



Student Success and Support Program Plan (Credit Students)

2014-15

District: Ventura County Community College District
College: Moorpark College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:

cccssp@cccco.edu

and

Mail report with original signatures to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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

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

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

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

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

The program plan should not be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: [Moorpark College](#)

District Name: [Ventura 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*.

Signature of College SSSP Coordinator: _____

Name: [Dean Patricia Ewins](#) _____ Date: _____

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

Name: [Dr. Lori Bennett](#) _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: [Dr. Lori Bennett](#) _____ Date: _____

Signature of College Academic Senate President: _____

Name: [Professor Mary Rees](#) _____ Date: _____

Signature of College President: _____

Name: [Dr. Bernard Luskin](#) _____ Date: _____

Signature of District Chancellor: _____

Name: [Dr. Jamillah Moore](#) _____ Date: _____

Contact information for person preparing the plan:

Name: [Patricia Ewins](#)

Title: [Dean of Student Learning](#)

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SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

Ila. Core Services

i. Orientation

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

TARGET STUDENT AUDIENCE

- All new college students as well as students returning after an absence or new to Moorpark College are expected to complete the orientation. In order to make the orientation more relevant to returning adult students we plan to create targeted orientations that are relevant and contain required information as well as information targeted at the specific audience.

FIRST-TIME STUDENTS TO BE SERVED.

- Our first time college student population holds fairly steady at the rate of about 3600 new to college students each fall and these new students typically account for about 25% of our college populations.
- In Fall 2014 we had **3618** first time college students and **824** new transfer students enroll. These "new-to-Moorpark" students were required to complete the orientation process to receive registration priority. Of these **4442** "new to Moorpark" students we hoped would complete the orientation process, **3579** did. We were very pleased that during the pilot semester **81%** of our new college students completed the orientation and feel this confirms that our marketing and awareness efforts with this population were effective.

DELIVERY METHODS

- During spring 2014 we developed an online orientation, that became available in summer 2014, for all new and returning students but primarily targeted at graduating high school seniors and other traditionally aged (18-24 year old) first time college students. All 2014-2015 Orientations were conducted online.
- The Moorpark College Online Orientation was developed to be a simple, low on-going cost, hands-off, "3 in 1" process that incorporates Student Self Placement, Orientation, and Preliminary EdPlan into one set of self-guided operations, completed independently, and automatically entered into MIS data collection. This was piloted in fall 2014 with the 2014-2015 incoming students and was highly successful.
- During 2014-2015 we will:
 - update our existing orientation to reflect changes to our website (in progress)
 - develop a collection of "mini- orientations/updates" targeted at continuing students, via *MyNav*, who are at various stages of their academic career
 - develop additional pre and new student online orientations targeted at:
 - the 14-17 year old potential new students,

- parents of those potential new students,
- first time older adult students (35+), and
- “returning-to-college” adult students.

ORIENTATION AND PRE-ORIENTATION ACTIVITIES TO BE PROVIDED IN 2014-2015:

