Credit

Student Success and Support Program Plan

2015-16

District: Ohlone Community College District
College: Ohlone College

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:
cccssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION
The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students. 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.
- 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. 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

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

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

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

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

**Resources**

- 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: _____Ohlone College______________________________

District Name: _____Ohlone Community College District_________________________

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

Signature of College SSSP Coordinator: _____________________________________________
Name: Dr. Susan Gutkind______________________________ Date: _________________

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: _____________________________________________
Name: Dr. Leta Stagnaro ____________________________ Date: _________________

Signature of the Chief Instructional Officer: __________________________________________
Name: Dr. Leta Stagnaro ____________________________ Date: _________________

Signature of College Academic Senate President: _______________________________________
Name: Jeff Roberts ________________________________ Date: _________________

Signature of College President: ______________________________________________________
Name: Dr. Gari Browning ___________________________ Date: _________________

Contact information for person preparing the plan:
Name: Susan Gutkind ____________________________ Title: Dean, Counseling and Special Programs
Email: sgutkind@ohlone.edu ____________________________ Phone: 510-659-6266
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 SSSP committee and the Counseling Department have been in close collaboration regarding implementation of SSSP activities throughout the year. In spring 2015, the SSSP committee reviewed each section of the 2014-15 plan to determine what progress had been made, where progress had stalled (and why), what impacts were being seen, and what other campus initiatives/personnel might be in alignment with SSSP activities. In fall 2015, the counseling department responded to the prompts in the current template and incorporated the information that had been generated by the SSSP committee earlier. The SSSP committee and counseling department reviewed the first draft of the plan to confirm activities were viable and likely to create desired impacts. Subsequent drafts were then presented to the Faculty Senate, College Council, and Board of Trustees for review.

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

   In writing the current plan, the College first responded to feedback provided as a result of the peer review of our 2014-15 Plan. Specifically, we eliminated the Director of Tutoring from our budget and added more detail about: a) the multiple measures used in assessment, and b) specific areas planned for institutional research projects. Counselors, SSSP staff, and members of the SSSP committee regularly reviewed services throughout the year to determine the degree to which students were utilizing them. Additionally, in the past year, our college has responded to accreditation recommendations, created a Student Equity Plan, and updated our Educational Master Plan and Strategic Plan. SSSP goals and activities were incorporated into these other documents, and where goals of the other Plans could be met with SSSP core services, they were incorporated into the current SSSP Plan. Accommodating the breadth of scope required by the new mandates will require finding ways to reach more students for timely intervention throughout the year. The current plan more broadly explores the potential for technological support in providing both services and data collection/reporting. As tasks related to developing and implementing the plan continue to increase, the College may need to consider whether a SSSP director or coordinator is needed.
The implementation of Student Planner was difficult and more progress is needed before it can be successfully used to deliver comprehensive Student Educational Plans. This will be discussed more in section D; however, the process of implementing Student Planner drew attention to several internal/infrastructural changes that needed to occur before Student Planner could be used effectively. The college completed improvements that greatly assist students in areas such as declaring a degree, receiving counseling, clearing prerequisites, and earning higher priority registration, and we recognize these all fit well within SSSP goals. However, Student Planner has not yet been fully integrated into our campus information system nor activated for student use. Ed Planning, therefore, is receiving more focus in the 2015-16 cycle.

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

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.

SSSP planning activities are integrated into the college-wide planning processes. SSSP goals are included among the objectives of the strategic plan and are appropriately coordinated with activities within the basic skills, student equity plan, and program reviews. Counselors and/or members of the SSSP Committee serve on the Basic Skills Committee, the Equity Work Group, the Adult Education committee, and the College Council. Many of the research needs identified in response to our recent Accreditation Follow-Up report align with identified research needs of SSSP core and match services. The SSSP committee and the counseling department had representation at the Strategic Planning Summit held in April, 2015 which identified objectives for the College’s 2015-2020 Strategic Plan. Redesigning the Ohlone College website and enhancing college-wide marketing efforts are Institutional Improvement Objectives (IIO) featured prominently throughout the SSSP plan as well.

2. Describe the college’s student profile.

Ohlone College serves 17,000 students in an academic year with an FTES approximately half that because there are more than twice as many part-time (71%) as full-time (29%) students. Two-thirds of those students come from within the college district, and only 0.1% of students are from states outside California. Currently there are 4% more males enrolled than females; this is a major shift since 2007 when there were 5% more female students than male students. Over 60% of students are under the age of 25, with an average age of 28.4, and a modal (most frequent) age of 19.0. Asians comprise the largest ethnic group on campus (31%), followed by White (25%) and Hispanic (21%).
Hispanic enrollment is up more than 6% in the past five years while the Asian student population has declined 2%; white student population has remained steady. 30% of the enrollment is first time students at Ohlone (an increase of 13% since 2009); 65% are returning or continuing Ohlone 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.

Ohlone works closely with local high schools to create smoother transitions for students. In addition to holding pre-enrollment events on the high school campuses (especially to assist with the application process and provide assessment), each year the counseling department provides a high school counselors’ conference at Ohlone. During this event, topics include changes/needs in the matriculation process as well as program options, trends, and concurrent enrollment reminders. College Connection classes, which are structured similarly to a Middle College model, are offered on both campuses for Fremont and Newark Unified High School students. Though not part of the target population, these students participate in orientation, assessment, counseling, and follow up as needed.

Additionally, our CTE Pathways program works to ensure clean articulation, available classes, and communication for students entering CTE fields. In the past year, counselors provided counseling and major exploration for high school students interested in the biotech industry through an external grant designed to provide a skilled entry workforce in that area. Ohlone students who qualify participate in CalWORKS and CARE programs in partnership with Alameda County agencies.

Ohlone houses a vibrant Workability III program as well as the Tri-Cities One-Stop Career Center. Both of these programs have strong relationships with workforce agencies and community employers to help students as well as community members build job skills and find jobs. Although these programs do not currently provide core services, they are a perfect location in which to develop career counseling and exploration programs in the future.

**B. Orientation**

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

Prior to last year’s SSSP implementation, the counseling department was already providing widespread orientations. Students attend orientation after they have completed placement testing, and the 60 minute informational presentation is followed by individual counseling sessions that result in an initial Student Educational Plan (iSEP) for each student. One change made as a result of the mandates was to make orientation mandatory for registration. This required some IT work to successfully flag
students who attended and also to provide a way to implement temporary waivers for students in special populations that receive group orientations at the start of the term (for example student-athletes, DSPS, deaf/hard of hearing students). Since these students have high priority, they are typically assigned registration appointments that are much earlier than their orientation date. The temporary waiver allows them to utilize their priority status while also benefitting from specialized orientation.

“Freshman Days” is the main orientation event of the year. Hundreds of students receive orientation on the weekend immediately prior to the Monday that registration opens for new students. This represents about one-third of our total freshman orientations for the fall. One benefit for students who attend is that they get to register a day or two before other new students. To facilitate this, the assessment specialist offers placement testing at area high schools prior to Freshman Days. In response to needs expressed in 2014, this year we added Admissions & Records and IT support at the event to better ensure students were able to get enrolled. This past year attendance was down about 100 students (a decline of roughly 15% from the previous year). This is likely due in part to the overall enrollment decline on campus, but it certainly didn’t help that the timing of the Freshman Days weekend coincided with multiple prom nights throughout Fremont Unified School District. To accommodate the decline, more orientation workshops were offered throughout the summer at the Newark campus. This worked well and we will continue to intentionally schedule orientations at that location. The orientation and assessment staff also increased the number of orientations with placement testing (“combo”) options for students as these tend to be well attended.

The College hired an Orientation Coordinator who started in fall 2014. She began to provide the PowerPoint portion of the orientation in January, with counselors coming in to advise students about class selection and help them complete initial education plans. This has provided relief on counselors’ workload while making the presentation more consistent. Counselors remain strongly involved in planning content and presenting at Freshman Days.

The counselors and orientation coordinator continue to review the online orientation for both process and content. We chose to use Blackboard as the delivery platform since most instructors use it on our campus; however, Blackboard does not provide an automatic enrollment process for orientation. Collaboration with e-campus has made this somewhat faster, but more work is needed to make enrollment automatic when students choose the online option (the process is currently manual). Online orientation processes and delivery will change next year if the College chooses to adopt Canvas as anticipated.
2. a. How many students were provided orientation services in 2014-15?

