assessments, 48 Math Assessments, and 14 English as a Second Language Assessments throughout the 2014-2015academic year. At their request, students can schedule an appointment and we will accept walk-ins as space allows. We offered more Math assessments because we have a larger population of students who enroll in math courses and the math assessment can be retaken after a two week wait, whereas the English and English as a Second Language assessments can only be taken once every six months.

Practice tests for each of the math assessments (Algebra Readiness, Elementary Algebra, Intermediate Algebra, and Pre-Calculus) are available on the MPC website. These practice tests provide a variety sampling of the questions that are offered as part of the MDTP math assessments. There are links for additional practice tests for the Intermediate Algebra and the Pre-Calculus tests which collectively assess students for readiness for Intermediate Algebra, Math for General Education, Statistics, Pre-Calculus, Finite Math, Business Calculus, and Calculus coursework. Additionally, some students are referred to a one-unit refresher/prep course offered by the Math Department before taking a math assessment.

The English Department is currently developing a set of essay samples for each of the writing levels that students will be able to refer to as a guide for what writing skill is required for each course level. Last year, we offered a series of English essay writing support workshops to our graduating high school seniors in the lead up to their assessments. In these workshops, lead by English and Study Skills Center (ESSC) instructors, provided students with information regarding the expected writing abilities for each course placement. Students were able to draft essays and have them reviewed by the ESSC instructor for tips and guidance. We will be offering this workshops series to graduating high school seniors again this year.

4. 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.

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

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

Test	Approval Begin Date	Approval Type
College Tests for English Placement (CTEP) - Reading Comprehension	6/1/2002	Full, Expires 3/1/2019
Locally Developed English Essay	3/1/2015	Probationary, Expires 3/1/2017
UC/CSU Mathematics Diagnostic Testing Project (MDTP) – Algebra Readiness	7/1/1993	Full, Expires 3/1/2019
UC/CSU Mathematics Diagnostic Testing Project (MDTP) – Elementary Algebra	7/1/1993	Full, Expires 3/1/2019
UC/CSU Mathematics Diagnostic Testing Project (MDTP) – Intermediate Algebra	7/1/1993	Full, Expires 3/1/2019
UC/CSU Mathematics Diagnostic Testing Project (MDTP) – Pre-Calculus Readiness	7/1/1993	Full, Expires 3/1/2019
ACCUPLACER – ESL Reading Skills	3/1/2014	Probationary, Expires 3/1/2016
ACCUPLACER – ESL Listening Test	3/1/2014	Full, Expires 3/1/2016

Additionally, during the assessment process, students submit a writing sample that is used as a multiple measure tool for writing course placement. The English as a Second Language Department, the Director of Institutional Research, and the Director of Student Success are working to submit the essay prompts for approval as an authorized writing assessment. The Director of Institutional Research is currently reviewing prior essay responses and scores to investigate for interrater reliability and test bias. Consequential validity studies for the sequenced writing courses will be conducted in Spring 2016. Once completed, the college will submit a Validation Report for the Locally Developed English as a Second Language Writing Sample for review to the California Community College Chancellor's Office in April 2016. The Chancellor Office's final approval process for assessment instruments will be completed in August 2016.

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

Test	Disproportionate Impact Last Completed	Consequential Validity Study Last Completed
College Tests for English Placement (CTEP) - Reading Comprehension	Fall 2004 - Spring 2005	2013
Locally Developed English Essay	Spring 2011	Spring 2011
UC/CSU Mathematics Diagnostic Testing Project (MDTP) – Algebra Readiness	2009	November 2012

UC/CSU Mathematics Diagnostic Testing Project (MDTP) – Elementary Algebra	2009	November 2012
UC/CSU Mathematics Diagnostic Testing Project (MDTP) – Intermediate Algebra	2009	November 2012
UC/CSU Mathematics Diagnostic Testing Project (MDTP) – Pre-Calculus Readiness	2009	November 2012
ACCUPLACER – ESL Reading Skills	November 2013	November 2013
ACCUPLACER – ESL Listening Test	November 2013	November 2013

Disproportionate impact and consequential validity studies will be conducted in the Fall 2015 and Spring 2016 terms, respectively, for a locally developed English as a Second Language writing sample and will be submitted to the California Community College Chancellor's Office in April 2016.

5. a. What multiple measures are used?

For the English and Math assessments, there are nine questions embedded within the placement tests that are used to adjust raw scores obtained for the tests. The questions asked as part of the multiple measures cover

- recency of school attendance
- recency of last English and/or math course,
- hours employed,
- academic load plans,
- previous academic performance, and
- perceived preparedness for college.