- All local High School counselors are invited to a breakfast meeting at the college each year. This kick-off event orients the HS counselors and gives them the information needed to take back to their students to begin the preliminary orientation process for the coming academic year. During spring 2014, **34** High School Counselors from **18** local high schools were in attendance. We will conduct similar activities during 2014-2015.
- Throughout the spring, Counselors and Outreach personnel visit local high schools to speak at student assemblies. In spring 2014, we visited **21** local high schools to provide informative presentations to **1267** students about the opportunities at Moorpark College. We will conduct similar activities during 2014-2015.
- During their senior year, interested students from local high schools are invited on a “field trip” to *Preview Days*, at Moorpark College to visit facilities, meet professors, and talk with counselors. Twelve *Preview Days* were held in Spring 2014 with **737** students in attendance. A separate *Preview Day* was held for Veterans with **10** in attendance. We will conduct similar activities during 2014-2015.
- Student Ambassadors are available to take small or large groups on campus tours throughout the school year. During the 2013-2014 academic year 125 small and large tours were conducted. We will conduct similar activities during 2014-2015.
- The Fountain Hall renovation was completed in 2013 and includes a Welcome Center staffed by Student Ambassadors. Beginning in fall 2014, Student Ambassadors staff the “Welcome Center” to “meet and greet” new students and their families as well as to interact with continuing students to answer basic questions and provide direction to required services. We will conduct similar activities during 2014-2015.
- “Ask the Counselor” small Q&A scheduled workshops are held to assist students with completing the DegreeWorks Preliminary EdPlan portion of the Orientation. In June, July and August 27 Q&A sessions were offered with 294 students in attendance. We will conduct similar activities during 2014-2015.
- Assisted Orientation is provided by Outreach personnel for any student who needs access to a computer or assistance completing the online orientation. We will conduct similar activities during 2014-2015.
- In order to facilitate Assisted Orientation and Counselor Q&A sessions, 8 new computers and a printer were installed in Fountain Hall open area, and 24 new computers installed in Fountain Hall 117 (Summer 2014). All other computers in open area were re-programmed to allow student use (spring 2014). We will continue to provide this service during 2014-2015.
- Via high school counselors, the portal and website, Student Ambassadors, *Preview Day* facilitators, and phone calls to Counseling and the Outreach Department, new students were encourage complete an online orientation to the college that requires prior online self-placement in English and math and concludes with an abbreviated EdPlan via DegreeWorks. Completion of this 3-step process is required to be prioritized for registration. We will conduct similar activities during 2014-2015.
- New Student Orientation Classes, COUN M03, were offered during summer 2014 session. This is a .5 unit class taught by Faculty Counselors and providing additional college orientation and success information for students in addition to the required completion of the online assessment/orientation/EdPlan. In summer 2014 we offered **12** sections and 344 students completed. We plan to offer more classes in late spring 2015 and summer 2015. This Orientation class included the completion of the assessments, online orientation as well as completion of both the abbreviated and comprehensive education plans. We will conduct similar activities during 2014-2015.
- New international students will be required to complete the online orientation. In addition, we will provide an in-person workshop specifically for international students that will include an orientation, assessment, counseling, and registration system to assist with new student enrollment. We will conduct similar

activities during 2014-2015.

- Special programs (DSPS, EOPS, Nursing, EATM, etc.) also require additional orientation for their specific programs to supplement the general online orientation required of all new students. Many other discipline related orientations and welcomes are optional. These additional and specialized orientations designed to increase student success in all areas are funded by general funds or specific categorical funds. We will conduct similar activities during 2014-2015.

Special Program	Number of Students Attending for fall 2014
ACCESS (DSPS)	110
Nursing---Mandatory Orientation	44
Rad Tech-Mandatory Orientation	28
Athletics	336
Math Summer Bridge	108
EOPS	264
CalWORKs	31
EATM	101
Financial Aid	1532
International Students	23

- Prior to the first week of fall classes, all new students and their parents are invited to a *New Student Welcome* that introduces students to college life, facilitates cohorts of like-minded students via interest inventory, introduces students to faculty in their area of interest, and orients parents to their new role as parents of adult college students. Counselors were present in the cohort groups as well as available to meet with students on first semester course selection. 363 students attended with a total of 600 participants including guests and parents. The campus was extremely pleased with the turn out and the results of the event, and has decided to make this an annual event. We will conduct similar activities during 2014-2015.
- We plan to create a similar event for returning adult students and a smaller event for students beginning in spring semesters is under discussion.
- During the first week of school, Welcome Tables are prominent on campus to assist students in finding classes and services. We will conduct similar activities during 2014-2015.
- We plan to develop a marketing and outreach program to reach potential students, with a special emphasis on disproportionally served student populations to increase access to the college. We will create informational documents to assist and inform targeted populations (i.e., adult-students, veterans, foster students)

PARTNERSHIPS

- High Schools in this area have close interaction with our counseling and outreach staff and assist in pre-registration activities to prepare students for transition to college.
- All local High School counselors are invited to a breakfast meeting at the college each year. This kick-off event orients the HS counselors and gives them the information needed to take back to their students to begin the preliminary orientation process. During Spring 2014, **34** High School Counselors from **18** local high schools were in attendance.
- Throughout the spring, Counselors and Outreach personnel visit local high schools to speak at student assemblies. In spring 2014, we visited **21** local high schools to provide informative presentations to **1267** students about the opportunities at Moorpark College.
- During their senior year, interested students from local high schools are invited on a "field trip" to *Preview Days*, at Moorpark College to visit facilities, meet professors, and talk with counselors. Twelve *Preview*

Days were held in Spring 2014 with **737** students in attendance. A separate *Preview Day* was held for Veterans with 10 in attendance.