3129 students who were enrolled at Ohlone for the first time in 2014-15 received an orientation. This includes freshmen and transfer students.

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

The target population for initial services is defined as those students who enroll at the college for the first time, excluding students who transferred from another institution of higher education and concurrently enrolled high school students. The College had 1,498 first time freshmen in 2014-15. Because first time transfer students are also required to receive orientation (even though they are not part of the target group) this means 209% of our target population was oriented. However, of the specified 1,498 new freshmen, only 992 received orientation (66%). Additional research is needed to determine who the non-oriented students are and how we can better reach them.

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

In order to provide communication and guidance throughout the pre-enrollment process, the following activities are planned for the coming year. More detailed information follows.

- Continue the High School Counselors’ conference (Spring 2016)
- Continue to provide application workshops and assessments at high schools; promote Freshman Days for new students (Spring 2016)
- Continue to manage orientation participation through registration blocks
- Strengthen communication to new students through website redesign and improved outreach materials
- Provide additional follow-up to orient “last minute” students
- Create video modules for special population orientations (such as transfer students, veterans, foster youth, student-athletes)
- Modify the Freshman Days student workbook to serve as a Student Success guide and provide it to students at all orientations as well as in appropriate Personal Development classes and workshops (those that serve as orientation or provide Educational Planning or Follow Up services) (Fall 2015)

In order to streamline matriculation and communicate regularly with local high schools, each spring, the counseling Department hosts a conference for High School Counselors. SSSP mandates are a focus and questions/concerns are addressed as well as requirements and expectations. Outreach activities on high school campuses include information about the complete process, and a “How to Enroll” tab on our campus home page links directly to the complete list of steps needed.
First time freshmen who complete assessment during April and May are directed to attend one of our Freshman Days, and we provide on-site testing at the high school to help students start the process. Students who are unavailable during Freshmen Days have other “orientation only” opportunities they can attend. Beginning in June, first time students are encouraged to attend a “Combo” Session, which adds assessment to the regular orientation. All students who attend orientation meet with a counselor, complete an iSEP, and register for classes the same day.

First time transfer students are directed to drop-in counseling, at which time they receive a transcript evaluation (assessment) and an iSEP. Frequently, prerequisites can be cleared at this meeting as well. After these services are provided, the student is referred to orientation and to register for classes. We do not provide a specific orientation for transfer students, as the presentation focuses largely on navigating the Ohlone campus and processes which are the same for all new students. However, a video module could be created to serve the unique needs of this group.

Registration blocks are set until students receive an orientation contact or have the requirement waived by the Orientation Coordinator. The registration system is programmed to ignore this registration block temporarily starting one week before the start of the semester until the census date. This allows last-minute students to register for classes in time for the semester’s start date yet still be readily identifiable for follow up outreach. The Orientation Coordinator contacts these students during the term to let them know they have a block and must be oriented prior to registration for the following term. Better follow-up is needed with students who register during this time-frame so that they complete the orientation during their first semester. They can currently take the online orientation at any time during the term or wait until in-person orientations resume during the next semester’s new student registration period. Although continuing students without orientation receive a priority registration appointment, they are unable to use it until they complete orientation. Another possible solution is to offer more in-person orientations during the week the block is removed and during the first week of classes in order to serve more of these students; however, the counselors are already fully booked with appointments and drop-ins during this time. We will be utilizing our campus Faculty Prioritization Process to request additional personnel.

Some students go through orientations that are not required to (such as students who already have degrees or who are only taking one class at Ohlone for one semester.) Although we happily provide orientation for all new students, we would like to improve communication with students about what we offer and who is/is not required to participate. This would allow students to feel invited, but also to make an informed choice. We are exploring communication and tracking options that could be tailored for individual groups of students (for example, those with degrees, those taking mandated classes, K-12 students). The College is planning a major re-design of the Ohlone website so students can more easily and effectively find pertinent information. This could also
include providing additional support for those students not comfortable with or accustomed to educational technology (perhaps through peer mentors or online videos).

Some special populations (e.g., DSPS, Deaf Studies, International, Student-Athletes) go through specialized orientation or enroll in a specific Personal Development (PD) “Welcome Days” class. The Veteran’s counselor provided one orientation for Veteran students in the spring, which was the first time a special orientation was done for them. We are exploring creating a more formal process for these students, such as developing an orientation course or module specifically for them that coincides with their priority registration period. Creating new video/online orientation modules specifically designed to support Foster Youth and Veterans dovetails with Equity goals. Modules can also be created to help student-athletes, Puente students, and others with special requirements and priority registration considerations. These could be used in a stand-alone format or could be integrated in the general student orientation as added content.

Finally, we provide a booklet for students at Freshman Days that could easily be modified for use as a student success resource for all new or at-risk students. This will be developed, printed, and distributed during orientations, workshops, and appropriate PD classes in the coming year.

3. a. Are orientation services offered online?
   Yes, see below.

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.

Online orientation is offered through Blackboard. While we have improved the speed with which students get registered into the orientation, the overall online orientation process still remains slow. IT and the orientation staff are exploring technological ways of providing automatic enrollment into the orientation when the student selects that option from the website.

The online orientation could be strengthened by adding more interactive modules. For example, there is a need for a video tutorial for WebAdvisor (many students who go through the online orientation are still confused about how to actually register). Student Lingo or another similar service may be able to help with these, and we are exploring partnerships. This would additionally provide the potential for interactive/online videos detailing Student Ed Planning, Assessment Prep, available services for at-risk students and any number of other related student success topics where students may need “just in time” information during the semester.
Many students who request and gain access to the online orientation class do not actually end up completing the orientation. Supplemental surveys could be offered to these students as well as students who are identified as at-risk through the College’s Equity plan. This survey would help us assess the needs of these students and how to better support them in the transition to college and beyond. Software recently purchased to help validate assessment placements also provides the opportunity to create these surveys and electronically tally responses.

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 following topics are covered in orientation:

- Academic expectations, progress & probation standards
- Information about maintaining registration priority
- Pre-Requisite and Co-Requisite information
- Financial aid information, including BOG Fee waiver eligibility
- Student Services (description of available programs, support services, campus facilities, and locations.)
- Important dates, including academic calendar and registration timelines
- College costs (per credit among residents and non-residents) and student fees
- Overview of counseling services, including education plans and Personal Development classes
- Tutorial of WebAdvisor and registration process
- Information required by the SaVE Act

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.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Student Success Coordinator</td>
<td>Orientation Coordinator</td>
<td>SSSP</td>
</tr>
<tr>
<td>0.1</td>
<td>Counselor</td>
<td>Orientation liaison</td>
<td>SSSP</td>
</tr>
<tr>
<td>0.15</td>
<td>Counselor</td>
<td>Deliver some in-person orientations and all online orientations</td>
<td>SSSP</td>
</tr>
<tr>
<td>0.2</td>
<td>Counselor</td>
<td>PD Instructor (orientation classes)</td>
<td>Match</td>
</tr>
<tr>
<td>0.3</td>
<td>Enrollment Specialist 1</td>
<td>Orientation information</td>
<td>SSSP</td>
</tr>
</tbody>
</table>

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.
### 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?

   Prior to implementation of SSSP mandates last year, the College already had a widespread assessment and placement process. Partly because of new and anticipated statewide changes, the following processes and procedures are being implemented:
   - Consequential validity studies for the Accuplacer (English and math) and Compass ESL tests are being conducted this fall.
   - Plans are being established for transition to the Common Assessment for ESL in fall 2016 and for English and math in fall 2017.
   - A disproportionate impact study regarding the Accuplacer exam is planned for spring 2016.
   - The number of ESL tests offered in 2015-2016 will be increased as appropriate to promote class enrollment.
   - EdReady, an online math diagnostic test that includes remediation lessons is being made available to students as a test/retest preparation and study tool. This will additionally be promoted to adult re-entry learners.

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

   5,495 students received assessment during 2014-15. This is an unduplicated headcount of students. From this group, 13,124 individual assessments were provided. Most students complete both English and math assessment.

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

   Based on our target population of first time freshmen (1,498) this represents 367%. Additionally, continuing students may re-test, and many of our transfer students take placement tests because they have not completed math and/or English by the time they matriculate at Ohlone. Further, our concurrent enrollment students complete assessment before enrolling in English and/or math. However, of the specified 1,498...
new freshmen, only 986 were assessed (66%). Additional research is needed to determine who these students are and how we can better reach them.

