



## **Credit**

# **Student Success and Support Program Plan**

**2015-16**

District: **Peralta Community College District**  
College: **Laney College**

**Report Due by**

**Friday, November 20, 2015**

**Revised: June 30, 2016 (by College)**

**Email PDF of completed plan to:**

**[cccssp@cccco.edu](mailto: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

**Section I. Student Success and Support Program Plan Signature Page**

College Name: **Laney College**

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:

\_\_\_\_\_ Date \_\_\_\_\_

**Danielle Odom**

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

\_\_\_\_\_ Date \_\_\_\_\_

**Denise Noldon, Ed.D., interim**

Signature of the Chief Instructional Officer:

\_\_\_\_\_ Date \_\_\_\_\_

Name: **Lilia Celhay**

Signature of College Academic Senate President:

\_\_\_\_\_ Date \_\_\_\_\_

Name: **Lisa Cook**

Signature of College President:

\_\_\_\_\_ Date \_\_\_\_\_

Name: **Patricia Stanley, Ph.D., interim**

Contact information for person preparing the plan:

Name: **Danielle Odom**

Title: **SSSP Coordinator**

Email: **dodom@peralta.edu**

Phone: **(510) 464-3153**

**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**

In 2015-2016, Laney College (College) created specific ad hoc working groups in the areas of graduation, retention, assessment, and follow-up services, that made recommendations to the Student Success and Support Program Advisory Committee. Data from the prior year, 2014-15, was reviewed to develop recommendations.

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

The hiring of additional faculty and staff to fulfill the SSSP plan were the primary focus of adjustments to the prior year plan. Increasing the numbers of students assessed and participating in orientation were also focuses of 2015-16.

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

Many SSSP activities are facilitated through district-wide efforts that include participation and agreement from Laney College as well as our sister colleges (College of Alameda, Merritt College, and Berkeley City College). District-wide meetings and trainings occur on a regular basis.

The PCCD SSSP Advisory Committee meets once per month. The membership includes PCCD administrators and staff and faculty (teaching and counseling), staff and administrators from all district colleges.

Additional district-wide efforts in which Laney College participates are as follows:

District-wide training for counselors, admission and records staff and student ambassadors, on the new academic advising module.

Two district-wide on-line SEP trainings were held Fall 2015 semester for counselors, Laney College hosted one of them. Each of the four college has a counselor who has release time to train and support counselors in learning the new module. (The four trainers meet together. A district-wide meeting regarding “best practices” will take place next semester.)

Laney College, as part of a district-wide effort, is participating in an “Improved Placement Initiative”. Laney College and the PCCD are participating as a pilot for Multiple Measures Assessment as part of the Common Assessment Initiative. PCCD Educational Services coordinated the research and data collection effort for Laney College.

Laney College, as part of a district-wide effort, is participating in an Early Alert Pilot Project.

Many policies and forms are PCCD forms and so all district colleges, including Laney College, use the same forms and procedures. These PCCD forms include, but are not limited to: SSSP Exemption Form, Appeal of Loss of Priority Enrollment and Loss of BOGW. Pre-requisite and Co-requisite policies and procedures are also the same throughout the 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 services are coordinated with the Student Equity Plan, the accreditation self-study, and the educational master plan as well as the basic skills initiative and program review process. The SSSP Coordinator (hired as of April 4, 2016) is a member of the Institutional Effectiveness Committee to ensure that the SSSP plan and other plans are part of the integrated planning cycle that Laney College has developed to address all of the planning efforts throughout the campus.

## **2. Describe the college’s student profile**

2013 FALL

<b>CAMPUS</b>	<b>Total Headcount</b>	<b>Female</b>	<b>Male</b>	<b>Unknown</b>
LANEY	11949	6014	5288	647

2014 SPRING

<b>CAMPUS</b>	<b>Total Headcount</b>	<b>Female</b>	<b>Male</b>	<b>Unknown</b>
LANEY	12868	6714	5550	604

2013 FALL LANEY

<b>ETHNIC GROUP</b>	<b>Total Headcount</b>	<b>% Of</b>
BLACK/AFRICAN AMERICAN	3124	26.1%
ASIAN	3034	25.4%
WHITE NON-HISPANIC	1864	15.6%
HISPANIC	1596	13.4%
MULTIPLE	1261	10.6%
UNKNOWN/NON RESPONDENT	719	6.0%
FILIPINO	232	1.9%

PACIFIC ISLANDER	66	0.6%
AMERICAN INDIAN/ALASKAN NATIVE	28	0.2%
OTHER NON-WHITE	25	0.2%
<b>GRAND TOTAL</b>	<b>11949</b>	<b>100.0%</b>

## 2014 SPRING LANEY – ETHNICITY

ETHNIC GROUP	Total Headcount	% Of
ASIAN	3271	25.4%
BLACK/AFRICAN AMERICAN	3189	24.8%
WHITE NON HISPANIC	2182	17.0%
HISPANIC	1707	13.3%
MULTIPLE	1422	11.1%
UNKNOWN/NON RESPONDENT	706	5.5%
FILIPINO	268	2.1%
PACIFIC ISLANDER	60	0.5%
AMERICAN INDIAN/ALASKAN NATIVE	32	0.2%
OTHER NON WHITE	31	0.2%
<b>GRAND TOTAL</b>	<b>12868</b>	<b>100.0%</b>

## FALL '13 HEAD COUNT

<16	16-18	19-24	25-29	30-34	35-54	55-64	65<	Avg	Total
186	832	4653	2010	1279	2310	493	186	29	11949

## SPRING '14 HEAD COUNT

<16	16-18	19-24	25-29	30-34	35-54	55-64	65<	Avg	Total
155	375	4945	2412	1486	2651	605	238	30	12868

FALL '13 PT/FT	HEADCOUNT	% OF
PART TIME	9914	83.0%
FULL TIME	2035	17.0%
<b>GRAND TOTAL</b>	<b>12868</b>	<b>100.0%</b>

SPRING '14 PT/FT	HEADCOUNT	% OF
PART TIME	10783	83.8%
FULL TIME	2085	16.2%
<b>GRAND TOTAL</b>	<b>12868</b>	<b>100.0%</b>

FALL '13 ENROLLMENT STATUS	TOTAL HEADCOUNT	% OF
FIRST-TIME STUDENT	2593	21.7%
FIRST TIME TRANSFER STUDENT	811	6.8%
RETURNING STUDENT	2091	17.5%
CONTINUING STUDENT	5851	49.0%
SPECIAL ADMIT	577	4.8%
UNCOLLECTED/UNREPORTED	26	0.2%
<b>GRAND TOTAL</b>	<b>11949</b>	<b>100.0%</b>

SPRING '14 ENROLLMENT STATUS	TOTAL HEADCOUNT	% OF
FIRST-TIME STUDENT	1666	12.9%
FIRST TIME TRANSFER STUDENT	939	7.3%
RETURNING STUDENT	2200	17.1%

CONTINUING STUDENT	7441	57.8%
SPECIAL ADMIT	549	4.3%
UNCOLLECTED/UNREPORTED	76	0.6%
<b>GRAND TOTAL</b>	<b>12868</b>	<b>100.0%</b>