- We plan to explore an afternoon program focused on attracting high-school seniors from several local high schools. This will allow us to provide orientation and ed plan support for incoming students.
- We plan to significantly increase the outreach to Veterans, Foster Youth, and other at risk populations.

b) Identify the academic pathway services, including the number of positions, job titles and a brief one-sentence statement of their role.

CONTINUED ORIENTATION SERVICES ALONG THE ACADEMIC PATHWAY

- Moorpark College recognizes that students need different information at different times throughout their academic career. As such, we strive to impart information when it is the most pertinent and meaningful to the individual student. Students at Moorpark use “MyNav”, our online guidance tool for students to use throughout their college career. This is featured on the portal, website, and featured on posters throughout campus, “My Nav” helps students navigate the college timeline and identify and understand the important milestones at different stages of their individual educational development. During 2014-2015 we will be developing “mini-orientations/updates” for each of these stages to be sent out to students as they achieve each level. These “updates” will remind students to meet with counselors, use students services, visit the Career Transfer Center, complete grad checks, etc. depending on their individual level of completion to goal
 - Getting Started-----before enrollment
 - The First 15-----the first 15 units
 - Making Progress-----16-30 units
 - Moving Forward-----31-45 units
 - Graduation Transition--46-60+ units
 - Lifelong Learning/Career Updates-----after graduation/transfer

ORIENTATION PERSONNEL

- **2 Outreach Specialists**----Schedules and presents preview orientation activities for HS Counselors and students both at the high school site as well as on campus; coordinates Welcome Day, campus tours, Assisted Orientation, Counselor Breakfast, and Student Ambassador Tours. Conducts preview orientation activities at community events to reach/inform targeted student populations.
- **4 Counselor Assistants**---Assists with “Ask the Counselor” workshops, preview days, Welcome Day
- **13 Counselors**---“Ask the Counselor” workshops, Orientation classes, Welcome Day, Orientation Input
- **1 Counselor’s Sabbatical Project**--- Orientation development input
- **1 Registrar**—Orientation development Input
- **8 Administrators**---Orientation development input; assist with preview days and Welcome Day
- **1 Matriculation Specialist** – assists with preview orientation activities, Welcome Day, provides supervision/support for student ambassador program
- **1 Administrative/Office Assistant** – assists with scheduling activities, provides support for student ambassadors program
- **1 Research Analyst**—assists with development, implementation, and analysis of program assessment surveys for SSSP.
- **1 Data Analyst**—assists the research analyst
- **IT personnel**—provide technology support for all activities.
- **1 Instructional Technologist**—assists students with completion of all core services and on-line instructional support
- **2 Professional Experts**---production of the online orientation
- **8 Specialists/Coordinators**—Organize and provide Special Program Orientations, Welcome Day
- **Student Ambassadors**—Conduct student tours, field questions at the Welcome Center, and assist with preview days
- **Discipline Faculty**---volunteer at Welcome Day, the Welcome Booths, and in other capacities

- c) If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

ORIENTATION TECHNOLOGY

- We offer orientation exclusively online. Our Orientation is a “you-tube” video developed in-house. The orientation provides all the information required (as noted in IIa, I, d) as well as information specific to Moorpark College and our services. This video (written by MC faculty, staff, administration, and students) was created and produced by a Moorpark College employee and alumna. The intent is to orient students to the website for information they need now, as new students, as well as how to find information pertinent to them as they progress. Once created, district IT staff assisted in uploading to the website and connecting Orientation completion to MIS data collection. Once in place this is a smooth, hands-off, low-cost process.
- Additional targeted online orientations (as mentioned above) will be created and will use similar format and development. This will require on-going, intermittent services of faculty, staff and students to create the input as well as the use of professional expert staff for production and development.
- College Information Technology staff will work in coordination with district IT to maintain campus SSSP technology systems, support SSSP activities, provide technical training, and work with District IT staff to maintain instruments and support MIS data collection.