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

In order to provide students ongoing and effective assessment for placement, the following activities are planned for the coming year.

- Strengthen communication to new students through website redesign and improved outreach materials
- Provide access to EdReady for pre-assessment diagnostic and test or retest preparation
- Offer more orientation/assessment “combo” sessions
- Continue offering assessment at area high schools prior to Freshman Days

In addition to information on the “How to Enroll” section of the College website, students are notified of the need to complete placement testing when they receive their student ID number. The planned website redesign and addition of assessment-related online videos/tutorials will provide additional information to help students to complete assessment before registering. The College has recently purchased a license for EdReady—an online program that allows new or retesting students to take a practice diagnostic test and access interactive tutorials in areas they did not score well in.

Students typically do not attend orientation unless they have completed (or plan to complete) assessment. To facilitate this process, orientation and assessment “combos” are provided where students can complete all pre-enrollment requirements at once (an initial education plan is completed at the end of orientation). This has been a popular option and will be expanded as warranted.

Additionally, the assessment specialist offers placement testing on site at district high schools during the spring (prior to Freshman Days). This ensures that Freshman Days students are able to receive an initial Ed Plan and ensures that students are assessed prior to being able to enroll. DSPS and Deaf Students can arrange specialized Placement Testing at the DSPS office.

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

Placement testing is required of all Ohlone students wishing to obtain a certificate or degree, take an English or math course, or take courses which have English, reading, or math prerequisites at Ohlone College. Testing is also provided for students wishing to waive the general chemistry prerequisite. Approximately 140 Ohlone students take the chemistry placement test in an academic year.
Placement testing is provided on a regular basis for English, math, and English as a Second Language from March through August and again from October through January. Placement tests are administered at the Ohlone Fremont Campus in the Placement Testing Center. Testing is also offered at the Newark Campus, local high schools, continuation schools, and the adult schools in Fremont, Newark, and Union City.

Online test-preparation websites are posted on the Ohlone Testing Center website and include:
- Written guides to the Accuplacer and Compass/ESL tests
- An Accuplacer app that enables students to take sample tests on their phones or computers for reading comprehension, sentence skills, arithmetic, beginning algebra and college-level math
- Websites such as Khan Academy, DansMath.com, and Algebrachelp.com.

In fall 2015, the EdReady online program will be available to students. This service enables students to take a diagnostic math test which identifies specific math topics in all math levels from arithmetic to pre-calculus in which the student needs remediation. Our EdReady license also provides online lessons in these topics, including video instruction and interactive practice problems.

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.

The Assessment Center administers the computer-based Accuplacer English and math placement tests by College Board. The English and math placement tests are administered in-person to individuals and in groups. Remote proctoring of the Accuplacer test is offered when needed. Students needing accommodations for identified learning or physical disabilities are scheduled in conjunction with the DSPS office. This includes use of the alternative media lab and testing in Braille.

ESL placement occurs via the computer-based Compass/ESL placement test by ACT (American College Testing). In addition to the Compass ESL test score, students also complete a 45-minute written essay; students are given one of six alternating essay prompts and instructed to write about their personal experience and point of view. The essays are evaluated and scored by Ohlone ESL instructors. ESL course placement is based on the combined results of the Compass ESL test and the written essay. Compass is discontinuing assessment testing as of October, 2016, and the College will transition to the Statewide Common ESL Assessment when that occurs. Preparations for this transition began in fall 2015.
b. When were tests approved by the CCCCCO and what type of approval was granted?

The following Accuplacer tests have been approved as “probationary” until March 1, 2016: Reading Comprehension, Sentence Skills, Arithmetic, Beginning Algebra, and College Level Math. The following Compass/ESL tests have been approved as “probationary” until March 1, 2016: Grammar Usage, Listening, and Reading.

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

Consequential validity studies were last completed for the Accuplacer English and Math assessment test in 2011 and for the Compass/ESL assessment test in 2006. Validity studies are currently being conducted on all three tests and should be completed before November, 2015.

Disproportionate impact studies have not yet been conducted on these tests; however SSSP and Equity funds were used to hire a Senior Research Analyst who started in October, 2015. He will assist in conducting the disproportionate impact study in spring 2016.

5. a. What multiple measures are used?

The Accuplacer placement tests include background questions at the beginning of the test that serve as multiple measures for determining course placement. There are 7 background questions that can affect the Reading and Writing placements; and there are 8 background questions that can affect the math placement. The questions identify such factors as what courses the student took in high school, level of comfort/confidence with the subject, how much writing and reading the student does outside school, and the nature of his/her study habits, goals, and motivation.

The ESL test is comprised of two parts: a writing sample and a computerized multiple choice test. Additionally, ESL instructors may “interview” a student to determine appropriate placement level.

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

Answers to the Accuplacer background questions are weighted and are applied to the total score of each test (Reading Comprehension, Sentence Skills, and Math). The weighted effect of each multiple measure background question varies. Most questions can have an effect of +/-1% on the total score; a few of the background questions can affect the total score by +/-2%.
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.

   Ohlone College accepts placement test scores from any California Community College, and accepts both Advanced Placement (AP) and Early Assessment Program (EAP) results from high school students. There is no time limit on test scores.

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

   These policies are posted on the Ohlone Testing Center website, and in the Catalog and Schedule of Classes. They are also posted outside the Testing Center Office and are made available during orientations as well.

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.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
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<td>0.05</td>
<td>ESL Instructor</td>
<td>Writing Sample Evaluation</td>
<td>GF (not match)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Budget Code</th>
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<tr>
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<td>Professional Development</td>
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</tr>
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</table>
**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?

   To accommodate increased student need, more adjunct counselors were hired. This allowed extended counseling hours at the Fremont campus (through lunch and into the evening several nights each week) and also provided more counselors at both campuses. Specialized counseling (DSPS & EOPS) is now available for drop-in or appointments one day per week at the Newark campus. Ironically, in adding available counseling appointments, there were more un-booked appointments and students who scheduled appointments but did not show up. It is suspected that part of this is the result of the multiple major construction projects occurring on the Fremont campus as well as a decline in total college enrollment. It is anticipated that with the opening of the new parking structure this fall, students will find it more convenient to access counseling. The counselors developed a plan to “warm call” students who are identified for particular counseling services to encourage them to see a counselor. Different populations can be contacted each term during the weeks between census and registration counseling for the following term. For example, in spring 2015, counselors called students who had not declared a major to discuss options and encourage the students to come in for Ed Planning. Similarly, there are students who lose their registration priority due to not being in clear/good academic standing. The desire is to have more of these students work with counselors earlier in the semester, rather than during the registration cycle itself.

   Improvements in SARS and the creation of new Informer reports allowed for better scheduling and tracking of in-person student contacts. To better track online counseling contacts, the online counselors revised how they record contacts in SARS. This additionally provided more specific information about online students served and their counseling needs.

   Other developments implemented as a result of 2014-15 observations include creating new categories for registration priority which give preference to students who have a comprehensive education plan. It is believed that once students realize the impact of this on their registration appointments, more students will utilize counseling and ed planning services and will learn about other support the counseling department can provide.

   Student Education Planning (cSEP) services probably saw the most significant efforts in the previous year. The inclusion of an iSEP for each student during orientation was formalized. In anticipation of successfully implementing Student Planner as an online Ed Planning tool, counselors created a cSEP workshop for students. The intent of these workshops, specifically designed toward general student categories (undecided majors,
major-specific, career-technical fields, student-athletes, etc.), was for counselors to help students plan an appropriate course of study, as well as develop individualized and comprehensive student education plans that outlined the requirements for specific certificates, degrees and/or transfer. After the workshops, counselors would be able to follow-up or provide referral for students who required additional assistance (e.g. transcript and AP evaluations, extra support for students with learning disabilities, undeclared majors, or students who simply need extra guidance). The workshops were intended to be an efficient way for counselors to help students plan as well as learn how to use Student Planner when it was eventually ready for roll out. Unfortunately, students generally did not sign up for these workshops and most were cancelled. When certain groups were directed to attend (like student-athletes), it was discovered that workshops actually required more counselor time to evaluate completed Ed Plans than it would have taken simply to have the student schedule a counseling appointment. The workshops were discontinued, and we are now exploring using the information and process of the workshop to create an online video tutorial that students could view prior to an Ed Planning counseling appointment.