FALL '13 EDUCATION GOAL	TOTAL HEADCOUNT	% OF
OBTAIN AA-TRANSFER TO 4 YEAR	2769	23.2%
4YR COLL STDNT TAKING COURSES	1866	15.6%
TRANSFER TO 4YR WITHOUT AA DEG	1573	13.2%
UNDECIDED ON GOAL	1463	12.2%
OBTAIN 2YR AA W/OUT TRANSFER	773	6.5%
ADVANCE IN CURRENT JOB/CAREER	696	5.8%
PREPARE FOR NEW CAREER	485	4.1%
IMPROVE BASIC SKILLS (ENG,RD,M)	425	3.6%
EDUCATIONAL DEVELOPMENT	423	3.5%
EARN A VOC CERT W/OUT TRANSFER	380	3.2%
DISCOVER CAREER INTERESTS	312	2.6%
COMPLETE CRDITS FOR HS DPL/GED	242	2.0%
MAINTAIN CERTIFICATE OR LICENSE	189	1.6%
OBTAIN 2YR VOC DEG W/OUT TRNFR	164	1.4%
NOT INDICATED	114	1.0%
UNCOLLECTED/UNREPORTED	64	0.5%
MOVE FROM NONCRED TO CRED CRSE	11	0.1%
<b>GRAND TOTAL</b>	<b>11949</b>	<b>100.0%</b>

SPRING '14 EDUCATION GOAL	TOTAL HEADCOUNT	% OF
OBTAIN AA-TRANSFER TO 4 YEAR	2821	21.9%
4YR COLL STDNT TAKING COURSES	2134	16.6%
TRANSFER TO 4YR WITHOUT AA DEG	1707	13.3%
UNDECIDED ON GOAL	1571	12.2%
ADVANCE IN CURRENT JOB/CAREER	862	6.7%
OBTAIN 2YR DEGREE W/O TRANSFER	804	6.2%
PREPARE FOR NEW CAREER	520	4.0%
EDUCATIONAL DEVELOPMENT	475	3.7%
IMPROVE BASIC SKILLS	436	3.4%
DISCOVER CAREER INTERESTS	377	2.9%
EARN A VOC CERT W/O TRANSFER	358	2.8%
MAINTAIN CERTIFICATE OR LICENSE	246	1.9%
COMPLETE CREDITS FOR HS DPL/GED	177	1.4%
OBTAIN 2YR VOC DEG W/OUT TRNFR	157	1.2%
NOT INDICATED	138	1.1%
UNCOLLECTED/UNREPORTED	75	0.6%
MOVE FROM NONCRED TO CRED CRSE	10	0.1%
<b>GRAND TOTAL</b>	<b>12868</b>	<b>100.0%</b>

FALL '13 ENROLLMENT STATUS	TOTAL HEADCOUNT	% OF
FIRST-TIME STUDENT	2593	21.7%
FIRST TIME TRANSFER STUDENT	811	6.8%
RETURNING STUDENT	2091	17.5%
CONTINUING STUDENT	5851	49.0%
SPECIAL ADMIT	577	4.8%
UNCOLLECTED/UNREPORTED	26	0.2%

<b>GRAND TOTAL</b>	<b>11949</b>	<b>100.0%</b>
SPRING '14 ENROLLMENT STATUS	TOTAL HEADCOUNT	% OF
FIRST-TIME STUDENT	1666	12.9%
FIRST TIME TRANSFER STUDENT	936	7.3%
RETURNING STUDENT	2200	17.1%
CONTINUING STUDENT	7441	57.8%
SPECIAL ADMIT	549	4.3%
UNCOLLECTED/UNREPORTED	76	0.6%
<b>GRAND TOTAL</b>	<b>11949</b>	<b>100.0%</b>

**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.**

Laney College counselors, in conjunction with the Colleges CTE programs and as part of a district-wide effort, have provided program orientations, counseling and abbreviated student educational plans (after assessment) in a number of local high schools including Castlemont, Fremont, McClymonds, Life Academy and Met West. These students are eligible and encouraged to enroll in early spring for summer and fall classes. Laney College counselors and other College staff work with the high school's college advisors, as well as an Oakland Unified School District (OUSD) liaison. In addition, as explained elsewhere in our plan, Laney College is in the process of hiring a permanent High School Transition Counselor who will stabilize and expand these efforts (new position).

Counseling is also partnering with our CTE programs to place career coaches in the high schools. These coaches will provide an additional link between Laney College and the high schools. This program is CPT funded, but will support the college's efforts to provide career information to students who may have little exposure to CTE. It will assist students in making a more informed choice about a course of study.

The Assessment Specialist and Welcome Center Specialist work with feeder high schools to disseminate schedules for incoming high school students and provide additional services as requested. Information is also disseminated through B2B, a learning community for foster youth in partnership with local community-based organizations. Laney College is in the process of hiring a High School Transition Counselor who will target graduating seniors and provide new student orientations at feeder high schools. After Common Assessment is developed, Laney College will have the ability to offer it at our feeder high schools.

## **B. Orientation**

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

New students have three different options for completion of orientation:

The Welcome orientation at the time of assessment.

The on-line orientation. The Laney College online orientation was updated during the 2014-2015 academic year, and is currently available on the Laney College's Assessment website for students and the general public. Laney College offers an updated interactive, one-hour orientation posted on the Laney College assessment website. Laney College plans to have the online orientation translated into Spanish, Cantonese, and Vietnamese languages within the next two academic years.

2. Students may complete their orientation through enrollment in a Counseling Orientation class. Students enrolling in Fall 2015 semester may enroll in one of three classes to complete the orientation requirement. These are expanded options from the previous academic year. Students may now enroll in COUN 200A (Orientation to College, .5 units), COUN 201 (Orientation to College: Student Success and Support Program, 1.0 units), or COUN 224 (College Preparedness, 2.0-3.0 units).

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

- Orientation for ESL students served 736 students.
- New Welcome (in-person) orientations served 2,211 students
- Online Orientations served 894 students.
- Counseling orientation classes served 1, 166 students (unduplicated headcount)

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

**The target population is defined as the sum of all new students and all transfer students. For 2014-2015 this number is 5806. The application data does not differentiate "ESL students".**

- ESL orientations represents 25.79% of the target population
- New Welcome (in-person) orientations represents 38% of the target population
- Online orientations represent 15% of the target population
- Counseling orientation classes represent 20% of the target population

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

The in-person session is the preferred method for orientation, as it assists in establishing rapport and developing a stronger relationship between the student and Laney college staff and faculty. Students who are unable to attend an in-person orientation class may choose to complete the online orientation as an activity or as a course.

The Welcome Center provides a one stop service for students in offering assessment support, online Orientation support, information on campus tours, Information on educational programs and student services, and follow-up services with categorical programs and learning communities (current and former foster youth, Gateway to College Students, ESL Pathways program, EOPS, Veterans, and DSPS).



We anticipate that approximately 10% (400) of Laney College's incoming students will complete the online orientation course annually. This will allow Laney College to assess its need by population and students who elect to complete the online orientation will utilize MOODLE, the Peralta Course Management System over a four-week period.

**4. a. Are orientation services offered online?**

Yes, orientation services are offered online, as an activity or as a class. Students enroll in the counseling orientation courses in PASSPORT, the Peralta student portal. Each semester there are online sections of the counseling orientation class for distance students or any student preferring an online format. Instructors follow the same course outline as in-person classes. Laney College utilizes the MOODLE open-source content management system for online instruction.

Laney College also uses an interactive online multimedia orientation for students both on campus and off campus. Laney College recently updated the orientation video to include language to meet Title 5 SSSP changes. Once this update is complete, the college plans to contract with Cynosure New Media, Inc., for multiple languages including Spanish, Vietnamese and Cantonese to meet service area needs.