- d) Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

ORIENTATION DEVELOPMENT

- The online orientation was developed in spring 2014 and continues to be updated to reflect a new and changing website. At the time of development the Orientation Checklist was checked and inclusion of each point was verified. A question is required to be answered correctly at the end of each section of the online orientation before students can move on to the next section to acknowledge understanding of the content. These questions are specific to the 8 checklist items. By requiring all new students to complete the same online orientation we can verify that all students have received the required information noted above. Students informally surveyed during the development and implementation of this new orientation process responded favorably to the format.
- The College plans to:
 - continue to require all students to complete the same online orientation
 - develop additional targeted online orientations/updates as noted above
 - expand and market the .5 unit Orientation Class that was highly successful in summer 2014
 - offer Orientation Class(es) targeting returning adult students and/or other special or at risk populations
 - regularly update the online orientations, as needed to remain current with changing requirements and

student needs

- expand pre-orientation effort to high schools and targeted student populations

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

ADDITIONAL POLICIES AND PROCEDURES REQUIRED

- Moorpark College has surveyed students, staff, and faculty and has determined that the online orientation is effective and enjoyable. We plan to continue to add to and refine our online orientations and increase exposure to these tools. We do not feel there are any issues, policies or procedures necessary to address, at this point, to allow us to continue to provide comprehensive orientation services.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

- Moorpark College has been using an informed self-assessment/self-placement instrument for students in English and math since 2000. Originally designed by English and math faculty as a "paper-pencil" self-assessment/self-placement these instruments have been regularly monitored, up-dated, and improved over the past 14 years with continued input from counselors, matriculation personnel and discipline faculty. Students have used these instruments to self-assess their own academic skills and personal readiness for a specific class and they are then able to place themselves into pre-transfer and transfer level English M01 and pre-transfer math classes of their choice.

These self-placements are now online and they are the suggested starting point for the 3-step assessment/orientation/preliminary EdPlan process we recommend for all students new to Moorpark. This self-placement is a required prerequisite for pre-transfer level math and transfer level English classes. Results and decisions feed directly into Banner and the prerequisite clearance for these classes. We monitor the results of this self-placement process by comparing the success rates for students who have self-placed to state-wide success rates of students placed into classes in various other ways. We have found self-placement to be at least equal and usually better than standard assessment/placement tools, and superior to students being placed based on high school transcripts alone.

Moorpark College feels strongly that when students are given the respect, autonomy, and the right information, they will make an informed self-placement decision based on a self-evaluation of skills and additional factors regarding personal commitment, time constraints, and course expectations. We feel they will make a better decision for themselves and have a higher level of commitment to making it a successful decision. As we track our students we find this largely to be true.

TARGET STUDENT AUDIENCE

- All new-to-college incoming students and any students continuing or returning to college who have not completed their general education math and English courses.

ANNUAL NUMBER OF STUDENTS TO BE ASSESSED

- In the 2013-2014 academic year students completed 8276 English Self-Placements and 8614 Math Self-placements. As our enrollments patterns are fairly stable we anticipate similar assessment patterns in the future.

WHO WILL BE REQUIRED TO BE ASSESSED

- All students who enroll in math or English courses who have not completed the prerequisite course at Moorpark are expected and strongly encouraged to complete the self-placement prior to enrolling in a course. Student who may have completed a prerequisite class elsewhere are still encouraged to complete the self-placement as the self-placement contains multiple measures and additional and important information regarding study skills, time commitment and course expectations that will assist students in making an informed choice even though they may technically already have completed a prerequisite.

PARTNERSHIPS

- Local high schools are familiar with our self-assessment/self-placement process and prepare students to understand the process and the importance and long-term benefits of making honest and informed self-assessments/self-placements as one of their first adult responsibilities in college. Local high school seniors who attend our Spring Preview Days are required, with the support of the high school counselors, to bring their high school transcript with them to the Preview Days. These transcripts are reviewed for proper prerequisite clearance/placement for Moorpark courses which require a high school prerequisite and cleared into Banner. We will conduct similar activities during 2014-2015.