As a direct result of efforts to launch Student Planner, the implementation team discovered inefficiencies in several data entry, counseling, and registration processes. We revised our processes and cleaned up past data in areas such as clearing prerequisites, student catalog year rights, degree audit, General Education substitutions, late add, and assignment of priority registration. Although many necessary tasks have been completed, we still are not ready for a successful roll out. A limited pilot with Puente students last spring was successful in the controlled environment, but showed the product is neither intuitive nor smooth enough for widespread, unassisted use. The upcoming Statewide Education Planning Initiative may make Student Planner obsolete before it is operational, and we are now reviewing whether it makes more sense to push forward with Student Planner or to wait for the Statewide roll out of Hobson’s. In the interim, the counselors have standardized the format and storage of student education plans to make them more usable and manageable within our current online system (Excel sheets, email, and a shared folder). Regardless of format, our efforts in the previous year indicated a need to have improved access to articulation information regarding classes accepted for substitution and prerequisite clearance. The college hired an additional evaluator and the plan is to start creating a database to assist counselors (and the academic Divisions) with this information.

Of note, the College implemented a priority registration “Dashboard” which allows students (and appropriate staff) to see potential registration blocks prior to registration. It also shows students what factors contributed to their registration appointment. This information should aid in student completion of important tasks (such as comprehensive educational planning) and also help students be able to take care of registration issues before they impact enrollment.
2. a. How many students were provided counseling, advising and education planning services in 2014-15?

10,294 students received counseling/advising/education planning services in 2014-15. Approximately half of these students returned for multiple visits and the total number of counseling contacts in the year was 34,546. 3,666 comprehensive education plans were created.

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

The 2014-15 unduplicated non-exempt student count was 15,078. This means 68% of the target population received a counseling contact during the year. Of current students, 9,753 have completed 3 semesters or 15 units and are required to complete a cSEP. Completing 3,666 cSEPs during 2014-15, represents 38% of the target population.

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

There are several areas we’ve identified that could allow us to provide smoother, faster, more informed, or more efficient services for our students.

- Increase counseling FTEF
- Explore Ohlone College’s participation in Statewide technology initiatives
- Increase personnel in evaluations and IT; utilize technology to process and approve class waivers electronically (Fall 2015)
- Strengthen communication to new students through website redesign and improved outreach materials
- Add computer kiosks in the Fremont counseling area (Fall 2015)
- Increase counseling contacts outside the main counseling areas (such as by tabling in the Newark lobby and Fremont portable areas)
- Explore alternative online counseling delivery platforms and services
- Continue to develop online cSEP software and systems; including informational and marketing support
- Reformulate cSEP workshop information for use in Student Success guide and interactive videos

The counseling department will be utilizing the campus faculty prioritization process to put forth a proposal for new full-time counseling faculty. Community College enrollment is low throughout the Bay Area. This makes it critical to retain students who have already matriculated. Full time positions provide a more sustainable and consistent network of support between instructional and counseling faculty and will be needed as the College implements new programs/activities outlined through SSSP and Equity initiatives. Professional development for all faculty (counseling and instructional) that directly impacts delivery of the core services will be encouraged and funded as appropriate.
Currently the CCC Tech Center is managing a project which will develop a statewide student services portal for students to explore their options within the CCC system, utilize web-based resources to make informed decisions or submit appropriate applications, as well as manage their enrollment among several CCCs. An initial rollout is slated for the end of the year (December) and it is believed that Ohlone could be at the forefront of offering its students this service, while impacting continued portal developments. Other Statewide rollouts (for example Online Education, Early Alert, and Educational Planning) are also possibilities.

A significant portion of counselor work focused on student educational planning is to determine how courses completed from other campuses work toward satisfying various requirements. As a result, many substitution/waiver forms are processed daily. We are in the midst of streamlining the process and moving it online via newly implemented Perceptive scanning software, but we are also working to build a database that can be accessed by all faculty and staff who need to be informed of previous decisions. Having access to such a database would provide for consistency for students and faster response time for classes already determined equivalent. To partially assist with this, a second evaluator was hired and a portion of the position has been dedicated for this stated purpose.

Students are beginning to understand the value of coming to meet with a counselor, yet there are times when they arrive unprepared. For example, they may not know their majors or transfer/career opportunities. It would be helpful to develop short/mini videos that would walk students through the process, from making an appointment to preparing and arriving for their appointment, as well as appropriate questions or time expectations for their appointment. Software services such as Student Lingo and IntelliResponse (AskOhlone) are being pursued. Adding computer kiosks in the Fremont counseling area will allow students to complete online tasks while waiting for appointments/drop-in (similar to those that already exist in the Student Services area at Newark and near the A&R area at Fremont). The campus is hiring an additional programmer to help with customizations that may be needed (in Student Planner, Dashboard, and other Colleague areas) and an applications administrator to manage third party products (SARS, Early Alert, EdReady, etc.).

To better meet students “where they are” especially during major construction projects on campus, the counselors are planning on-campus outreach activities. Brief presentations by counselors during the semester to promote our counseling services could help students to be reminded of our availability. Counselors at the Newark campus plan to have a table in the main lobby periodically throughout the semester staffed by counselors to give advice, information, and to set up counseling appointments. Computers with the SARS scheduling grid could be available for immediate booking of appointments. This could be mirrored on the Fremont campus in the portables area while construction is ongoing.
To best analyze effectiveness of service to Ohlone students, including student needs, it would be helpful to have a report that outlines who is using which services, through which avenues (appointments, drop-in, ecounseling), how often, and for how long. With this information, future refinements or overhauls can be considered.

ONLINE COUNSELING—The full range of counseling services offered via individual appointments and drop-in counseling is available via online e-counseling. Students may submit a request for online counseling through the Ohlone College website. Online counseling is cross-referenced in multiple places on the website for maximum visibility, but targeted marketing for our evening and weekend students would be beneficial. Online services are especially popular with students who work full-time, who take courses solely through Online Education, or who may not be able to physically come to either campus. Response time is typically 1-3 days and takes the form of email exchange. New technology has been created that may be leveraged to enhance online communication with students. While the counselors are not currently interested in live chat or such services, it would be helpful to have a more robust recordkeeping service, and there are times when it would be helpful for the counselor to be able to engage directly with the online student (perhaps similar to WebEx or Zoom).

EDUCATIONAL PLANNING—As indicated previously, Educational Planning is an area of focus for the College. In addition to ongoing efforts to integrate and implement a useful online planning tool, we continue to refine our infrastructure and processes relative to effective comprehensive Student Educational Planning (cSEP). Personnel and planning time are critical. Currently, evaluations, counselors, degree audit and IT staff support implementation efforts, and additional support will likely be needed once students start using the tool. Last year, students who completed a cSEP began receiving a priority registration “bump”. Although we could instead implement a block for those who do not complete a cSEP, maintaining this as a perk rather than a restriction helps reinforce the view that counseling is a helpful benefit.

Once the product is ready for widespread roll out, additional effort devoted to marketing and instructional aids/videos will help students understand what it is and how to use it. Outreach and information can be online, via counseling appointments, and through email blasts, but may also be needed in conjunction with faculty, tutoring centers, and the library. For example, counselors can explore collaborating with basic skills and/or freshman composition (Engl 101A) faculty which could result in cSEP exploration included in a course assignment. cSEP requirement videos could potentially be incorporated into English Learning Center activities, and workshops on Ed Planning and other Student Success topics could be integrated into campus tutoring centers.

There are a number of areas related to Counseling and Ed Planning that students would be well served to have video modules, print materials, and/or workshops developed, for example:
• Associate degree requirements and how to look up information on college website
• GE plans and transfer planning (with specific sub-modules for UC, CSU, out of state and private schools)
• cSEP workshop information/guide to Ed Planning and the online Ed Planning tool
• How to videos related to using the Registration Dashboard, registering for classes, using WebAdvisor (including setting up an account)
• Career exploration and readiness
• Financial management, managing credit, staying BOG eligible

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

**Individual appointments**

Individual appointments provide students with academic counseling, personal counseling, and career counseling. Certain counselors are identified to provide services for many special populations on campus including International students, student-athletes, health programs, Puente, DSPS, Deaf/Hard of Hearing, and EOPS/Care/CalWORKS. Counselors work with students individually to explore career options, identify related degree and certificate programs, and to set educational and career goals. During individual appointments, counselors also help students plan an appropriate course of study, and develop individualized student education plans that outline the requirements for a certificate, a degree and/or transfer. Counselors provide guidance to promote student success through referrals to appropriate support services. Additionally, counselors provide support and guidance for students in the area of personal counseling, such as time management, decision making and stress management, as they move forward with their goal attainment.