Courses are taught per the course outline and both the online or in-person orientation courses will include the following information:

1. *Academic expectations and progress and probation standards pursuant to section 55031. [give correct reference site - State Education Codes]*
2. *Maintaining registration priority pursuant to section 58108;*
3. *Prerequisite or co-requisite challenge process pursuant to section 55003;*
4. *Maintaining Board of Governor's Fee Waiver eligibility pursuant to section 58612;*
5. *Description of available programs, support services, financial aid assistance, and campus facilities and how they can be accessed;*
6. *Academic calendar and important deadlines;*
7. *Registration and college fees;*
8. *Available education planning services (students complete and abbreviated SEP in the class)*
9. *General degree and transfer information.*

**5. a. 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.**

ESL students were provided in-person orientations, which consisted of a presentation from an ESL Department faculty member. During this session, the faculty member utilizes a Microsoft PowerPoint slideshow demonstrating the procedures and campus offerings for newly

matriculated and continuing ESL students. Laney College is currently producing an interactive, video orientation for ESL students translated into Chinese, Spanish, and Vietnamese.

Non-ESL students were provided an in-person orientation, facilitated by a counselor-faculty member. During these orientations, the counselor utilizes a Microsoft PowerPoint slideshow demonstrating the procedures and campus offerings for newly matriculated and continuing students. Laney College currently offers an interactive, video orientation—in partnership with Cynosure New Media, Inc. The on-line orientation class uses MOODLE.

**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.**

- *Academic expectations and progress and probation standards pursuant to section 55031.*
- *Maintaining registration priority pursuant to section 58108;*
- *Prerequisite or co-requisite challenge process pursuant to section 55003;*
- *Maintaining Board of Governor's Fee Waiver eligibility pursuant to section 58612;*
- *Description of available programs, support services, financial aid assistance, and campus facilities and how they can be accessed;*
- *Academic calendar and important deadlines;*
- *Registration and college fees;*
- *Available education planning services (students complete and abbreviated SEP in the class)*
- *General degree and transfer information.*
- *Abbreviated Student Educational Plan. (completed with the students in some courses, other students complete their ASEP during an individual counseling session)*

**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 FTE	TITLE	ROLE	FUNDING SOURCE
<b>STIPEND</b>	ESL Instructor	Stipend. Assigned to New Student Orientation and Holistic Scoring – Writing Samples	SSSP
<b>5.0</b>	SSSP Counselors	Assigned to orientation, counseling, advising and other education planning	SSSP
<b>1.0</b>	Student Service Personnel Specialist	Assigned to orientation and assessment	SSSP
<b>5.0</b>	SSSP Classified – Hourly	Assigned to orientation, assessment, counseling, advising and other education planning	SSSP
<b>12</b>	Student Ambassadors	Assigned to new student transition, orientation, assessment support, and follow up	SSSP

<b>1.0</b>	Welcome Center Specialist	Assigned to orientation, counseling, advising and other education planning	SSSP
<b>9.0</b>	Counselors (Contract)	Assigned to orientation, counseling, advising and other education planning	MATCH
<b>0.50</b>	Dean of Student Development and Wellness	Assigned to orientation, counseling, advising and other education planning	MATCH
<b>0.25</b>	District AVC Student Services	Assigned to orientation, counseling, advising and other education planning	MATCH
<b>1.0</b>	Student Services Classified Staff	Assigned to orientation, counseling, advising and other education planning	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	AMOUNT
<b>PCCD</b>	Supplies and Materials: Student Support and Services Program	MATCH	\$5,850
<b>LANEY COLLEGE – SSSP</b>	Supplies and Materials: Student Support and Services Program	SSSP	\$5,000
<b>LANEY COLLEGE – SSSP</b>	Student Planner	SSSP	\$15,000
<b>LANEY COLLEGE – SSSP</b>	Miscellaneous	SSSP	\$10,000

### 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?**

As with all SSSP core services, the target audience is all new nonexempt students enrolling at Laney College. However, there are more specific guidelines for a student taking a placement assessment as it is mandatory for all new students with a goal of obtaining a certificate or degree, enrolling in an English or math course, or to take courses which have English, reading, or math prerequisites at Laney College. Laney College's philosophy is to provide placement assessment prior to a student's first semester.

Assessment appointments are scheduled year round and are available at varied times and days of the week. Year round ESL placement assessment appointments are also available for new ESL students. Students may schedule assessment by telephone, on-line, or on a walk-in basis. Students are encouraged to take the pre-tests available on the assessment web page and printed on a student's assessment appointment reminder.

Laney College utilizes COMPASS for all placement assessments. Due to software limitations, currently only on campus placement assessments are available. Laney College planned to upgrade to COMPASS 5.0 software but ultimately decided to wait for the launch of the Common Assessment Initiative, expected to launch during the academic year 2016-2017. Once this occurs, per Title 5, Laney College will utilize the Common Assessment instrument for all placements.

Laney College is focused on increasing enrollment, and as a result SSSP mandatory core services will continue to grow to meet student demand. Laney College anticipates serving 4,000 new native English-speaking students summer/fall and 1,500 during spring in the Assessment Center. Laney College anticipates serving an additional 1,000 new ESL students summer/fall and 400 in the spring.

**Next Steps:** Laney College anticipates administering placement assessments at feeder high schools once the Common Assessment Instrument is available. Laney College will increase permanent staffing in the Assessment Office to restore staffing to pre-2009 Matriculation State reductions and to meet student need for placement assessment services.

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

Utilizing the Compass 3.12 testing instrument, the cumulative number of students who took English and Math assessments in 2014-2015 was 2591.

Utilizing the Compass 3.12 testing, the cumulative number of students who were provided the ESL and Writing assessments in 2014-2015 was 2170.

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

English and Math assessments represent 90.8% of the target population, while ESL represents 76%.

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

The Assessment Office shares its schedule of assessment opportunities publicly via the Laney College website and the on-line and print versions of the class schedules. Hard copy fliers and paper notifications are disseminated to students visiting the counseling as well as the Admission and Records offices, denoting the dates for math, English, and writing assessments.

Once additional staff have been hired, the assessment schedule will include additional evening and Saturday sessions. **Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.**

Laney College provides students a preparatory study guide for the COMPASS English, math and ESL assessments, through the Assessment Center homepage. ESL students take a tutorial and pre-test, prior to taking the actual assessment examinations, which is advertised on the Assessment Office's Website. Students can make an appointment for assessment in the Welcome Center. Students can also elect to call/email the Assessment Office and reserve an assessment by appointment.

Next Step: Laney College will provide students with the option to schedule appointments, remotely, through an online portal called e-SARS. The SSSP Committee will work with the Math and English Departments to offer reassessment workshops.

**3. 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.**

ACT COMPASS/ESL 3.12 for Windows is probationary software, as of 07/01/2001 until 03/01/2016. ESL COMPASS/Writing is also probationary as of 07/01/2001 until 03/01/2016. Following 3/01/2016, Laney College will utilize a common assessment to continue to enroll students.

ACT COMPASS/ESL 3.12 and ACT COMPASS/ESL Writing are both probationary software programs that Laney College has had in place since 07/01/2001, and will continue to have in place until 03/01/2016. Following 03/01/2016, Laney College will utilize a Common Assessment tool to continue to provide testing services to students.

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

The testing software used for assessment was granted probationary approval status as of 07/01/2001 and will continue until 03/01/2016.

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

These studies were completed in May of 2015 for the entire Peralta Community College District (PCCD).