ACADEMIC PATHWAY

- Prior to the implementation of our three-step process in spring 2014, student could complete the self-placement any time prior to registering for math or transfer level English classes. With the implementation both self-placements are the first step the student takes prior to orientation and completion of the preliminary EdPlan and the expectation is that they will both be completed prior to enrollment in any classes.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

STAFF PROVIDING ASSESSMENT SERVICES

- The self-assessment/self-placement instruments are designed, monitored, and updated by discipline faculty under the leadership of the Department Chair for Math and the Department Chair for English.
- District IT staff build and maintain the instruments to our specifications, up-load them to the website and connect the results to feed into the Banner and MIS systems.
- College Information Technology staff will work in coordination with district IT to maintain campus SSSP technology systems, support SSSP activities, provide technical training, and work with District IT staff to maintain instruments and support MIS data collection.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
 - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
 - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
 - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

ASSESSMENT INSTRUMENTS

- The Moorpark College Self-Assessment/Self-Placement for pre-transfer math and pre-transfer and transfer level English M01 is a college-designed instrument and is designed to be entirely on-line. It takes a relatively short time to complete and there is no cost to the student or the college to complete the self-placement. If required, paper/pencil and other 1:1 accommodated self-placements are also available upon request. ESL, as well as other language class assessment is completed by discipline faculty either before classes begin or during the first class session.
- Advanced and continuing students can submit transcripts to the Counseling Department and/or the respective department chairs for higher-level clearance; however, all incoming students are strongly encouraged to complete the self-placement as this instrument is designed to assist students to make an informed choice using multiple measures no matter what the skill level or course completion has been.

Multiple Measures

- Our Self-Assessment/Self-Placement is used for both math and English placement recommendations. In addition to a self-assessment of individual skills these instruments guide students to consider their previous experience and success in each subject, outline course expectations and required number of study hours needed, as well as factoring in self-evaluation of recency, personal discipline, study habits, and commitment. This multiple way of determining readiness assists students in choosing the correct self-placement based, on not only previous classes or skill level, but on their personal readiness for all aspect of course demands. In addition, counselors and discipline faculty are available to advise students and evaluate student skills. As students self-place and are not forced into any specific class there is no need to appeal decisions.

Other Measures

- Students seeking entrance to classes beyond the self-placement level or in disciplines not addressed by self-placement, (e.g. music, dance, art, etc.) do so through counselor transcript evaluation and/or interview/audition with the department chair or discipline faculty.

Integrated Assessment

- Discipline faculty or Counselors can recommend placement other than that available through self-placement based on transcribed classes from other institutions, high school transcripts and test scores, placement scores from other institutions, and other multiple measures and experiences that may have prepared a student for the class they wish to take. These are each addressed on an individual basis and often involve a counselor recommendation and discipline faculty concurrence.

4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

OUTSIDE ASSESSMENTS

- We do not accept the assessment scores/placement results from the colleges within our district or from outside colleges. We will use equivalent college courses in regards to prerequisite clearance for Moorpark courses but we strongly encourage all students to take the Moorpark Math and English placement exams if requesting placement into our English and Math classes even if they have college coursework from other colleges.
- We require new students needing pre-transfer and first level transfer classes to complete the self-placement for the other information contained. As students self-place there is usually no resistance to completing this simple set of self-placement tools as the preliminary step to the required orientation.

5. Describe college or district policies and practices on:

- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
- b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

ASSESSMENT POLICIES AND PRACTICES

Pre-test Practice

- As we use a self-assessment/self-placement process there is no need for "practicing" the assessment; however, in summer 2014 our math department piloted a preparation bridge for students who want to begin in transfer level math, have the prerequisite from high school, but need a prerequisite skills refresher that may not be as intense as a full course. The bridge to fall 2014 appeared to be well received by the 108 students who participated and we will be monitoring the success results of these students throughout the semester. We will conduct similar activities during 2014-2015.

Re-Take

- Students cannot re-take the self-assessment/self-placement; however, as completion of the assessment itself is the prerequisite to class placement it is unnecessary to re-take as a student can accept the recommendation of the self-assessment or not and self-place as they wish.

Recency

- Because this self-placement includes information and multiple measures we want all students to take into account while making their self-placement decision, all students are expected to go through the process

regardless of recency of high-school classes. There is no policy on recency in regards to using test scores/transcripts for prerequisite clearance for transfer level placement. Our “practice” is to counsel students to be conservative in using scores/grades from years ago, typically suggesting taking a class a level below to refresh older learned skills.