Students are prompted (through email) to schedule an appointment with a counselor during the semester to manage or prepare for the following: course registration, associate degree application/graduation, transfer planning, educational planning, and academic standing. Students are encouraged to schedule a counseling appointment up to two weeks in advance. Those who try to schedule their appointments at the beginning of the week will typically have no problem reserving an appointment for the following week; however, there is always a shortage of appointments during peak times in the semester (typically once the registration period has begun and through the first week of school).

**Drop-In appointments**

Drop-in counseling is available throughout the day at both the Fremont and Newark campuses. These are quick sessions (5-10 minutes) designed to help students with prerequisite clearance, overload requests, petition assistance, general information about programs and certificates, and referral to other services on campus. Students do not need to schedule drop-in appointments in advance; they simply check in with the
staff at the counseling window during open hours and a counselor will meet with them on a first come, first served basis. In general, students’ access to counselors for drop-in services is very quick and efficient, though it would help if there were a way to notify students remotely of the anticipated wait time (e.g., on the website). The demand for drop-in appointments during the summer months, between terms and over winter break may increase due to the new counseling mandates. The counseling department has increased the number of counselor hours available to meet student demand during peak periods and also during the summer.

**Online Counseling (E-counseling)**

The range of counseling services offered via individual appointments and drop-in counseling is also available via online counseling services. Students may submit a request for online counseling through the college website. Upon submitting a request for services, a counselor will respond via email typically within 1-3 business days. As with other services, during peak times in the semester, students may wait up to one week for a response to an online counseling inquiry.

**Personal Development Classes**

The Personal Development (PD) department offers a variety of courses aimed at supporting students’ personal growth through academic and career related classes. Personal Development courses are taught by Ohlone College counseling faculty both in person and online. Some include orientation content and/or educational planning assignments. The current courses taught include:

- PD 100 Transition to College (1 unit)
- PD 101 College Survival Techniques (0.5 unit)
- PD 102 College Orientation for International Students (0.5 unit)
- PD 103 Transfer Success (3 units)
- PD 105 College Success (3 units)
- PD 111 Strategies for College Success (1 unit)
- PD 113 Strategies for Succeeding in College (2 units)
- PD 141 Orientation for Student-Athletes (0.5 unit)
- PD 150 Career Planning (2 units)
- PD 170 Welcome Day: The Freshman Connection (0.5 unit)

**Workshops**

Student Success and Transfer Workshops are offered throughout the semester. The workshops are topic-specific and offer guidance for students while promoting student success. The topics include: academic standing, motivation/goal setting, time management, stress management, university applications, major exploration, and several transfer-related topics.
b. Is drop-in counseling available or are appointments required?

Drop-in counseling and appointments are offered throughout the day, five days a week, on both campuses. Online counseling is also provided.

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

The average wait time for a drop-in counselor is usually between 5 and 15 minutes. However, during peak times in the semester, students can wait up to an hour. Every Monday, students are able to schedule appointments for the following week, and students can make these online or by phone/in-person contact at the counseling window. On average, appointments are fully booked by Wednesday; however, there are times when appointments are available all week, and during peak times the schedule may be full by Tuesday morning. When possible, we add additional appointments or convert some drop-in times to appointments to meet student need. Online and drop-in counseling are presented as options when appointments aren’t available (including when available appointment times simply don’t work with the student’s schedule).

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 or initial Student Educational Plan (iSEP) refers to 1 to 2 semesters of courses and reflects students’ immediate educational needs. During student orientation, counselors assist all new students in completing an iSEP. This plan usually centers on math and English completion. Special populations complete an iSEP through their orientation events and/or by meeting with their assigned counselor. The scope and content are similar to the general student iSEPs. Continuing students may also complete an iSEP, especially if they started prior to the mandated orientation requirement and/or if they are considering a change in their educational goals or program of study. Because of their abbreviated length and limited scope, iSEPs can be completed during drop-in sessions as well as during appointments at any point in the semester.

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

A comprehensive Student Educational Plan (cSEP) refers to a detailed plan that covers 3 or more semesters of course planning corresponding to the student’s major, career interest, and educational goal(s). It reflects an educational path that outlines the requirements towards the completion of student’s educational goal. Because of their length and potential complexity, cSEPs are only developed during appointments. Students are guided through the following areas during completion of a cSEP, and multiple appointments are often needed:
• Major/career exploration
• Requirements to fulfill educational goal(s)
• Course planning for completion of requirements (including review of previously completed work at other institutions)

While Student Planner is not yet functional for student use, we continue to pursue options and will have an online planning tool available at some point. Currently, counselors work with students to complete a standardized Excel form that maps out one or more semesters of coursework and identifies the term the student can expect to finish. These Excel plans are stored in a share drive that all counselors can access in case the student sees someone else later for a follow up.

Information presented in cSEP workshops last year is being reformulated and will be included in the Student Success book being revised for broader distribution. This information can also be created as a self-paced tutorial (video or PowerPoint) that students can complete prior to their appointment or at the new kiosks in the counseling area while waiting for their appointment or drop-in session.

3. 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.

Ohlone purchased Ellucian’s Student Planner, and we have been working for over a year to implement it. In continuing our efforts in this area, we are looking to ensure the tool not only maps classes, but also successfully helps students see where they stand in other majors they might be interested in, as well as to see how each of our GE Plans would fit their overall Plan. The tool should allow students to easily track their own academic progress in a meaningful way. Whether this is accomplished through extensive customization of Student Planner and continued changes in campus work flows (for example degree audit, evaluations, declaration of major, etc.) or by choosing a different product is a discussion that should be resolved by the end of the year.

Ohlone has recently created a Registration Readiness Dashboard within WebAdvisor which provides real time information about students’ ability to register for classes. This tool is already available for staff use and will be rolled out to students during fall 2015, in time for the spring 2016 registration cycle. Prior to this instrument, students did not have ready access to information about what they needed to do to earn higher priority and ensure that they would be clear to register at their assigned time.

Currently, the College uses SARS to help schedule and track student counseling appointments. We are also exploring other programs (such as Starfish) that may be able to provide expanded related features including early alert and links to other campus resources (like tutoring and the English Learning Center). Early Alert software will incorporate communication and research/analytic tools. This will help identify groups of students needing special outreach/direction more easily and provide
messages in a timely, accessible method (e.g., text). Additionally, the Student Services website will be revamped to better assist students in locating and understanding available resources and in identifying effective electronic tools that help students explore careers/majors/transfer as well as clarifying their personal and educational goals.

In the previous year the College adopted new scanning technology (Perceptive) and we are now creating electronic workflows for petition and waiver processes as well as for storing student documents. This should cut down on lost and delayed paperwork and make it easier for counselors, students, and A&R staff to access student information. The WebAdvisor schedule search function was modified to make it easier to search for late start sections and open sections only. These are especially helpful for students who have been dropped for non-payment near the start of the term or who have prerequisite issues and for all students in the first few weeks of the term. The counseling department added a written reflection assignment to the online workshops for students on “Subject to Dismissal” academic standing. Finally, all counselors and SSSP staff received new computer systems including dual monitors, keyboards, and mice. This will promote student learning and exploration within our website and WebAdvisor as they will be able to “do” and not just “see” during counseling sessions.

Our online counseling services can benefit from more interaction with students. Currently, online counselors rely primarily on the Internet, including the Ohlone College website to support services. A safer/faster way for students to upload unofficial transcripts would add to online counseling. We are exploring online services that could assist with document transfer and allow documents to be better integrated with those from on-campus counseling services.

Technology products like Student Lingo or AskOhlone could benefit students in all areas of counseling and educational planning. Online resources could assist students to better understand the programs and degrees offered (an Equity goal) as well as how to link career interests with majors and transfer institutions. Students do not intuitively know how to navigate these decisions, and online resources could provide valuable information prior to counseling appointments. In building our video library, we will additionally look for ways to make the information mobile (for example, easily accessible on a cell phone.).