**4. a. What multiple measures are used?**

Laney College, as part of a district-wide effort, is participating in an “Improved Placement Initiative” Project. Laney College and the PCCD are participating as a pilot for the Multiple Measures Assessment as part of the Common Assessment Initiative. PCCD Educational Services coordinated the research and data collection effort for Laney College.

The following information was shared with counselors and gives a short synopsis of the pilot project:

Over the last few months, Math and English lead faculty from all four of the PCCD Colleges met and agreed to adopt the placement rules suggested by the Multiple Measures Assessment Project (MMAP), which is part of the Common Assessment Initiative (CAI), to improve the accuracy of placement of seniors enrolling in the PCCD Colleges. These rules are being piloted with students from participating K-12 districts.

Next Steps: As the PCCD Colleges pilot the use of high school transcript data to place students, Institutional Research will be tracking placements and evaluating the impact of this initiative on student outcomes. The resulting analysis will be made available to the PCCD community in 2016-2017.

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

Previously, multiple measures were applied by counselors. Beginning 2015-16, counselors are now using multiple measures assessment that includes an algorithm as explained below. To assist Laney College Counselors, Peralta Institutional Research has applied the adopted MMAP placement rules to high school transcript data we received from Oakland Unified School District (OUSD).

A file containing the results for each OUSD student along with a file containing the original transcripts is located on the *CounselorShare* drive in a folder called “OUSD Transcript Spreadsheet.”

The Excel file called “OUSD MM PLACEMENTS 20150429” contains, for each student, the placement recommendations based on high school GPA. This file does not contain student IDs since student transcript data was received prior to their applying to the PCCD Colleges. Counselors can search by the name of the student to see their recommended placement based on the adopted decision rules based on high school GPA. The counselor must then compare this result with the COMPASS 3.4 score and pick the higher placement. Note: one of the placement recommendations is “Refer to Testing”. This is the result when a student does not meet any of the placement criteria based on the high school GPA decision rule.

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

Yes.

**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.**

The PCC District colleges all use COMPASS and scores are visible to all counselors and assessment staff throughout the district. Laney students sometimes take assessment at one of the other three Peralta colleges. Laney College accepts placement scores from two and four year colleges outside the district as long as course recommendations are available.

AP and IB scores are used for placement and clearing prerequisites. High school transcripts are also used as part of multiple measures. Oakland's adult school has been cut significantly and does not provide similar placement testing. However, this may change with revitalization of Adult School programs and the stronger partnerships being forged as part of SSSP and AB 86.

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

Notification of policies and practices related to re-takes and recency are made available to students through the assessment office and through the assessment website, as well as the schedule of classes. Additionally, Laney College students may use test scores within a three-year period before needing to reassess for placement purposes. This policy is based on a district-wide agreement by the Matriculation Committee. Placement scores are maintained for more than five years in our PASSPORT System.

**8. 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
<b>STIPEND</b>	ESL Instructor	Stipend. Assigned to New Student Orientation, Assessment and Holistic Scoring – Writing Samples	SSSP
<b>1.0</b>	Student Services Personnel Specialist	Assist in the coordination and support of assessment for placement	SSSP
<b>3.0</b>	Clerical Assistants	Assist in the coordination and support of assessment for placement	SSSP
<b>1.0</b>	SSSP Network Support Specialist	Assist in the coordination and support of assessment for placement	SSSP
<b>12</b>	Student Ambassadors/ Assistants	Assist in the coordination and support of assessment for placement	SSSP

<b>0.50</b>	Dean of Student Support Services	Assist in the coordination and support of assessment for placement	MATCH
<b>0.25</b>	District AVC Student Services	Assist in the coordination and support of assessment for placement	MATCH

- 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	AMOUNT
<b>PCCD</b>	Supplies and Materials	MATCH	\$6,000
<b>PCCD</b>	Computer and Technology	MATCH	\$10,000
<b>LANEY COLLEGE - SSSP</b>	Office Supplies	SSSP	\$5,000
<b>LANEY COLLEGE – SSSP</b>	COMPASS Testing Units	SSSP	\$15,000
<b>LANEY COLLEGE - SSSP</b>	Testing and License Materials	SSSP	\$14,000
<b>LANEY COLLEGE – SSSP</b>	Service Contract – Software	SSSP	\$1,615
<b>LANEY COLLEGE – SSSP</b>	Miscellaneous	SSSP	\$10,000

#### **D. Counseling, Advising, and Other Education Planning Services**

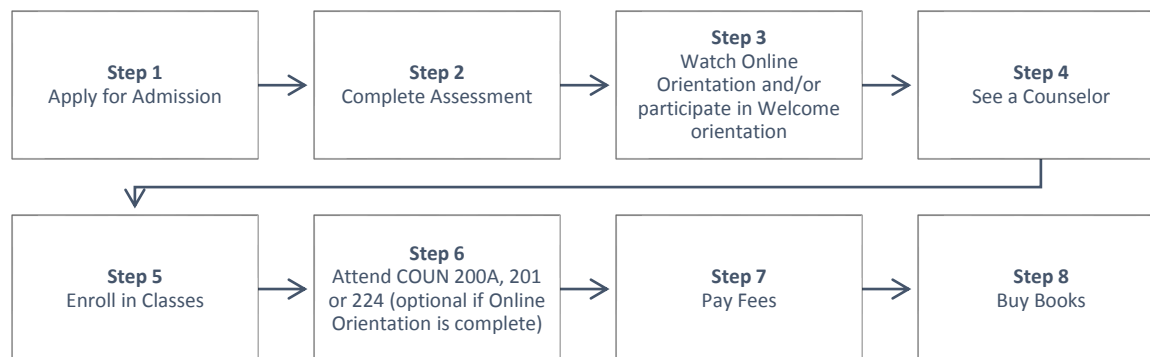
- 1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?**

In an effort to provide more information on-line to students, the Laney College counseling homepage and the Laney College web page were redesigned and augmented with information. Historically, all orientation classes integrated counseling and abbreviated SEP components. Since the college is implementing a new online SEP system, abbreviated SEP's will be developed during the student's initial counseling session. Therefore, the order that students move through the SSSP process (see chart below) has changed and students will have their matriculation hold lifted before attending the COUN Orientation course. The College's primary delivery mode for orientation classes is in-person as a stronger relationship between the student and Laney college staff and faculty is forged in person.

Students who are unable to attend an in-person orientation class may choose to complete the online orientation course. Approximately 10% (400) of the College's incoming students will complete the online orientation course annually. This will allow Laney College to assess its need by population and students who elect to complete the online orientation will utilize MOODLE, the Peralta Course Management System over a four-week period.