PREREQUISITES

- Students are currently reviewed for prerequisites by hand carrying placements or assessment results and/or high school/college transcripts/AP/IB scores to Drop-in, an appointment, Preview Day or an “Ask the Counselor” workshop for on the spot evaluation/clearance.
- We plan to pilot a new process beginning fall 2014. All high school transcripts received by Admissions & Records office will automatically be routed through a Counseling Assistant for evaluation of prerequisite placement to be entered into Banner immediately eliminating the necessity of meeting with a Counselor or Counselor Assistant.
- Beginning fall 2014, all current and new students will be able to “formally” request prerequisite clearance “online” through the Counseling website. Students will submit their request electronically, a verification of ID and documentation will be made, and a response/decision will be processed. This will be an improvement on our current email system. This process will be overseen by a Counseling Assistant.
- A new process is also being discussed for an improved internal prerequisite/assessment clearance for discipline faculty to review courses which Counseling Faculty are not qualified to review (E.G. art portfolios, dance, etc.) A paper-less streamlined process should be in place by spring term.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

EXTERNALLY-ADMINISTERED THIRD-PARTY TEST

- Because our on-line assessment employs multiple measures and facilitates informed decision making on the part of the student, all students are strongly encouraged to take the online English and Math self-assessment and placements regardless of any outside test results; however, we will accept a few “third party” tests for use in placement decisions for transfer level math. We accept results from the following testing agencies:
 - AP scores for Math and English placement
 - CLEP exam scores for Math only
 - IB scores for Math only
- We do not exempt students from our self-assessment/self-placement but we will also use outside college transcripts for both Math and English placement with transcribed proof the student has successfully completed a Math and English course at another 2 or 4 year college. We do not use outside college placement test results.
- We do not exempt students from our self-assessment/self-placement but, upon completion, we will use high school transcripts for transfer level Math placement.
- We do not exempt students from our self-assessment/self-placement based on EAP scores.
- The World Languages department uses an online assessment for Spanish, German, and French that assists students with enrolling in the appropriate course level; program faculty collected and analyzed 10 years of data to inform their program planning
- We do not participate with any other third- party testing

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

SEE BUDGET PLAN

iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

TARGET AUDIENCE

- Our campus typically has between 14,000-15,000 students at any one time. All students are encouraged to meet with counselors on a regular basis. Students in specific majors or in special programs may have requirements to meet with specific counselors. Counselors have specialty disciplines and students are encouraged to work with counselors who specialize in their chosen field of study but, in general, students may choose whichever counselor they wish.

SERVICES PROVIDED

Appointments

- One-to-one Counselor Appointments are the primary and most essential and intense service that Counseling provides. Counselors typically meet with students in 1:1 thirty-minute appointments. Veterans, student with disabilities, and other special populations may be scheduled for sixty-minute appointments as necessary to meet individual needs. In the past two years, approximately 12,500 individual appointments were scheduled each year. This is significantly down from previous years due to a reduction of the counselor staff. With the addition of more counselors anticipated this year, we expect appointment availability will increase.

Counseling	FY 2011-2012	FY 2012-2013	FY 2013-2014
Appointments	15,209	12,562	12,560

Drop-in

- Drop-In counseling is another essential and daily opportunity for students to receive counseling and advisement. Students have access to professional and para-professional staff during business hours and until 7:00 two evenings a week. Drop-in counseling is designed to answer quick, 5 minute course related questions, clear simple prerequisites, and receive referrals to other services. Students with question requiring more in-depth interaction and analysis are directed to make appointments. Drop-in counseling typically has 15,000 -16,000 individual student interactions each year.

Counseling	FY 2011-2012	FY 2012-2013	FY 2013-2014
Drop-Ins	14,288	16,704	15,401

On-Line Counseling

- Students can submit questions to "On-line Counseling" 24/7 by sending an email to the online counselor via a link on the counseling page of the Moorpark College website. On almost a daily basis during the academic schedule, the on-line counselor then will either answer the question(s) or refer the student to the appropriate place for answers. Currently we have 6 hours per week assigned to a counselor to monitor these questions. Our on-line counseling is very basic and is really advisement more than counseling. We have not yet developed a way to monitor and submit this interaction for MIS data collection. As we do not yet verify student identity, student records are not accessed or referred to and all responses are non-specific, of a generic nature. When the question requires transcript analysis students are referred to make

an appointment. Students are referred to information they can personally access on the website or other counseling websites such as ASSIST, or it is suggested they stop by the drop-in counter.