4. 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.
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<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
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<td>12.1</td>
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<td>SSSP (proposed)</td>
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<td>0.25</td>
<td>Curriculum Specialist</td>
<td>Degree Audit</td>
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5. 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.

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<thead>
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<th>Budget Code</th>
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<td>4000</td>
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<td>SSSP/Match</td>
<td>4,000/2,000</td>
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<td>Student Planner license/consulting</td>
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<td>12,000</td>
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<td>Online tools (ex College Source)</td>
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<td>Professional Development</td>
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**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?

**STUDENTS ON PROBATION** -- Since summer 2014, students on probation have been notified of their academic standing within one month of the end of the semester. This change from previous years is directly related to new MIS reporting requirements; however, it has helped students know more in advance of their status, which in turn has given us more time to help them.

Also in 2014, students who participated in our on-line workshops and had an academic standing of “Academic Subject to Dismissal” were required to write a one-page summary of the workshop. This extra step has produced positive feedback from students who now have an opportunity to reflect on their growth and share how they have benefitted. After spring 2015, only 10.45% of our total student population was on probation. This is the lowest percent the College has experienced since data tracking began in 2001. Surveys and other research may help to determine if this is due to the enhanced services we are providing students in the “Academic Subject to Dismissal”
category as well as a combination of influences from Student Success and other initiatives.

STUDENTS WHO ARE UNDECLARED -- Several adjustments were made to help students choose a meaningful program of study. First, during the conversion to Open CCCApply last year, we removed the “undeclared” options from the choices applicants have. Because students must declare a major in order to apply, over the course of time the college should eventually end up with no undeclared students. Second, counselors began an outreach to students who were undeclared (especially those that had completed a cSEP but not declared a program of study). Students had the chance to discuss options and learn the process for declaring a program. Third, the new dashboard makes it very clear to students (and staff) that students can earn higher registration priority if they declare a major.

BASIC SKILLS STUDENTS – The College hired a Student Success Coordinator for Basic Skills and Early Alert in summer 2015. This person provides additional monitoring and “In-Reach” to assist struggling students know about and access appropriate resources. Additionally, by having the coordinator conduct classroom visits for basic skills classes, the counselor who did that work before is now available for counseling students. In conjunction with Equity efforts, we are exploring developing a second year connection for our Puente students who complete their Puente year. Students who need assistance with math assessment preparation can access EdReady. This software can additionally be used in tutoring centers and as a classroom supplement to help students get extra help on individual skills.

EARLY ALERT – In addition to hiring the Student Success “In-Reach” coordinator, a work group of campus stakeholders is actively involved in identifying needs and Early Alert software with a hope to implement an integrated system before fall 2016. The Early Alert work group represents a cross-section of instructional, IT, and student services staff. To begin re-invigorating Early Alert services, at the start of the semester, the Student Success Coordinator sent an email notifying all full-time and part-time faculty about how to access the current system. Notifications have begun and students are being served. Through Early Alert, we have additional plans to provide more and better “just in time” information to students. Adding technology requires a strong marketing/informational campaign and materials in both print and electronic format need to be created and disseminated to help students and faculty know what resources are available.

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

All students on poor academic standing receive email notification of their status and instructions/invitations on what counseling services are required to regain good standing. All Basic Skills classes are visited each semester. Students are notified of
services and invited to see a counselor. At-risk students who responded to this outreach and were provided focused follow-up are as follows:

- **Academic Standing**—1,905 students were placed on some level of poor standing during one or more of the terms. 866 students came in and received services.

- **Basic Skills**—2,701 students were enrolled in one or more Basic Skills class(es) during 2014-15. 2147 talked with a counselor, with more than half of these having multiple meetings. The total number of contacts for all Basic Skills students was 8,317 (an average of 3.87 contacts per student).

The College does not have an effective method for determining the number of undeclared students who declared a major based on counseling outreach. Efforts to serve this group are detailed in section 2c.

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

Academic Standing—46%
Basic Skills—79%

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

There are several activities that could provide more comprehensive and consistent outreach for at-risk students.

- Improve research efforts to identify at-risk students and outreach
- Implement campus-wide, unified Early Alert to identify and track students who need support
- Strengthen communication to at-risk students and faculty who identify them through website redesign and improved outreach materials
- Increase IT staff to assist with 3rd party software applications
- Collaborate with counselors, faculty, and Career Center staff to provide exploratory tools and career counseling for students to identify career/major options
- Continue to identify avenues to involve instructional faculty in SSSP activities, perhaps through Flex Day activities

PROBATION – The counseling department is working with IT to create a report that will allow us to investigate categories of students on probation (first time, 2 terms, or 3 or more terms) to determine if enhanced individualized contact is warranted. For example, we discovered there is a very small number of students assigned a status of first time probation each term (fall 2015 = 70 students, spring 2015 = 40 students). This is a manageable number of students to provide personalized contact. These students could be “warm called” with the purpose of discussing their previous semester’s performance and inviting them into counseling for further follow up. Additional
research would help us better reach Probation students, for example: the number of semesters students have been on probation, whether they have an SEP, and if they have re-enrolled. The Research and Planning Office will be involved in this effort.

Early Alert is a critical component of identifying and supporting Probation students. All at-risk students should benefit strongly from campus-wide efforts to strengthen Ohlone’s Early Alert program.

EARLY ALERT – The Early Alert work group has been identifying campus needs and technological solutions (for example, Starfish). The vision is to have a tool that is convenient and accessible for faculty (i.e. linked directly to class rosters), and comprehensive enough that it can consolidate different products currently in use. Coordinating tutoring with student service support and early outreach are goals shared with our Equity Plan. If possible, it would be helpful to integrate service videos directly into the system so that students can access study skills or time management info from various tutoring centers and the library, and faculty can get linked to the Teaching and Learning Center. Most importantly, a common system would allow better tracking of students who are in need, and to more easily identify special population students who should see a particular counselor (Puente, student-athletes, DSPS, deaf, EOPS).

The College has hired a third party IT applications administrator to assist with functions related to outside software that are used for SSSP core services (which will include Early Alert as well as SARS, EdReady, Online Orientation, etc). Roll out is hoped for by fall 2016 and will also involve marketing, orientation, counselor interaction with students and faculty, and any new video/information services we adopt (ie Student Lingo or IntelliResponse/AskOhlone).

UNDECLARED – The new registration dashboard tool allows students to immediately see that not having a major is impeding their registration appointment. Counselors can also use this tool during sessions, especially when students come in to complete cSEPs. Other possibilities for students to explore and choose a major include Personal Development classes, Transfer Center activities and possibly career counseling.

Redesigning the website and linking tools such as Eureka can help students. Efforts continue to provide a needed face lift to make important information and documents more attractive so they stand out. With kiosks in the counseling area, students can review online “How to Choose a Major” videos and/or workshops. Many instructors already talk to their classes about majors and careers. The SSSP committee has discussed with faculty how those individual activities can be leveraged into a focused, campus-wide event, for example Majors/Career Week. Although the Tri-cities One-Stop career center is on the Newark campus, along with a successful Workability program, the College does not currently have a specified career counseling program. This is a possibility that could provide strong support for students unsure of what their options are, and would be a strong community link if coupled with One-Stop services.
BASIC SKILLS – All Basic Skills and ESL classes receive 1-2 class presentations each semester. The presentation alerts students to available resources and encourages them to see a counselor. The new Basic Skills and Early Alert coordinator works with a counselor to ensure effective content and complete all the visits. This program continues to be very successful and will be continued. The content presented at various levels of Basic Skills instruction needs to be refined since many students currently hear the same presentation multiple times as they complete all levels of instruction. Students at entry points may need more motivation and time management where students in the middle of the sequence may benefit from more engagement, and students nearer the end may need more planning (career, finance, transfer). These are areas that can be developed and enhanced by online videos. We have additional potential in our peer mentor program. This is a strong, active group that could be brought into Early Alert efforts with additional training and/or crossover work with tutoring.

OVERALL – The SSSP committee and counseling department are invested in increasing involvement of and communication with instructional faculty in all areas of core services, but especially in follow-up for students needing additional support. Each year the campus provides two Flex Week (professional development) opportunities. It could be helpful to provide a session or “Info Fair” for faculty and staff at one of these events.