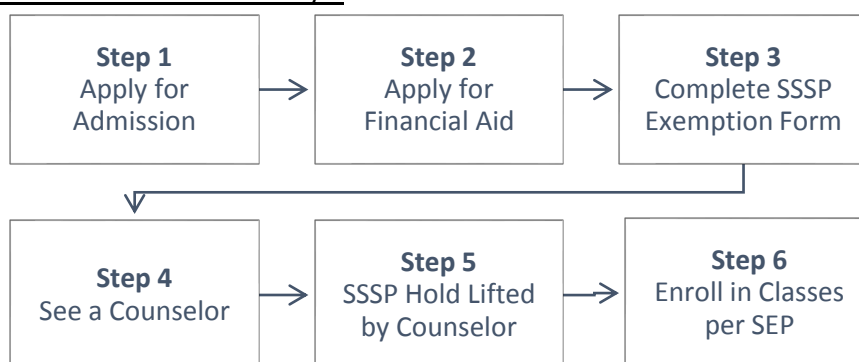
Process for Native English First Time Students with No Previous College Records & students without an Associate or Higher Degree: \*



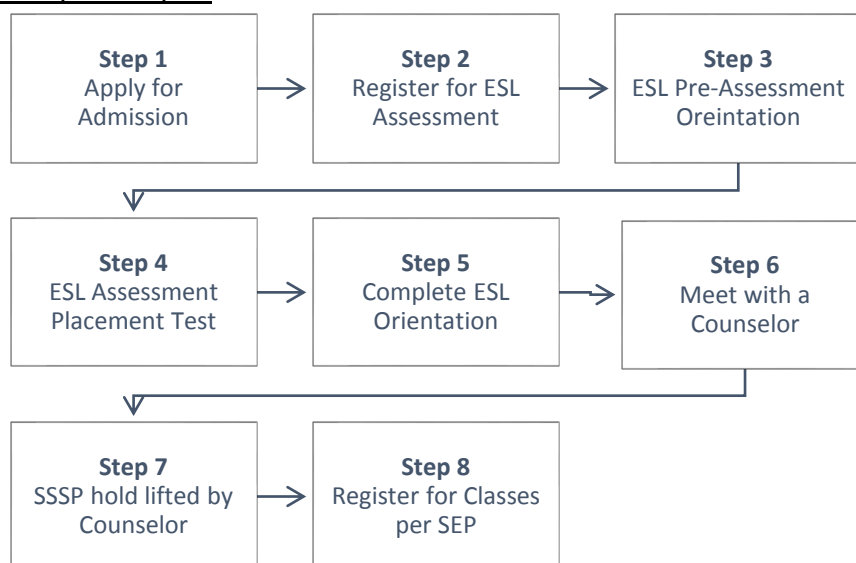


\*This process may be completed in one week

Process for Students without a previous degree who have completed Math, English, Assessment and Orientation at non PCCD college:



Process for ESL First Time Students with no previous college records & students without an Associate or Higher Degree:



2. a. How many students were provided counseling, advising and education planning

**services in 2014-15?**

According to SARS data, from July 1, 2014 – June 30, 2015 general counselors served students as follows:

- *Individual Student Appointments: 3,512*
- *Drop-in Appointments: 19,550*
- *SEP Appointments: 1791*
- *Abbreviated SEP Planning: 1,890*
- *Comprehensive SEP Planning: 1,852*
- *At-risk Follow-Up: 876*
- *Other Follow-Up: 2,695*

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

- *Individual Student Appointments: 123%*
- *Drop-in Appointments: 685%*
- *SEP Appointments: 62.6%*
- *Abbreviated SEP Planning: 66.2%*
- *Comprehensive SEP Planning: 64.8%*
- *At-risk Follow-Up: 30.7%*
- *Other Follow-Up: 94.4%*

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

Laney College is in the final stages of hiring several new full time counselors to provide SSSP services, including, but not limited to, initial advising, and follow up counseling services. The SSSP Coordinator and the counseling department are working to ensure that all new nonexempt students receive counseling services and have an ASEP/CSEP. The college is still refining best practices to ensure compliance with SSSP mandates, such as replacing the hard matriculation hold which stops a student from re-enrolling.

The Counseling department is also augmenting its schedule to offer more evening and Saturday services.

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

Counseling is provided in a myriad of formats, including online, in person, individually and through groups in workshops or Counseling classes. Counseling is available for academic, personal or career exploration and is offered year round.

*Online counseling services:* Currently students may access a counselor through email. Many counselors provide advising through email correspondence. Laney College offers online sections of the both the Laney College orientation (COUN 200A & 201) and Student Success (COUN 224 & 24) courses.

Students enrolled in special programs are also able to access counselors through drop in and scheduled appointments.

*Group/Class services:* Transfer counseling workshops are offered regularly each semester through the Transfer Center. Additionally, counseling classes are available year round for students in support of student development and success.

*Student Access:* Current staffing levels across Laney College are insufficient for both academic and non-academic positions, specifically the Counseling Department and administrative staffing levels. Laney College is currently in the process of hiring additional counselors in general counseling and administrative staff throughout Student Services.

*Next Steps:* Laney College is in the process of hiring *six additional counselors* to restore staffing levels and restore staffing levels prior to State reduction levels. Laney College is assessing online counseling/advising this year with the goal of enhancing online counseling services. Laney College will continue to evaluate and expand counseling services to meet the SSSP mandate.

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

Appointments may be scheduled online, in person or by telephone for general counseling and all special programs. During peak registration, only drop-in sessions are available in order to meet high demand. *In person services:* Students may access general counseling by drop in or scheduled appointments. Drop in sessions are 15 minutes and are available daily. Appointments are required for more in depth counseling services including but not limited to comprehensive SEPs, degree petitions, academic probation or dismissal and financial aid petitions and are thirty to sixty minutes in length.

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

Students are usually able to schedule an appointment with a counselor within two to seven days. The wait time to see a counselor may be five to fifteen minutes for a drop in session. During peak registration only drop-in sessions are available. (Students on dismissal status must have a counseling appointment. Therefore, these students are given appointments during peak registration.) Due to high demand and insufficient staffing, students may experience an hour-long wait. The College is hiring additional counselors with the goal of reducing wait time during peak times.

**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.**

To develop an abbreviated education plan, students may meet with a counselor by drop-in or appointment. All new non-exempt students are encouraged to enroll in a COUN Orientation course. During this course, students are introduced to possible programs of study at the College.

Students interested in transfer are supported to select a course of study that is aligned with their career goals. Each student develops an abbreviated student education plan during the course or in an individual counseling session. Each SEP is 1-2 semesters in length and provides recommended courses for enrollment during the student's first two semesters at the college and are aligned with the student's educational goal. Laney College is currently using a new online academic advising module and an online SEP.

Next Steps: The SSSP committee and Counseling Department will continue to develop and implement a process to contact and support students who do not complete an abbreviated SEP during their first semester.

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

Students begin the process of identifying an educational goal and course of study while enrolled in their COUN Orientation course. As a continuation of the abbreviated Student Education Planning efforts, counselors work with students to develop Comprehensive Student Education Plans. Comprehensive Student Education Plans include a student's educational goal and the course of study required to attain the goal. The Comprehensive SEP typically is a two to three-year plan for students whose goal is obtaining an associate degree and/or transfer; for students who have completed course work at other colleges, or whose goal is a Certificate of Achievement (or other goal requiring fewer courses), the Comprehensive SEP could be two to four semesters.

Currently, comprehensive SEPs are developed in one-on-one sessions. The Counseling Department and SSSP Coordinator are exploring alternative methods for this service, including offering post orientation courses to provide continuity of service and to reach the large numbers of students to be served. A comprehensive SEP may be developed over multiple sessions and are developed in both general and special program counseling sessions.

During Comprehensive SEP development students are directed to many resources including but not limited to the College Catalog, ASSIST.org, Eureka, UC/CSU transfer guidelines.