There are not any multiple measures built into our ACCUPLACER English as a Second Language Assessment; however, we use a self-descriptor worksheet activity that students can complete to determine whether or not they should begin in Level 2: High-Beginning ESL courses. Students are offered this option when meeting with the counselor or attending the English as a Second Language assessment. If a student chooses this option, they will meet with the ESL counselor who then evaluates the worksheet and will either

- put an equivalency for Level 1 courses into our student information system, thereby allowing the student to register for Level 2 courses, or
- if there is the possibility that the student may be skilled enough to take higher level courses, will advise the student to take the assessment for a course placement.

Students also complete a written essay that is reviewed by at least two members of the English as a Second Language faculty who then assign a writing level placement for students. These

essays and placement results are returned to the assessment office where the Categorical Services Coordinator – Assessment uploads placement results into our Student Information System.

We offer additional multiple measure tools and options for English and Math placement. In these cases, students meet with a counselor who reviews the documentation provided by the students and makes a determination as to what is the appropriate level course placement at MPC. These may consist of:

- AP Score of 3 or higher
- Transcripts and prior coursework completed at other colleges
- CLEP Exam

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

When multiple measures are incorporated as part of the placement exams, a student's raw scores are adjusted by up to 2 points as a result of the student's responses to the multiple measures questions. There are no penalties for answers to these questions. Students are then placed into courses based upon an algorithm applied when the scores are integrated into our Student Information System.

In cases where a student has had their placement assigned using one of the multiple measure tools that requires a counseling appointment, the counselor will enter in an equivalency for the prerequisite course into our Student Information System. This will allow the student to register for the course that corresponds to their placement.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes, these measures meet the multiple measures requirements per title 5 educational code regulations as outlines in sections 55502 and 55522.

6. 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.

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

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

The policy on retakes is available to students at the [MPC Assessment/Testing website](#). Students can also receive this information in verbal communications from a counselor, the Categorical Services Coordinator – Assessment, or the Categorical Services Coordinator – Follow-Up. Students can take the math assessment two times within a six-month period. They must wait a minimum of two weeks before re-taking an assessment. The English and the

English as a Second Language assessments can be taken one time every six months. Additionally, students have the option of challenging their placement results. These challenge exams are coordinated by the English, English as a Second Language, and math departments and usually occur one week before the start of each semester.

There is currently no recency requirement for assessments; however this policy is being reevaluated.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the positon. 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)
.9	Categorical Services Specialist – Assessment (formerly the Assessment Specialist)	Coordinates assessment testing at both the Monterey campus and the Marina Education Center.	SSSP
.1	Categorical Services Specialist – Orientation	Assists the Categorical Services Coordinator – Assessment as needed	SSSP
.14	Director of Student Success	Coordinates and supervises day to day operations of SSSP Core Services	SSSP
	IT - Computer/System Support Technician	Maintain computers for the English as a Second Language Assessment given at the Marina Education Center	Match
	IT - ESL Lab	Maintain computers for the English as a Second Language Assessment given in Monterey	Match
	English as a Second Language Department Readers	Evaluate and score writing placement exam	GF
	English Department Readers	Evaluate and score writing placement exam	GF

9. 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
4000	Food (Special Events such as the high school Assessment event)	SSSP	$5,000
4000	Office Supplies	SSSP	$5,000
4000	Scantrons – for English and Math assessments	SSSP	$1,300

4000	Testing Supplies (pencils, pens, paper, essay copies, etc.) – for paper English and Math assessments	SSSP	$779
5000	ACCUPLACER ESL, Reading Skills and Listening Test Units	SSSP	$1,300
5000	CAP – ASAP Licensing fee	SSSP	$1,800
5000	Conferences and Training	SSSP	$1,500
5000	CTEP Licensing – annual fee	SSSP	$1,296
5000	Harland Scantron: OPSCAN 6 Machine Maintenance – annual fee	SSSP	$1,334
5000	MDTP site license	SSSP	$400
5000	Mileage Reimbursements	SSSP	$500

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?

   Overall, no major adjustments were made to counseling services considering a major revamp was done approximately two years ago. A few minor adjustments were made by adding more Schedule Building and Educational Planning Workshops on Saturdays and in the evening during the April and May months. A re-evaluation of drop-in counseling, "ask a counselor" and "counseling show-rates" is being researched to improve counseling services and options to our students.

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

   There were 7,908 individual students who received counseling and advising services and 3,858 students who received education planning services during the 2014-2015 academic year.

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

   This represents 54.24% of our target population who received counseling and advising services and 26.46% who received education planning services.