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

PROBATION – The first outreach to probation students is via email notification of academic standing. 4-6 weeks after each semester, the counseling department works with the IT department to run the Academic Standing process and assign a term-specific academic standing status to all students. Although the two departments work closely together to make sure students are accurately identified and assigned, this is a time consuming and cumbersome process that can easily result in mistakes in assigning student status and/or communicating to them about it. Colleague may be able to be customized to help with this process, and IT staff are provided opportunities to attend training workshops to help identify and develop solutions.

Students on probation are blocked from registering for the following term until they complete a workshop and/or meet with a counselor to learn how to improve their academic performance.

- Students whose academic standing is “Probation” (level 1) are required to complete a one-hour workshop called, “Why Am I on Probation?” Students may choose to complete the workshop in person or online.
- Students whose academic standing is “Subject to Dismissal” (level 2) are required to complete a two-hour workshop, which includes an individual advising session with a counselor. Students may choose to complete the workshop in person or online. The workshop covers topics such as Time

- Students whose academic standing is “Dismissal” (level 3) are dismissed from the college. These students must submit a Petition for Reinstatement and meet with a counselor if they wish to appeal their dismissal. Students who appeal are required to present-progress reports signed by instructors from each of their in-progress classes so that counselors may determine appropriate interventions.

In each workshop, students are provided a Student Success Resource Guide, which lists resources available to students on both campuses and online.

UNDECLARED – Students have access to a wide variety of tools to help them identify interests and goals and select the appropriate program. The counseling department continues to explore ways of presenting this information and bringing it to students. Many students may have declared a major but are no longer actively pursuing it because their interests and goals have changed. One idea to help identify mis-declared students is to add a question such as “Are you still pursuing the program?” to the student profile which students must update each term before registering. Once identified, these students could be directed to resources. Additionally, website redesign with a focus on career pathways and additional access to video tools and information related to choosing a major can benefit all students. The College recently hired an adjunct counselor with a STEM counseling background, and she has provided presentations for Ohlone students as well as community/high school students.

BASIC SKILLS – The counseling department works closely with Basic Skills faculty to provide class presentations that do an excellent job of demystifying counseling and student services. Basic Skills students also have access to embedded tutoring, regular tutoring, and all services available to students generally.

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

PROBATION – Students receive email notification when they are placed on probation. Additionally, once the new registration dashboard is available for students, they will see their status there. An informational “What do my messages mean” link on the dashboard page will direct students to the academic standing email they received and encourage seeing a counselor for assistance.

UNDECLARED – Students are notified in orientations, counseling appointments, PD classes, and via Transfer Center emails, calendar of events, and flat screen monitors around campus. The new dashboard will provide this information to students as well. “Warm calling” was implemented last spring in which counselors called students who were not declared and provided support for them to do so. Students who complete a cSEP but have not actually declared a major are a special focus of this outreach.

BASIC SKILLS – Information is provided in class presentations 1-2 times per term.
c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Students currently have the options to complete Academic Standing workshops in person or online. Similarly, there are links to many “Choose a Major” resources in person at the Transfer Center as well as on the website, and workshops are offered throughout the year. Students can take PD classes (in person, hybrid, and fully online formats) to help define a major and/or improve success strategies. Basic Skills presentations occur in the Basic Skills classrooms.

The biggest focus of efforts in delivering service to at-risk students is enhancing our online video resources and implementing a comprehensive Early Alert system for the campus. Investing in mobile technology (laptops and pads) as well as electronic polling devices and or technology could help make Academic Workshops and Orientations a more engaging and interactive experience for the student. Online workshops could be developed to make it easier for students to access while maintaining integrity and interactivity between the workshop material and the student. Student Lingo is a company that provides a library of virtual Student Success Workshops which can be helpful in supplementing our current Academic Standing workshops. While beneficial for all students, they are potentially especially helpful for at-risk students.

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

Faculty members participate somewhat through our current Early Alert system. The system is not conducive to widespread use, which is why the campus is working to change it. Faculty members monitor progress for some special populations (such as student-athletes, students on probation, and other groups as identified and coordinated). Where there is an identified counselor for a special population (e.g., health sciences, Puente, Deaf/Hard of Hearing) there is greater connection and closer monitoring for at-risk students.

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.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Student Success Coord</td>
<td>Early Alert/Basic Skills Coordinator</td>
<td>SSSP</td>
</tr>
<tr>
<td>0.3</td>
<td>Counselor</td>
<td>Academic Standing coordinator</td>
<td>SSSP</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Probation / Basic Skills materials</td>
<td>SSSP</td>
<td>1,000</td>
</tr>
<tr>
<td>5000</td>
<td>Engineerica license</td>
<td>SSSP</td>
<td>4,500</td>
</tr>
<tr>
<td>5000</td>
<td>Early Alert software (new)</td>
<td>SSSP</td>
<td>65,000</td>
</tr>
<tr>
<td>5000</td>
<td>Professional Development</td>
<td>SSSP</td>
<td>2,000</td>
</tr>
</tbody>
</table>

**F. Other SSSP/Match Expenditures**

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services.

When SSSP research is disaggregated by demographic factors, much of it has potential crossover implications with Equity. A representative sample of research topics is below. Additionally, the College has recently hired an additional researcher to assist with and expand on our research efforts connected to student success initiatives.

- Retention and success, disaggregated by race, gender, age, etc., but also disaggregated by special populations (International students, Puente, AB540 students, EOPS, DSPS, veterans, low income students, foster youth, student-athletes by sport) specifically for core services and related:
  - Orientation
  - Assessment/placement
  - Counseling
  - Educational Plan completion
  - Probationary students
  - Basic skills
  - Transfer Center
  - PD courses
- Participation rates, including underrepresented groups in STEM disciplines
- Student service contacts disaggregated within each service (counseling, orientation, transfer services, EOPS, DSPS, educational planning)
- Incoming and continuing students who aren’t accessing services
- Program awards

List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.
<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Sr Research Analyst (50%)</td>
<td>SSSP</td>
<td>32,000</td>
</tr>
<tr>
<td>2000</td>
<td>IT Systems Analyst/MIS*</td>
<td>SSSP</td>
<td>80,000</td>
</tr>
<tr>
<td>2000</td>
<td>IT Programmer* (8 mo-hired Nov)</td>
<td>SSSP</td>
<td>48,000</td>
</tr>
<tr>
<td>2000</td>
<td>IT Applications Admin (support 3rd party IT products)* (8 mo-hired Nov)</td>
<td>SSSP</td>
<td>47,000</td>
</tr>
<tr>
<td>2000</td>
<td>SSSP Coordinator (if needed)</td>
<td>SSSP</td>
<td>53,000</td>
</tr>
<tr>
<td>5000</td>
<td>Operations related to planning and disseminating SSSP information</td>
<td>SSSP</td>
<td>1,000</td>
</tr>
<tr>
<td>5000</td>
<td>SPSS license</td>
<td>SSSP</td>
<td>2,000</td>
</tr>
<tr>
<td>5000</td>
<td>Professional development</td>
<td>SSSP</td>
<td>12,000</td>
</tr>
</tbody>
</table>

*Not specifically related to research -- work spans all core services

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.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Tutoring Director</td>
<td>Other categorical (not match)</td>
<td>87,000</td>
</tr>
<tr>
<td>1000</td>
<td>Dean, Counseling &amp; Special Programs</td>
<td>GF</td>
<td>145,000</td>
</tr>
<tr>
<td>2000</td>
<td>Dean, Enrollment Services</td>
<td>GF</td>
<td>135,000</td>
</tr>
<tr>
<td>2000</td>
<td>A&amp;R staff not directly SSSP</td>
<td>GF</td>
<td>303,000</td>
</tr>
<tr>
<td>2000</td>
<td>Div. Asst, Counseling &amp; Special Progs</td>
<td>GF</td>
<td>65,000</td>
</tr>
<tr>
<td>2000</td>
<td>Curriculum/Scheduling Director (75%)</td>
<td>GF</td>
<td>72,000</td>
</tr>
<tr>
<td>2000</td>
<td>Transfer Center Specialist</td>
<td>GF</td>
<td>50,000</td>
</tr>
<tr>
<td>4000</td>
<td>Transfer Center supplies</td>
<td>GF</td>
<td>1,500</td>
</tr>
<tr>
<td>4000</td>
<td>A&amp;R supplies</td>
<td>GF</td>
<td>2,000</td>
</tr>
<tr>
<td>5000</td>
<td>A&amp;R technology</td>
<td>GF</td>
<td>9,000</td>
</tr>
<tr>
<td>5000</td>
<td>Transfer Center technology</td>
<td>GF</td>
<td>6,500</td>
</tr>
<tr>
<td>5000</td>
<td>Transfer Center Prof. Dev.</td>
<td>GF</td>
<td>2,000</td>
</tr>
</tbody>
</table>

**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.

   Students who meet one or more of the criteria below can request to be exempted from Student Success requirements:

   (1) has completed an associate degree or higher; (automatic, if noted on their application)
(2) has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence; (students need to submit petition)
(3) has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards. (students in the Administration of Justice Consortium are automatic. All others need to submit petition)
(4) has enrolled at the college as a special admit student pursuant to Education Code section 76001. (automatic through application)

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

Ohlone College does not currently track students exempted based on enrollment for reasons other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence. Very few students have requested exemptions. The automatic exemptions are shown below.