**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.**

Technology tools currently used for education planning include but are not limited to:

- *ASSIST- Online database of UC and CSU degrees and course articulation requirements*
- *College Source- An online database of college catalogs used to review course descriptions and for transcript evaluation*
- *PASSPORT- People Soft Student Administration System; academic advising module (new); and online SEP's (new).*

**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
1.1	SSSP Counselor/ Coordinator	Assigned to coordinate, providing counseling and advising plus other education planning	SSSP
1.0	SSSP Counselor/ Coordinator - Veterans	Assigned to counseling, advising and other education planning	SSSP
1.0	SSSP Counselor/ Coordinator – DSPS	Assigned to counseling, advising and other education planning	SSSP
1.0	SSSP Counselor - General	Assigned to counseling, advising and other education planning	SSSP
1.0	SSSP Counselor - High School Transition	Assigned to orientation, counseling, advising and other education planning	SSSP
2.0	Clerical Assistant	Assigned to assessment, counseling, advising and other education planning	SSSP
12	Student Assistants/Ambassadors	Assigned to orientation, assessment, coordination, follow up, counseling, advising and other education planning	SSSP
8.0 (AS NEEDED)	Adjunct Counselors	Assigned to orientation, assessment, coordination, follow up, counseling, advising and other education planning	SSSP
9.0	Counselors (Contract)	Assigned to orientation, assessment, coordination, follow up, counseling, advising and other education planning	MATCH
0.50	Dean of Student Development and Wellness	Assigned to orientation, assessment, coordination, follow up, counseling, advising and other education planning	MATCH

<b>0.25</b>	District AVC Student Services	Assigned to orientation, assessment, coordination, follow up, counseling, advising and other education planning	MATCH
<b>0.20</b>	District A&R Classified Staff	Assigned to orientation, assessment, coordination, follow up, counseling, advising and other education planning	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	AMOUNT
PCCD	Supplies and Materials: SSSP	MATCH	\$5,000
PCCD	Supplies and Materials: Student Support Services Program	MATCH	\$1,000
PCCD	Computer & Technology	MATCH	\$10,000
LANEY COLLEGE - SSSP	Events and Program	SSSP	\$7,000
LANEY COLLEGE – SSSP	Training	SSSP	\$15,000
LANEY COLLEGE – SSSP	Travel and Registration	SSSP	\$15,375
LANEY COLLEGE - SSSP	Early Alert System – 3 <sup>rd</sup> Party	SSSP	\$42,050
LANEY COLLEGE - SSSP	Miscellaneous	SSSP	\$10,000

#### **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?**

In addition to follow-up services offered in the counseling department, Laney College is participating in a district-wide Early-Alert Pilot Project.

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

Between Summer 2014 and Spring 2015, 1,642 follow up services were provided.

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

This represents 57.53% of the target population.

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

To address unmet need and ensure student participation, Laney College is in the final stages of hiring several full time counselors, including a designated counselor to work with the Early Alert Project. A part of this process includes students being contacted and notified about the instructors concerns

and/or services that the school may provide to the students to help ensure their success. The SSSP Advisory Committee is putting an infrastructure in place for the eventual expansion of the Early Alert Project. This will allow for full participation of the teaching faculty, all course sections, and responses from services such as counseling, mental health, tutoring, DSPS, and other appropriate services.

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

Currently students receive support in goal exploration and identification in the Counseling Orientation course. If additional support and exploration is needed, counselors may meet with students one-on-one and recommend enrollment in further COUN courses. At-risk students on academic or progress probation/dismissal receive one-on-one counseling services.

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

Students are identified once grades are posted. Students receive a letter informing them they are on academic or progress probation and to meet with a counselor prior to further enrollment.

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

As part of the Early Alert Pilot Project, At-risk students are identified via PASSPORT Portal by instructors. Counselors work with students to identify issues leading to current academic standing and engage in supportive dialogue around resolving issues. This may include recommending re-taking placement assessments, tutoring, and enrolling in COUN courses.

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

The Peralta Community College District has established an Early Alert Working Group. The group includes faculty (teaching and counseling) from all four colleges in the PCC District. The Associate Vice Chancellor, Student Services and Registrar, and student services staff from areas such as tutorial services also serve on the committee.

During spring 2015, the committee developed recommendations for an Early Alert Pilot which uses the Passport/PeopleSoft System. Laney College is currently (F15) piloting the Early Alert program as part of this district-wide effort. During the fall semester, teaching faculty may initiate an alert via their class roster in PASSPORT.

**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
1.0	SSSP Counselor– Early Alert	Assigned to follow up activities	SSSP
2.0	Admission & Records Degree Evaluator	Assigned to follow up	SSSP
1.0	Student Services Specialist	Assigned to assessment, coordination, follow up, advising, and other education planning	SSSP
12.0	Student Ambassadors/Assistants	Assigned to student transitions and student follow up	SSSP
9.0	Counselors (Contract)	Assigned to assessment, coordination, follow up, advising, and other education planning	MATCH
8.0	Adjunct Counselors	Assigned to assessment, coordination, follow up, advising, and other education planning	MATCH
0.50	Dean of Student Development and Wellness	Assigned to assessment, coordination, follow up, advising, and other education planning	MATCH
0.30	Dean of Student Support Services	Assigned to assessment, coordination, follow up, advising, and other education planning	MATCH
0.60	Vice President of Student Services	Assigned to assessment, coordination, follow up, advising, and other education planning	MATCH
0.25	District AVC Student Services	Assigned to assessment, coordination, follow up, advising, and other education planning	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	AMOUNT
PCCD	Supplies and Materials: SSSP	MATCH	\$2,640
PCCD	Supplies and Materials: Student Support Services Program	MATCH	\$1,000
PCCD	Computer & Technology	MATCH	\$2,640
PCCD	Supplies and Materials: Miscellaneous	MATCH	\$1,000
LANEY COLLEGE - SSSP	Supplies and Materials	SSSP	\$7,500
LANEY COLLEGE - SSSP	Early Alert System – 3 <sup>rd</sup> Party	SSSP	\$40,000
LANEY COLLEGE - SSSP	Miscellaneous	SSSP	\$10,000

<b>F. Other SSSP/Match Expenditures</b>
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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 CODE	EXPENDITURE TITLE/DESCRIPTION	FUNDING SOURCE	AMOUNT
PCCD	VP Institutional Effectiveness/Research	MATCH	\$106,500

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
PCCD	Admissions and Records Staff	MATCH	\$180,000
PCCD	Welcome Center Specialist	MATCH	\$40,000
PCCD	Student Services Classified Staff	MATCH	\$209,000
PCCD	IT staff	MATCH	\$60,000
PCCD	Director of Student Activity and Campus Life	MATCH	\$38,000
PCCD	District Coordinator-A&R/Transcripts	MATCH	\$18,480
PCCD	District IT staff	MATCH	\$90,000
PCCD	District A&R Classified Staff	MATCH	\$47,757
PCCD	Counselors (Full Time Contract)	MATCH	\$880,000
PCCD	Adjunct counselors	MATCH	\$120,000
PCCD	Articulation Officer/Counselor	MATCH	\$100,000
PCCD	Dean of Student Development/Wellness	MATCH	\$60,000
PCCD	Dean of Student Support Services	MATCH	\$42,000
PCCD	Instructional Division Deans (4.0)	MATCH	\$120,000
PCCD	Vice President of Student Services	MATCH	\$97,000
PCCD	District AVC IT	MATCH	\$15,000
PCCD	District AVC Student Services	MATCH	\$35,000

### 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.

Student meets with a counselor, or in some cases submits the form to the counseling department. Upon approval, counselors remove the registration HOLD and forward the form to the Admissions and Records (A&R) Office on campus for processing. Counselors must sign and ensure that supporting documentation has been reviewed.

A&R staff will be checking the form and will be updating the program plan from Matric to Exempt for students who meet the exempt criteria (exempt status- not priority enrollment section).