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

   With the new funds received in 3SP, there is an opportunity to hire a Categorical Services Coordinator who will provide additional support in counseling such as:

   • implementing SARS-MSGS to increase appointment show rates;

- implementing SARS-TRAK - a program that allows students to make appointments and check-in at a kiosk in the lobby;
- implementing a follow-up system for all students who have completed 15 units (non-basic credit units) but have yet to declare a major and encouraging them to visit with a counselor, attend a career workshop, or take a PERS 71 Career Exploration course;
- continuing to provide one-stop service to ESL students;
- reevaluating the "ask a counselor" service to provide students timely responses and redirect them to a FAQ;
- reevaluating how to address counseling services for the "Online Learners"; and
- sending out Student Portal announcements to students with more than 40 units to meet with a counselor and develop, review, and/or revise their education plans.

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

Counseling services are available to all current and prospective students at Monterey Peninsula College, provided they have an MPC student ID number, at all points of their academic pathway. This includes new, continuing, transfer, and returning students.

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

We offer Schedule Building and Educational Planning Workshops to students that are designed to assist new and incoming students with building their first semester schedule. This three hour workshop is led by an MPC counselor and the Categorical Services Coordinator - Orientation. The Categorical Services Coordinator reviews key information, covering much of what is included in our orientation. Counselors discuss factors to consider prior to choosing courses, education plans, and putting together a class schedule. Counselors then meet individually with students to develop and review a one semester abbreviated student educational plan. The number of counselors available at each Schedule Building and Educational Planning Workshop varies depending upon the number of students who sign up to attend the workshop. Ideally, we like to have one counselor for every 15-20 students. Upon completion of the Schedule Building and Educational Planning Workshops students have a one semester education plan that has been entered into our Student Information System and are able to register for courses. Topics covered in the Schedule Building and Educational Planning Workshops include:

- cost of Tuition, the Board of Governor's Fee Waiver, and financial aid;
- terms to know (academic terminology);
- understanding assessment results;
- filling in a schedule (classes other than English/ESL and math);
- transfer patterns;
- factors to consider prior to choosing courses and creating a class schedule;
- time management;
- how and when to register for classes;
- education plans;
- creating a schedule and registering for classes; and
- "Next Steps": meeting with counselors.

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

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

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

b. Is drop-in counseling available or are appointments required?

Both drop-in counseling and appointments are available.

c. What is the average wait time for an appointment and drop-in counseling?

Drop-in counseling availability varies depending on the time of year. During peak times – the beginning registration period, the two weeks leading to the start of a semester, and the first two weeks of a semester - drop-in wait time can range from 1-4 hours; however, during the regular season, the wait to see a counselor is no more than an hour.   The wait time to see a counselor also depends upon the time of year. While it may be possible to receive a same day appointment, the typical wait time is one day, however during peak times the wait can be up to one week.

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

An abbreviated student education plan, which covers 1-2 semesters, can be accomplished during a Schedule Building workshop, drop-in, or scheduled appointment. The three hour Schedule Building and Educational Planning Workshop is co-presented and led by an MPC counselor and the Categorical Services Coordinator - Orientation and reviews key information, covering much of what is included in our orientation, and allows students to register for courses upon completion. Topics covered in the Schedule Building and Educational Planning Workshops include:

- cost of Tuition, the Board of Governor's Fee Waiver, and financial aid;
- terms to know (academic terminology: prerequisite, corequisite, challenge, recommended preparation, grade points, withdrawal, transcript, course repetition, catalog rights, course numbering system);
- understanding assessment results;
- filling in a schedule (classes other than English/ESL and math);
- transfer patterns;
- factors to consider prior to choosing courses and creating a class schedule;
- time management;
- how and when to register for classes;
- education plans;
- creating a schedule and registering for classes; and
- "Next Steps": meeting with counselors.

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

Comprehensive education plans are provided during a ½ hour or 1 hour counseling session. This includes reviewing and establishing a major/career, identifying academic path (certificate, non-transfer degrees, transfer degrees, ASD's) and developing a plan that includes a minimum of two terms in length and should reflect the numbers of terms needed for students to complete their programs.

5. 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.

Currently we use an electronic education plan that is part of MPC's student management system, titled Student Information System and referred to as SIS. Laserfiche, document management software, is used for entry and review of student transcripts received from other schools and MPC transcripts prior to 1995. The counselors also use College Source, a web based tool that allows the counselor to research course descriptions at other colleges and then determine course equivalency in addition to knowing the schools accreditation status. ASSIST.org is used daily to ensure the most accurate counseling information for students who are transferring to a public California university. Counselors also use the Eureka program and website to provide general major/program of study and career information to students.