- During fall 2014 we plan to review and redesign our on-line counseling services. Clearly the need and expectation for on-line counseling is rapidly growing. In addition, we are required to assure that all students have equal access to campus services no matter when or how they attend classes. We plan to develop a secure on-line venue for students to access Comprehensive Education Plan development and approval as well as actual counseling that can assure privacy, be accessible and submit MIS data. This will require a change of process and a verification method that may now be available to us via GradesFirst. When implemented this will require additional Counseling Faculty time not only for development but on-going implementation.

Counseling	FY 2011-2012	FY 2012-2013	FY 2013-2014
On-line	992	1251	1891

Career Transfer Center

- Moorpark College has a very active Career Transfer Center as a part of the Counseling Department. They have a separate facility and a vibrant website where students can complete career and aptitude assessments as well as explore internships, job opportunities both on and off campus, and receive career and transfer advisement. In addition to the general population, with the addition of a new counselor assistant to the CTC they can more directly address the needs of students without declared course of student. This will be additionally addressed as "Follow-up" services. We will conduct similar activities during 2014-2015.

Counseling	FY 2011-2012	FY 2012-2013	FY 2013-2014
Career Transfer-Appointments			1021
Career Transfer- Drop-in			1596
University Rep Appointments			633

Counselor Classroom Visits- Discipline Related

- Discipline faculty often invite Counseling Faculty to speak to specific classes regarding careers, degree, and transfer information directly related to the subject matter. This has proven to be an excellent way to reach students with subject information directly targeted to their interests. The added benefit is that Discipline faculty members also hear the most up-to-date information regarding transfer requirements and this makes them more effective when advising students in the discipline. We will conduct similar activities during 2014-2015.

Discipline	YTD 2014-2015 Planned Sessions	Anticipated Student Contacts
Physical Sciences/Engineering	18	597
Behavioral Sciences	7	378
Social Sciences	4	323
Performing Arts	2	49
Math	10	395
Kinesiology	3	147

Service Classroom Visits

Counselors and other Service Faculty and staff make classroom visitations at the request of discipline faculty. Service staff such as the Basic Skills Counselor, Student Health Center Faculty and staff and the Career Transfer Center Faculty and staff provide information about their specific services designed to enhance and encourage student responsibility and success. These classroom visitations inform students as well as the Classroom Faculty and facilitate accurate exchange of information. Each semester the number of invitations from Classroom Faculty has steadily increased. In the 2013-2014 academic year, 116 classroom visits were made and at least 3935 students received “intrusive” information about college services that they would have been unlikely to seek out on their own. We plan to continue and increase the number of class visits.

Service	Topic	2013-2014 Sessions	Students
Basic Skills	English M02	10	270
Basic Skills	ESL	4	57
Basic Skills	Math M03	10	350
Career/Transfer	CTC Overview + Transfer ADT	12	389
Career/Transfer	Career Workshop in Classes	13	224
Student Health Center	SHC Services Info	15	>500
Student Health Center	Suicide Prevention	29 & online	1200
Student Health Center	Dep/Anxiety/Stress Mgmt	12	480
Student Health Center	STD's	8	360
Student Health Center	Childbirth	2	80
Student Health Center	Sexual Assault/date rape	1	25

Counseling Classes

- We offer a selection of Counseling classes designed to prepare and support students throughout their college career. These classes are taught by Counseling Faculty. In 2013-2014 we offered the classes that we have typically offered for the past several years. In summer 2014, as a pilot to better meet the needs of required student orientations, we offered 12 sections of COUN M03, a .5 unit orientation class. The response was positive and 344 students completed. With the success of this pilot we plan to offer more sections of this class in late spring 2015 and summer 2015.