<table>
<thead>
<tr>
<th>Exempt Enrollment</th>
<th># students</th>
<th>% exempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Admit (K-12)</td>
<td>3,388</td>
<td>14.0%</td>
</tr>
<tr>
<td>Consortium</td>
<td>3,708</td>
<td>15.3%</td>
</tr>
<tr>
<td>Prior Degree</td>
<td>2,000</td>
<td>8.3%</td>
</tr>
<tr>
<td>Non-exempt Enrollment</td>
<td>15,078</td>
<td>62.4%</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>24,174</td>
<td></td>
</tr>
</tbody>
</table>

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.

Students may appeal the loss of enrollment priority due to extenuating circumstances or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner as defined in section 58108(n). In addition, Ohlone College allows students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status resulting from their academic standing. Significant academic improvement is defined as achieving no less than the minimum grade point average of 2.00 and completion of at least 50% of attempted coursework of at least 12 units.
Students may appeal by submitting a general student petition to the Admissions & Records Office. It is the responsibility of the student to indicate on the petition a clear statement of the grounds on which continued priority enrollment should be granted and to provide evidence supporting these reasons. Petitions will be reviewed by a committee and the committee decision will be final.

This policy can be found on the website at the link below.
http://www.ohlone.edu/org/admissions/docs/appealofregistrationprioritystatus.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.

The Ohlone College faculty Senate has established a curriculum committee to review and approve prerequisites and corequisites under the following circumstances:
1. As required by articulation with UC and/or CSUs
2. When courses are sequential within the same department
3. Ohlone College’s Faculty Senate, through its Curriculum Committee, is working to adopt a plan specifying how prerequisites or corequisites in reading, written expression or mathematics will be added to courses.
4. All courses at the college are reviewed on a six-year cycle, which includes review of each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite that is still supported is reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

Clearing and Challenging Prerequisites
1. The student meets with a counselor during drop-in counseling hours and provides documentation indicating completed requirements for the prerequisite (e.g., transcript, course description, syllabus)
2. In most cases, the counselor can evaluate whether the prerequisite requirements have/have not been met and will clear the student for enrollment if warranted.
3. If unable to determine whether requirements are met, or in cases where the student disagrees with the counselor’s determination, the counselor will refer the student to the appropriate Division Dean.
4. The Division Dean reviews student rationale/work/ability and consults with subject faculty to make a determination. The Division notifies the student and clears the student for enrollment if warranted.
SECTION IV. PROFESSIONAL DEVELOPMENT

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

As statewide and regional Student Success conferences and workshops are announced, faculty, staff and administrators involved in student success activities will be supported to attend as appropriate. Where possible, professional development activities will include information and ideas from Basic Skills, Equity, and other college programs, and attendance with members of other initiatives will be encouraged. Professional Development funds are available for these events.

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: Jennifer Harper  Title: Professor, Counseling
Stakeholder Group: SSSP Committee, Academic Standing Program, Counseling Department

Name: All Counseling Faculty  Title: Counselors
Stakeholder Group: Counseling department, Transfer Center, Basic Skills, Orientation

Name: Mark Lieu  Title: Dean for Language and Communication
Stakeholder Group: Dean, Language & Communication, Basic Skills & SSSP Committees

Name: Linh Nguyen  Title: Student Services Assistant, Assessment
Stakeholder Group: Testing Center, classified staff

Name: Wayne Takakuwa  Title: Professor, Counseling/Assessment Coordinator
Stakeholder Group: Counseling, Assessment/Testing, SSSP Committee, Basic Skills Committee

Name: Michelle Dimmett  Title: Student Services Assistant, Orientation
Stakeholder Group: Orientation and out-reach, classified staff

Name: Jesse MacEwan  Title: Associate Professor, Counseling
Stakeholder Group: SSSP Committee, Orientation

Name: Jeff Roberts  Title: Professor, Kinesiology/Faculty Senate President
Stakeholder Group: Faculty, Faculty Senate

Name: Andrea Sanchez  Title: Student Assistant, Early Alert
Stakeholder Group: Early Alert, campus in-reach, classified staff

Name: Ron Travenick  Title: Vice President, Student Services

Stakeholder Group: Student Services, College Executive Team

Name: Deborah Griffin  Title: Director, Financial Aid

Stakeholder Group: Financial Aid, Veteran Services, SSSP Committee

Name: Debbie Trigg  Title: Director of Student Life, EOPS, Ombudsperson

Stakeholder Group: Campus Activities, EOPS, SSSP Committee

Name: Georgina Torres  Title: Peer Mentor

Stakeholder Group: Peer Mentor, Student

Name: Ann Burdett  Title: Director of DSPS

Stakeholder Group: SSSP Committee, DSPS

Name: Kathleen Schoenecker  Title: Administrative Systems Analyst

Stakeholder Group: Information Technology, MIS

Name: Laura Weaver  Title: Dean of Admissions & Records

Stakeholder Group: Admissions & Records

Name: Shyam Sundar  Title: Professor, Biology

Stakeholder Group: Instructional Faculty

Name: Susan Gutkind  Title: Dean, Counseling & Special Programs

Stakeholder Group: Counseling, Special Programs
Attachment B
Organizational Charts

College: Ohlone College
District: Ohlone Community College District

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Attachment C
SSSP 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.

Name: Jennifer Harper/Co-Chair  Title: Professor, Counseling
Stakeholder Group: SSSP Committee, Academic Standing Program, Counseling Department

Name: Mark Lieu  Title: Dean for Language and Communication
Stakeholder Group: Dean, Language & Communication, Basic Skills & SSSP Committees

Name: Wayne Takakuwa  Title: Professor, Counseling/Assessment Coordinator
Stakeholder Group: Counseling, Assessment/Testing, SSSP Committee, Basic Skills Committee

Name: Jesse MacEwan  Title: Associate Professor, Counseling
Stakeholder Group: SSSP Committee, Orientation

Name: Jeff Roberts  Title: Professor, Kinesiology/Faculty Senate President
Stakeholder Group: Faculty, Faculty Senate

Name: Andrea Sanchez  Title: Student Assistant, Early Alert
Stakeholder Group: Early Alert, campus in-reach, classified staff

Name: Deborah Griffin  Title: Director, Financial Aid
Stakeholder Group: Financial Aid, Veteran Services, SSSP Committee

Name: Debbie Trigg  Title: Director of Student Life, EOPS, Ombudsperson
Stakeholder Group: Campus Activities, EOPS, SSSP Committee

Name: Georgina Torres  Title: Peer Mentor
Stakeholder Group: Peer Mentor, Student
Name: Ann Burdett  
Title: Director of DSPS  
Stakeholder Group: SSSP Committee, DSPS

Name: Kathleen Schoenecker  
Title: Administrative Systems Analyst  
Stakeholder Group: Information Technology, MIS

Name: Laura Weaver  
Title: Dean of Admissions & Records  
Stakeholder Group: Admissions & Records

Name: Shyam Sundar  
Title: Professor, Biology  
Stakeholder Group: Instructional Faculty

Name: Susan Gutkind/Co-Chair  
Title: Dean, Counseling & Special Programs  
Stakeholder Group: Counseling, Special Programs