Students may be exempt for one of the following three reasons:

1. *Student has earned an Associate degree or higher from an accredited institution.*
2. *Student is enrolling at a PCCD College for a specific reason other than career development/advancement, transfer to a four- year institution or attainment of a degree/certificate.*
3. *Student is enrolling at a PCCD college solely to take a course that is legally mandated for employment or necessary in response to a significant change in industry or licensure standards.*

Students may also be exempt from specific mandated services if they meet the following criteria:

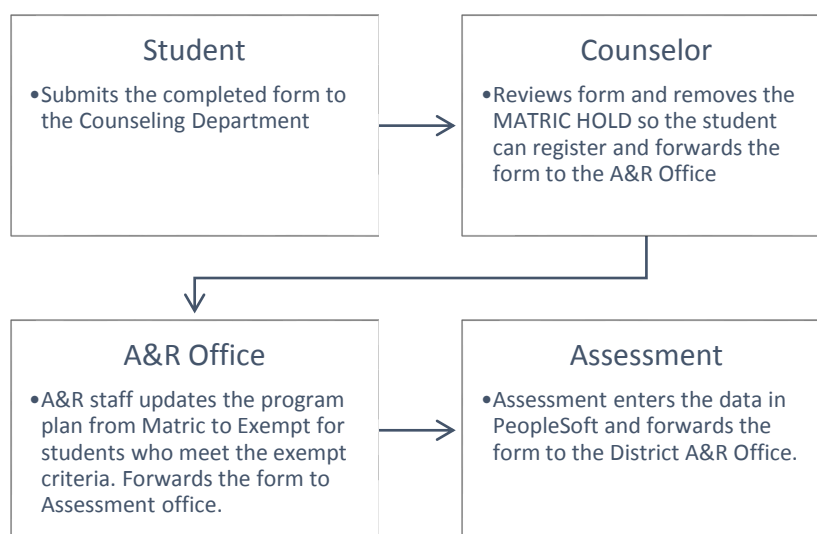
**Orientation**

- *Student has completed orientation at a PCCD College within the last three (3) years.*
- *Student completed orientation at a non-PCCD College*

**Assessment**

- *Student has successfully completed a COLLEGE LEVEL English composition course with a grade of "C" or better. "C-" is not acceptable.*
- *Student has taken the English Assessment at a PCCD College within the past three (3) years.*
- *Student has successfully completed a COLLEGE LEVEL Math course with a grade of "C" or better. "C-" is not acceptable.*
- *Student has taken the Math Assessment at a PCCD College within the past three (3) years.*
- *Student has, within the past three (3) years, taken an assessment that can be used by Peralta staff to determine suitable placement in English and Math.*

## SSSP Exemption Form Routing Process



## Assessment Office:

The Assessment Office will review and enter the Matriculation data in PeopleSoft. Once the information has been entered the college Assessment Coordinators will forward the forms to the PCCD A&R Office for filling.

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

EXEMPT STATUS (SS04)	First Time Student Headcount	RECEIVED ASSESSMENT/PLACEMENT	
		Headcount	percent
EXEMPT	2,195	750	34%
NONEXEMPT	1,683	588	35%
TOTAL	5,049	1,805	36%

## 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

## SSSP Exemption

Students may be exempt from one or more of the mandated SSSP services if they have completed them at another college or university. Student meeting one of the criteria listed below may be exempted from the SSSP requirements:

- Students who have earned an Associate degree or higher from an accredited institution. Documentation: Official transcripts. (Students who report their degree on CCCApply are automatically exempt.)
- Students who enroll at a Peralta District College for a specific reason other than career development/advancement, transfer to a four- year institution or attainment of a degree/certificate and students give specific reason for enrollment.
- Students who enroll at a Peralta District college solely to take a course that is legally mandated for employment or necessary in response to a significant change in industry or licensure standards.

Documentation required for legally mandated courses:

1. Verification of employment or proof that student is seeking employment, and
2. copy of statute or regulation required.

Documentation for significant change in industry or licensure standards:

1. Verification of employment, proof that student is seeking employment or proof of license, and
2. Proof of change in industry or licensure standards required.

Link: <http://web.peralta.edu/admissions/files/2011/06/Exemption-from-SSSP-10-15-2015-.pdf>

### **BOG FEE WAIVER APPEAL**

Students will be able to appeal the loss of the Board of Governors Fee Waiver based upon the following verifiable circumstances:

- Extenuating circumstances – cases of accidents, illnesses, or other circumstances beyond a student's control.
- A change in a student's economic situation.
- Evidence that a student was unable to obtain essential support services.
- Special consideration of factors for CalWORKs, EOPS, DSPS, and veteran students.
- Students with disabilities who applied for but did not receive accommodation in a timely manner.
- Significant academic improvement.
- Successful appeal for enrollment priority extends to the fee waiver.

Students who do not meet the standards will receive notifications no later than 30 days from the spring 2016 semester end date.

Link: <http://web.peralta.edu/financial-aid/board-of-governors-fee-waiver-program/>

### **PRIORITY REGISTRATION APPEAL**

Priority registration is a privilege that is maintained by keeping a cumulative GPA of 2.0. The loss of priority registration places the student's registration date after all new students.

Priority registration is lost when you have been on academic probation for two consecutive semesters, or when you accrue more than 100 completed units of degree applicable coursework – accumulated from Peralta District Colleges only.

A student is placed on academic probation when s/he has attempted at least 12 semester units and s/he earns a cumulative GPA of less than 2.0. Priority registration is lost when a student earns a cumulative GPA below 2.0 for two consecutive semesters.

Students who accumulate more than 100 units of degree applicable units will lose priority registration. Academic probation and unit limits will be applied to all student groups, including veterans, DSPS, EOPS, as well as international and non-resident students. Units from courses taken at another college are NOT counted within the 100-unit limit. Only degree applicable units earned at Peralta Community College District are counted towards the 100-unit limit. Withdrawals (W's) and incompletes (I's) will not count towards the 100 units.

An appeals process is available for all students who lose enrollment priority due to extenuating circumstances that can be verified (accidents, illness, or other circumstances beyond the student's control), or who are in a verifiable high unit major. Each college has its own appeals committee. A student can appeal for two reasons:

1. Extenuating circumstances (verified cases of accidents, illnesses or other circumstances beyond the control of the student)
2. High unit majors

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

### 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.**

Prerequisites and co-requisites will be monitored automatically at registration for in person, and on-line Internet registration. If you have satisfactorily completed the prerequisite or co-requisite at any of the PCCD Colleges, as confirmed by an automatic transcript check, you will be officially enrolled in the class. If you have not met the prerequisite or co-requisite, you will not be allowed to enroll in the course until you file a Petition for Prerequisite/Co-requisite Challenge form with the respective PCCD A&R Office on campus.

### *Petition for Prerequisite/Co-requisite Challenge*

If you desire to challenge the prerequisite or co-requisite, you must file a Petition for Prerequisite/Co-requisite Challenge form with a written statement to the A&R Office. Once submitted, the college will enroll you in the course provided that space is available. You will be enrolled in the course while the petition is being reviewed.

Grounds for challenge shall include the following:

1. You have acquired through work or life experiences the skills and knowledge that is presupposed in terms of the course or program for which it is established;
2. You have not yet been allowed to enroll because of 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 and would be delayed by a semester or more in attaining the degree or certificate specified in your Student Educational Plan;
3. You demonstrate that you do not pose a threat to yourself or others in a course which has a prerequisite established to protect health and safety;
4. The prerequisite is not necessary and appropriate for success in the course and has not been established in accordance with the PCCD's process for establishing prerequisites and co-requisites;
5. The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner; or
6. You will be subject to undue delay in attaining the goal in your educational plan because the college has not made the prerequisite or co-requisite course reasonably available.