Additional resources are the MPC website, CSUMentor, UC Pathways, and other college websites.

We continue to use SARS-GRID, renamed as SARS Anywhere, for appointment scheduling. This program allows students to schedule appointments online. In the 2015-2016 academic year, we will begin using SARS-TRAK, a student self-serve check-in system, for counseling appointments. Additionally, we are implementing the SARS-MSGS program, an automated messaging system so that we can send appointment reminders to students through email and text messages. This combined set of SARS packages will allow us to more thoroughly measure students' use of services by recording their arrivals, reasons for visits, departures.

In an effort to further support students and provide greater online informational resources to students, we will develop an online FAQ system. This feature will be a smart online service where students can find updated, accurate answers to their counseling questions. Students will be able to type their questions into a search box and have an automated answer and/or a set of suggested questions that are identified based upon the student's typed query. The suggested questions will narrow the focus of the student's questions so that the student can identify an existing question that best fits their need and the resulting answer. If it so happens that a student's question is not in the existing pool of questions and answers, the student will be able to email their question through the existing "Ask a Counselor," our existing online counseling support system.

6. 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 FTE	Title	Role	Funding Source (SSSP/Match/GF)
.2	Categorical Services Coordinator - Orientation	Conducts a portion of the Schedule Building and Educational Planning Workshop	SSSP
.5	Categorical Services Coordinator – Veterans	Provides direct support to veterans, assisting with educational planning and counseling support	SSSP
3.4	Counselor - Adjunct	Counseling/teaching/coordination	SSSP
3.40	Counselor – Contract	Counseling/teaching/coordination	SSSP
.14	Director of Student Success	Coordinates and supervises day to day operations of SSSP Core Services	SSSP
1	Matriculation Services Specialist	Provides support in the Counseling Office	SSSP
.3	Matriculation Technician	Provides support for technology in Student Support and Success.	SSSP

1	Admissions & Records – Records Evaluator	Evaluates student records and transcripts from other institutions and awards appropriate credit	Match
6.43	Counselor - Contract	Counseling/teaching/coordination	Match
3.73	Counselor – Adjunct	Counseling/teaching/coordination	Match

7. 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
4000	Office Supplies	SSSP	$5000
4000	Schedule Building Workshop materials and handouts	SSSP	$5,000
5000	College Source Annual Subscription Fee	SSSP	$2,100
5000	Conferences and Training	SSSP	$25,000
5000	Counseling/Student Services FAQ Page	SSSP	$30,000
5000	Electronic Signage	SSSP	$500
5000	Eureka and Eureka.org	Match	$
5000	Laserfiche Annual Subscription Fee	Match	$3,100
5000	Mileage Reimbursements	SSSP	$1,000
5000	SARS-GRID (SARS Anywhere) Annual Fee	SSSP	$3,000.00
5000	SARS-MSGS Set Up, License, Installation, and Training Fees	SSSP	$11,500
5000	SARS-TRAK Annual Fee	SSSP	$1,500
5000	Twilio Texting Services (to support SARS-MSGS)	SSSP	$200
6000	Computers, monitors, peripherals	SSSP	$24,000

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?

One of the big changes we've made is to ask Instructors to also forward a copy of their Early Alert Assistance Forms to the Counseling Office. In prior years this form was only provided to the students with the direction that the student should bring the early alert paperwork to the Counseling Department. This change will better allow us to support a larger number of students who may be having difficulties and better support their needs.

Another big change is that we will be hiring a Categorical Services Coordinator – Follow-Up who will be able to identify, reach out to, track, and support at risk students. As mentioned earlier, this person will be able to:

- implement SARS-MSGS to increase appointment show rates;
- implement a follow-up system for all students who have completed 15 units (non-basic credit units) but have yet to declare a major and encouraging them to visit with a counselor, attend a career workshop, or take a PERS 71 Career Exploration course;
- continue to provide one-stop service to ESL students;
- reevaluate the "ask a counselor" service to provide students timely responses and redirect them to a FAQ;
- reevaluate how to address counseling services for the "Online Learners"; and
- develop and conduct an Academic/Progress probation workshop series and a student success workshop series for students.

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

There were 68 students who received Academic/Progress probation services and 6,986 students who received other follow-up services during the 2014-2015 academic year.

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

This represents 48.38% of our total student population who have received some version of follow up support.

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

We are in the process of advertising and hiring a Director of Student Success and Student Equity along with a Categorical Services Coordinator – Follow-Up. Once these positions are hired, an aggressive approach to "follow-up" can be created and implemented to address and ensure that student are experiencing adequate follow-up.

Additionally, we are looking at implementing an online and/or web-based early alert tool that instructors can use to notify students. This will allow us to better track students who are in danger of failing a course and to work with them so that they can receive any additional support necessary and available to better help them succeed.

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

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

MPC employs an Early Alert System to identify students at risk of not passing their courses. During the third week of the semester, Counseling Department staff sends a notice to instructional faculty asking them to identify students who demonstrate a need for assistance. Instructional faculty complete an Early Alert Assistance Form, forward a copy to the Counseling Department, meet with students to discuss the situation, and direct the students to the Counseling Department to set up an appointment to meet with a counselor and discuss strategies for success. The goal is to assist students in overcoming barriers to success, including any personal issues, study skills weaknesses, emotional or health challenges, academic readiness levels, and tutorial/academic support needs. Our Categorical Services Coordinator – Follow-Up will reach out to Early Alert students to assist them with getting connected to appropriate support services.

MPC also uses Academic and Progress Probation and Dismissal system. Students are placed on Academic Probation if they have attempted 12 or more units and have earned a grade point average below 2.0 in all accumulated units or if they've been readmitted after an academic dismissal. Students are placed on Academic Dismissal if they have two consecutive semesters of Academic Probation and have not improved their grade point average to 2.0 or above. Students are placed on Progress Probation if they've enrolled in 12 or more units at MPC and have a cumulative percentage of "W," "I," and "NP" units at MPC that exceeds 50% of all units attempted. Students are placed on Progress Dismissal if they have two consecutive semesters of Progress Probation and continue to have "W,", "I," and "NP" units that exceed 50% of all units attempted at MPC.

Once grades are officially posted, Admissions and Records staff identify students who meet the terms for Progress Probation/Dismissal and Academic Probation/Dismissal and notify them of their status and the required steps via their student portal. A notice goes to their MPC student email account informing affected students to check their personal announcements on their student portal. The announcement on their student portal explains that the student's academic standing has changed, directs them to view their current academic standing, explains academic and progress probation and dismissal, and directs students to meet with a counselor. In the case of Academic Probation, students need to bring their grade point average up to a 2.0 or higher and for Academic Dismissal, need to bring their "W," "I," and "NP" units to below 50% of all units attempted at MPC. Students who are placed on Academic or Progress Dismissal are required to meet with a counselor and complete a Petition for Readmission where they explain the extenuating circumstances leading to their dismissal, the courses for

which they would like to enroll, and their plan (including changes to be made) to ensure their success. This petition is then submitted to the Academic Council for review and a decision as to whether or not the student will be readmitted. Once the Categorical Services Coordinator – Follow-Up position has been filled, this person will take the lead on directly contacting students on academic and/or progress probation and/or dismissal and connecting the students with the appropriate support. The Categorical Services Coordinator – Follow-Up will also develop an Academic/Progress Probation Workshop series for students that explains probation and dismissal, how one ends up on probation, services that are available on campus to help students, what needs to happen for a student to get off of probation, and actions the student can take (such as showing up on time and prepared and visiting during office hours) to help the student to be more successful.

The Categorical Services Coordinator – Follow-Up will also develop a student success workshop series, collaborating with other departments on campus to put together a series of workshops covering topics such as time management, financial literacy and management, active listening, goal setting, note taking, reading, test anxiety.

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

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

Lastly, counselors, faculty, and staff all direct students to available support resources on campus. We maintain a directory of student services and resources that details the support that is available to students. This includes tutorial and additional support offered through the English and Study Skills Center, the Math Learning Center, the TRiO Learning Center, the Business Skills Center, and with the Physical and Life Sciences. The directory is available through the Dean of Student Services Office.

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

Students can always find out their academic standing through their student portal. When a student's academic status changes, they are notified of this change within 30 days of the end of the term via a message to their student portal. Instructors are asked to provide Early Alert notices to students and to the counseling office during the third week of classes. Once the counseling office receives the Early Alert form, staff will reach out to the identified students to offer and provide support resources and referrals as needed.

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

Currently, we use our Student Information System to notify students about any academic status changes. This system sends an email to students notifying them that there is a new message in their student portal. Students access their student portals through the MPC website and read the message about the change in their academic status that briefly explains how to identify their current standing, explains academic probation/dismissal and progress probation/dismissal, and informs the student of their next steps - to see a counselor and/or the Student Financial Services office. These services are all handled in a one-on-one session between the student and the instructor, the student and the counselor, and the student and any additional support services provided. With the additional of a Categorical Services Coordinator – Follow-Up, we will begin to offer some services, such as Academic/Progress Probation information sessions, in a workshop format.