The appropriate staff will resolve a challenge within five (5) working days. If the challenge is upheld, you will remain officially enrolled in the course. If the challenge is not upheld, the Vice President of Students Services or the Vice President of Instruction will notify you in writing that you have been dropped from the course. You shall bear the initial burden of showing that grounds exist for the challenge. Simply claiming that you have the necessary skills is inadequate for showing that grounds exist.

Link:

<http://web.peralta.edu/admissions/2014/12/prerequisites-co-requisites-and-recommended-preparation/>

## **SECTION IV. PROFESSIONAL DEVELOPMENT**

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

The SSSP Coordinator and other team members have provided ongoing faculty and staff development including at the Spring 2016 retreat, Fall 2015 retreat and ongoing Laney College shared governance meetings throughout the 2015-2016 academic year.

## 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](mailto: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: **Ann McMurdo**

Title: **SSSP Counselor/Coordinator**

Stakeholder Group: **Faculty**

Name: **Lisa Cook**

Title: **Academic Senate President/Faculty**

Stakeholder Group: **Foundation Skills Committee/Academic Senate President**

Name: **Blanca Montes de Oca**

Title: **Student Service Personnel Specialist**

Stakeholder Group: **Classified Staff**

Name: **Benea Tyson**

Title: **Welcome Center Specialist**

Stakeholder Group: **Classified Staff**

Name: **Rene Rivas**

Title: **Admission and Records Specialist**

Stakeholder Group: **Classified Staff**

Name: **Jarrett Wright**

Title: **Chief Justice of the Student Body Judicial Committee**

Stakeholder Group: **Associated Student Body**

Name: **Jackie Graves**

Title: **English Department Co-Chair**

Stakeholder Group: **Academic Senate**

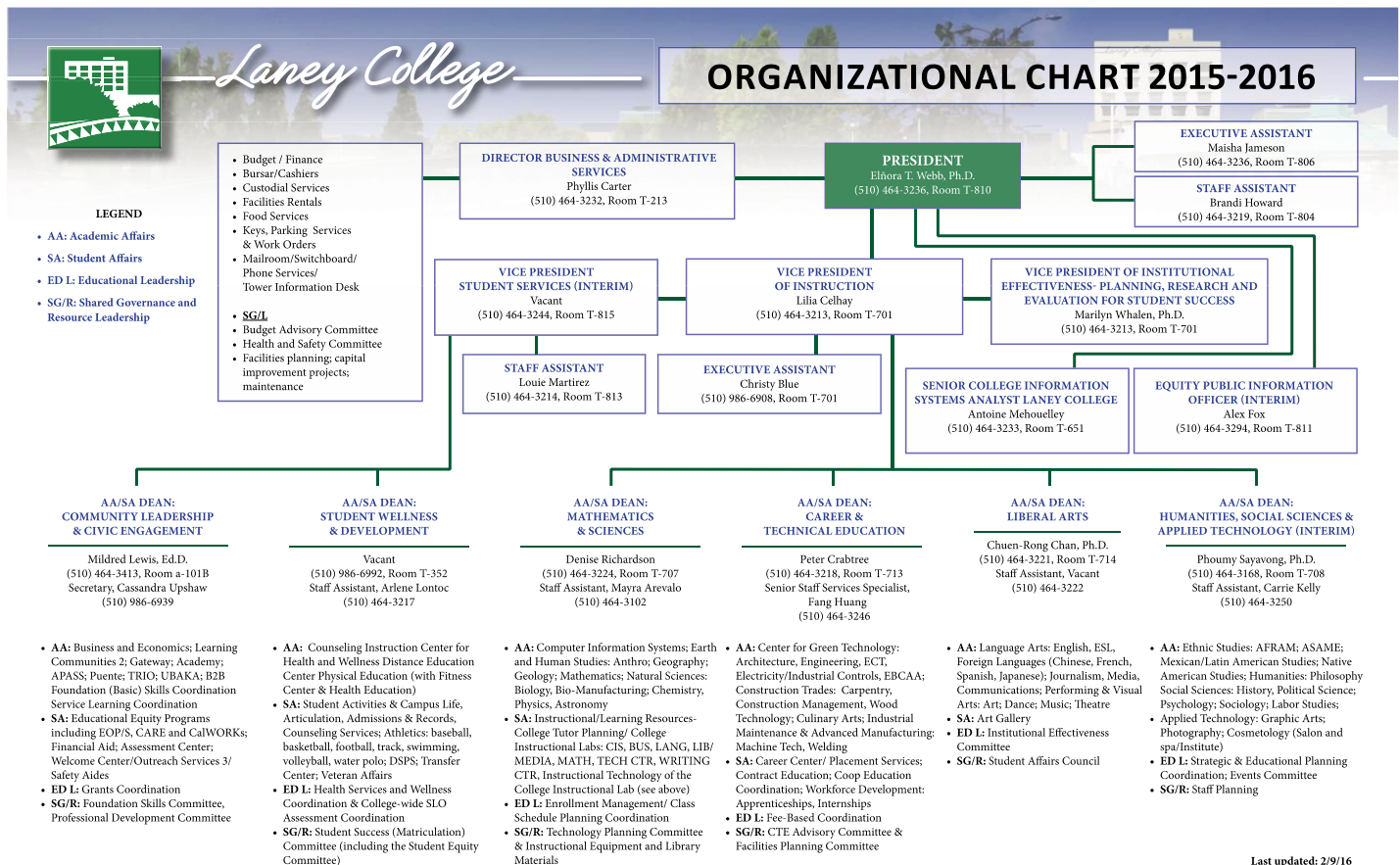
Name: **Arlene Lontoc**

Title: **Staff Assistant**

Stakeholder Group: **Classified Staff**



## Attachment B Organizational Chart



**Attachment C**  
**SSSP Advisory Committee**

Name: **Martha (Ann) Mcmurdo**  
Position: **SSSP Counselor/Coordinator**

Name: **Danielle Odom**  
Position: **SSSP Counselor/Coordinator (New)**

Name: **Adela Esquivel-Swinson**  
Position: **Associate Vice Chancellor**

Name: **Denise Noldon**  
Position: **Interim Vice President of Student Services**

Name: **Mildred Lewis**  
Position: **Dean of Community Leadership & Civic Engagement**

Name: **Hungwen Chang**  
Position: **Mathematics Department Chair**

Name: **Nikki Ellman**  
Position: **ESL Instructor**

Name: **Richard Hashimoto**  
Position: **Welding Technology Instructor**

Name: **Lisa R. Cook**  
Position: **Academic Senate President/Faculty**

Name: **Blanca Montes de Oca**  
Position: **Student Service Personnel Specialist**

Name: **Benea Tyson**  
Position: **Welcome Center Specialist**

Name: **Rene Rivas**  
Position: **Admission and Records Specialist**

Name: **Eric Smith**  
Position: **Staff Services Specialist/Fiscal**

Name: **Phyllis Carter**  
Position: **Director of Business & Administrative Services**

**Attachment C**  
**SSSP Advisory Committee**  
**(Continued)**

Name: **Alexander W. Lee**  
Position: **Early Alert Counselor**

Name: **Mark Yamamoto**  
Position: **High School Transition Counselor**

Name: **Meryl Siegal**  
Position: **English Instructor**

Name: **Jarrett Wright**  
Position: **Chief Justice of the Student Body Judicial Committee**