Early Alerts forms are distributed to faculty via email during the third week of classes. Instructors complete these forms and distribute them to students along with forwarding a copy to the Counseling Department. This year we will explore the available options for developing an online and/or web-based early alert program.

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

Yes, instructional faculty are involved in monitoring progress and they do participate in the Early Alert process. The Counseling Department works with instructional faculty to identify and communicate with students who show signs that they might not be able to successfully complete their courses. Instructors meet with students and refer them to appropriate programs on campus to receive additional assistance. They also provide this information to the Counseling Department so that these students can be contacted through the Counseling office as well.

4. 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)

.2	Career/Transfer Resource Center Coordinator	Assists the Categorical Services Coordinator – Follow-Up as needed	SSSP
.5	Categorical Services Coordinator – Follow-Up	Provides follow-up and online student services support and support for other SSSP Core services in the areas of academic probation and dismissal workshops, classroom presentations, referrals to tutorial support, study groups, Early Alert follow-up, workshops to assist students to select a program of study.	SSSP
.5	Categorical Services Coordinator – Veterans	Provides direct follow up support to veterans	SSSP
.57	Counselor – Contract	Works with and support students having difficulty. Assists students with completing probation/dismissal contracts	SSSP
.14	Director of Student Success	Coordinates and supervises day to day operations of SSSP Core Services	SSSP
.5	Matriculation Services Specialist	Send out and track the early alerts, works with the Categorical Services Coordinator – Follow-Up to contact and support Early Alert students	SSSP
.2	Matriculation Technician	Design databases for use in student follow-up and SARS support.	SSSP
.1	Admissions and Records Unit Office Manager	Runs report of students on academic status changes, send notifications to student portals.	Match
.1	Director of Admissions and Records	Runs report of students on academic status changes, send notifications to student portals, serves as a member of the Academic Council	Match
.2	IT Staff - Programmer	Provides SIS technical support, implementation of new 3SP technology, act as liaison and point of contact for this party technical support for SARS, FAMS, Blumen, SAM, and other 3SP technology, provide maintenance, write compute database programs that directly assist in providing 3SP core services as well as develop and run 3SP related reports as needed	Match
1	Re-Entry Counseling Specialist	Provide follow up support re-entry students at the Monterey and Marina campuses.	Match

5. 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
5000	Blumen – annual tech support fee	Match	$399
5000	Financial Aid Management System – annual licensing and maintenance fee	Match	$25,000
5000	SAMS – annual web access, maintenance, training, and support fees	Match	$4,200
5000	Online Workshop Tool - we are exploring options for online Probation Workshops but have not yet identified which tool(s) we will be using.	SSSP	$12,000
5000	Student Success Workshops (StudentLingo)	SSSP	$7,495
4000	Follow-Up Workshop handouts and materials	SSSP	$5,000
5000	SARS-ALRT (or alternative) license, setup, installation, and training fees	SSSP	$9,100
5000	Mileage Reimbursements	SSSP	$500
4000	Office Supplies	SSSP	$5,000
5000	Conferences and Training	SSSP	$6,000

F. Other SSSP/Match Expenditures

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.

The college will collect and analyze date that is related to each of the SSSP core services. Institutional research data will be collected on

- Scheduled appointments,
- Drop-in counseling,
- Completed education plans,
- Students in PERS classes,
- Students using the "Ask a Counselor" feature,
- Students on dismissal,
- Students present during basic skills course counselor visits,
- Early alert students,
- Numbers for Orientation and Schedule Building and Educational Planning Workshops, and
- Numbers for assessments.

The data will be analyzed to measure and evaluate the impact of core services on student success and the outcomes of activities and projects funded through SSSP. Additionally, we will conduct student surveys to collect opinion and feedback information in order to continue to improve our SSSP services and to ensure that we're meeting student needs.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	Director of Institutional Research	Match	$41,633
3000	Director of Institutional Research	Match	$23,301

The budget items listed below include those required for SSSP coordination support.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Dean of Student Services - Assumes administrative responsibility for the Counseling Department, including direct oversight of programs and services	SSSP	$39,122
1000	Director of Student Success - Coordinates and supervises day to day operations of SSSP Core Services	SSSP	$66,717
4000	Food (Special Events)	SSSP	$5,000
4000	Office Supplies	SSSP	$5,000
5000	Mileage Reimbursements	SSSP	$500
5000	Professional Development Conferences and Training	SSSP	$15,000
5000	Technology Tools	SSSP	$30,000
6000	Computers, monitors, peripherals	SSSP	$7,979

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 Code	Expenditure Title/Description	Funding Source	Amount
1000	Dean of Instruction	Match	$12,939

1000	Dean of Student Services	Match	$111,346
1000	Faculty (English/Math Tutorials)	Match	$86,859
2000	Administrative Assistants	Match	$170,068
2000	Admissions & Records Specialists	Match	$262,204
2000	Instructional Specialist (Engl/Math)	Match	$41,470
3000	Administrative Assistants	Match	$116,249
3000	Admissions & Records Specialists	Match	$205,073
3000	Dean of Instruction	Match	$4,170
3000	Dean of Student Services	Match	$33,237
3000	Instructional Specialist (Engl/Math)	Match	$12,253

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

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

   Additionally, students may be exempt from taking an English Assessment if they:

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

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

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

Academic/Progress Probation – 0% of our student population are exempt.
Counseling/Advising – 13.41% of our student population are exempt.
Education Plan – 13.41% of our student population are exempt.
Initial Assessment – 13.41% of our student population are exempt.
Initial Orientation – 13.41% of our student population are exempt.
Other Services – 0% of our student population are exempt.

B. 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.

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

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

Students can submit a Maximum Timeframe Appeal to the Student Financial Services Office once they have completed 90 units. This appeal is reviewed by a committee to determine whether or

not the student will continue to receive financial aid. Students are required to meet with counselors to discuss and identify the courses required for them to complete their program of study.

Our appeals policies and procedures are also located on our website.

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites 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.

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

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

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

SECTION IV. PROFESSIONAL DEVELOPMENT

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

The Dean of Student Services, the Director of Student Success, and the Chair of the Counseling Department have attended conferences and SSSP workshops and have lead the implementation of the mandates on our campus. At the start of each semester, MPC offers Flex Days – training sessions for staff and faculty that cover a myriad of topics.

Counselors (from General Counseling and Special Programs) attend annual CSU and UC Counselor Conferences to stay abreast of CSU and UC admissions requirements and processes to better advise students. Additionally, one of the EOPS counselors attends the Ensuring Transfer Success for more detailed information on UC transfer admissions and relays that information to counseling staff in General Counseling and other Special Programs on campus. Counseling staff have also completed OnCourse workshops - training for a student centered approach to teaching.

To further our professional development, during the 2015-2016 academic year, we will be using Innovative Educators' Go2Knowledge service with access to webinar training sessions with topics covering support to at-risk students, student success, and using technology to better provide services and support to students.

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

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: LaKisha Bradley   Title: Director of Student Success & Equity
Stakeholder Group: Faculty -Math Department

Name: John Cristobal   Title: Instructor, Math Department
Stakeholder Group: Faculty -Math Department

Name: Merry Dennehy   Title: Instructor, English Department
Stakeholder Group: Faculty - English Department, Academic Senate

Name: Alethea Desoto   Title: Counseling Department Chair
Stakeholder Group: Faculty

Name: Nicole Dunne   Title: Director, Admissions and Records
Stakeholder Group: Management – Admissions and Records, Academic Council

Name: Heather Faust   Title: Chair, Life Sciences Division
Stakeholder Group: Faculty - Anatomy Department,

Name: Laura Franklin   Title: Dean of Instruction
Stakeholder Group: Administration – Academic Affairs, Basic Skills

Name: Maria Lopez   Title: ASMPC President
Stakeholder Group: Student – Student Government President

Name: Molly May   Title: Chair, English as a Second Language Dpt.
Stakeholder Group: Faculty – English as a Second Language

Name: Michael Midkiff   Title: Director of Information Technology
Stakeholder Group: Management – Information Technology

Name: Eric Ogata   Title: EOPS Coordinator/Counselor
Stakeholder Group: Faculty – EOPS/CARE, Academic Senate

Name: Julie Osborne   Title: Student Activities Coordinator
Stakeholder Group: Classified – Student Activities

Name: Rosaleen Ryan   Title: Director of Institutional Research
Stakeholder Group: Institutional Research
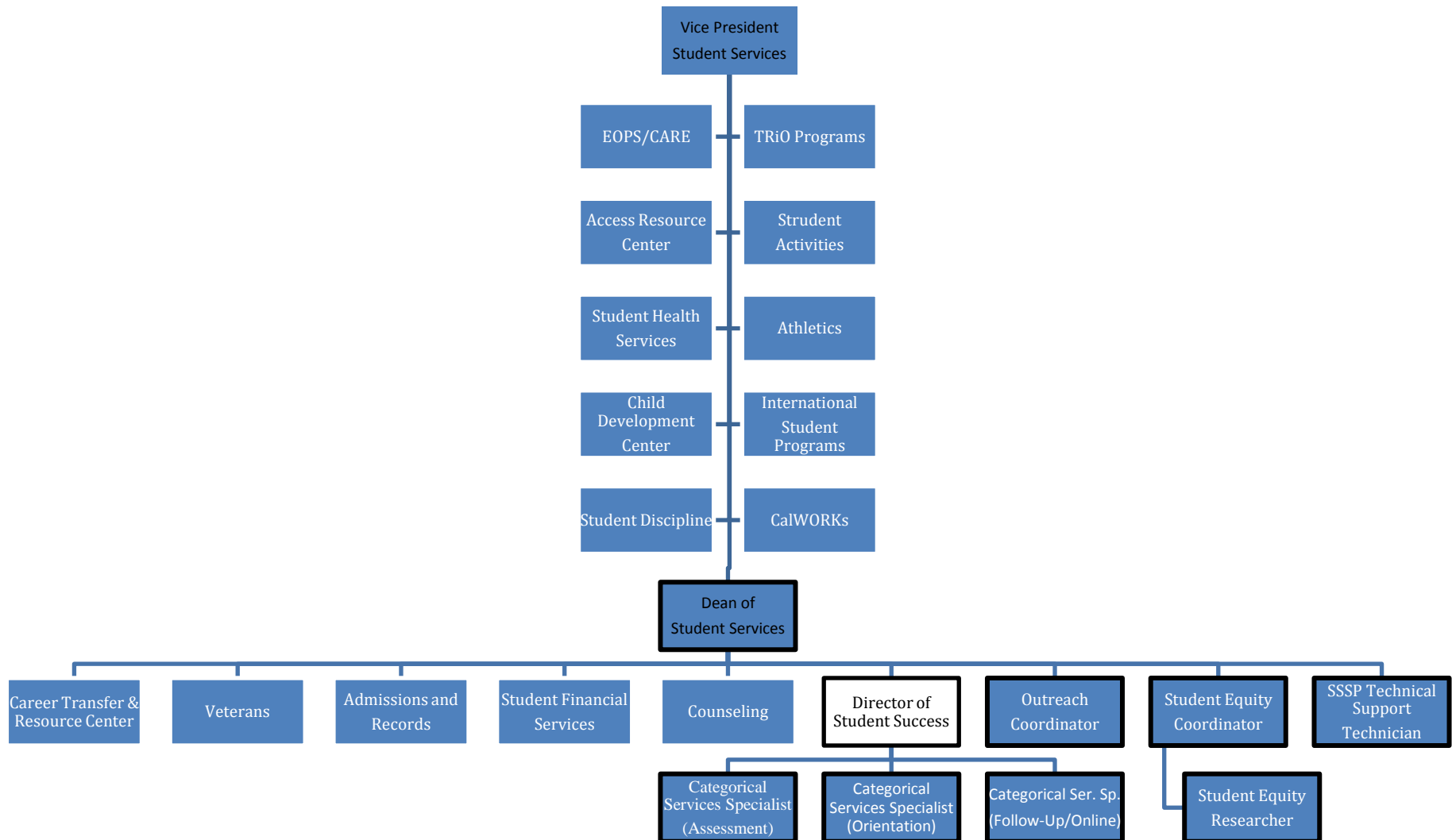

Name: Francisco Tostado   Title: Director of Student Financial Services
Stakeholder Group: Management – Student Financial Services

Name: Laurence Walker   Title: Dean of Student Services
Stakeholder Group: Administration – Student Services

Attachment B
Organizational Chart

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

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

```
                          Vice President
                          Student Services
                                │
              EOPS/CARE ─────── TRiO Programs
                                │
        Access Resource ─────── Strudent
        Center                  Activities
                                │
        Student Health ──────── Athletics
        Services                │
        Child          ──────── International
        Development             Student
        Center                  Programs
                                │
        Student Discipline ──── CalWORKs
                                │
                          Dean of
                          Student Services
```

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

Under Counseling / Director of Student Success:
- Categorical Services Specialist (Assessment)
- Categorical Services Specialist (Orientation)
- Categorical Ser. Sp. (Follow-Up/Online)

Under Student Equity Coordinator:
- Student Equity Researcher

3SP Funded Positions and Associated Responsibilities

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

Attachment C
Student Success and Support Program Advisory Committee

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