Class	Title	2013-2014 Sessions	Students
COUN M01	Student Success	5	112
COUN M02	Career Development	2	67
COUN M20	Self-Paced Career Assessment	3	61
WEXP 36	Strategies for Career Success	2	21
		Summer 2014	
COUN M03	Orientation/Moorpark College	12	344

Workshops, Presentations, and Events

- Throughout the academic year a variety of workshops, presentations, and events are held that are marketed and open to the campus at large. Typical of these events are:
 - *Hot Jobs of the Future*
 - *Pre-Professional Health Science Planning*
 - *Undecided Students Group Counseling*
 - *“Ask the Counselor”*

- TAG Transfer Workshops
- Honors Orientation
- Internship Orientations
- Meet the University Reps
- Career Workshops
- Transfer Day
- Job & Career Expo
- Major Awareness Week
- Transfer Basics
- Transfer Planning
- Field Trip to UCLA
- Transfer Social
- CSUN/CSUCI Transfer Day
- CLU Instant Admissions
- Associate Degree for Transfer

Special Programs

- We have several special programs that have Counselors as part of their teams. These counselors are a part of, and work closely with, the general Counseling department:
 - Equal Opportunity Programs and Services (EOPS/CARE)
 - California Works Opportunity and Responsibility to Kids (CalWORKs)
 - Disabled Student Programs and Services (DSPS)—ACCESS
 - Articulation

Counseling and Services	FY 2012-2013	FY 2013-2014
EOPS/CARE--Appointments	2012	2261
EOPS/CARE—Drop-in	160	367
CalWORKs--Appointments	413	426
CalWORKs—Drop-in	N/A	249
DSPS/ACCESS-Appointments	633	676
DSPS/ACCESS-Drop-in	909	1015

- All special program counselors are counselors first, and meet the same minimum qualifications as our other faculty Counselors, although they may also need to meet additional qualifications for the program requirements. In addition, special programs may have coordinators or specialists who may not be academic counselors but serve as advisors and have the required expertise to meet the specific needs of the population. Although students who are part of these programs can seek out the services of any Moorpark College Counselor, these programs provide additional counselor access and expertise that students find advantageous. Students in these programs are often required to have several appointments each semester which requires a higher student:counselor ratio to remain in compliance. When specific discipline counseling expertise is required, Counselors and Specialists collaborate to provide the student the optimum counseling experience.
- The Articulation Specialist works closely with discipline faculty and the Curriculum Committee to assure our curriculum meets all state requirements and articulates with other colleges and our transfer intuitions.

DELIVERY METHOD

- All counseling and advising services are offered in a myriad of delivery methods. As described above, Counselors see students in 1:1 appointments, meet students on drop-in, answer questions on-line, visit classroom, hold workshops, teach classes and sponsor campus events.

PARTNERSHIPS

- Counseling Faculty are partnering with Discipline Faculty by attending a variety of Department and Division meetings to provide counseling input and insight. As there are more disciplines than Counselors, it is not possible to have a Counselor in attendance at every discipline meeting. In the past year, Counselors have attended department meetings with Biology, Math, Nursing/Health Science, Physics/Chemistry, Kinesiology/Health, and History. We will conduct similar activities during 2014-2015.
- Counselors and other Student Services Faculty are a consistently presence on both Tenure Committees and hiring committees for Classroom Faculty, and Classroom Faculty are present and involved with the hiring and tenure of Service Faculty. Given our unique blended Student Learning Model, Moorpark College feels very strongly that all Faculty, Classroom and Service, have an essential contribution to make in these important decisions.
- We will continue to facilitate even greater interaction between Counselors and Classroom Faculty.

ACADEMIC PATHWAYS

- Students are encouraged to seek out counseling, and all services, at many points in their academic pathway. Counselors interact with students from pre-orientation activities through graduation and transfer. First semester students are generally not seen in 1:1 appointments because there have not been enough counselors to provide this service to the 4000 new students who begin each fall. New students typically receive group counseling in summer for assistance with course selection and preliminary EdPlans and are then directed to return during the middle of their first semester for an individual appointment and Comprehensive Ed Plans. We encourage students to attend Orientation classes because, as a result, they will have greater access to the counselors who are their teachers. This is a significant advantage for these students.

Students are generally advised to meet with their counselor every semester to confirm they are “on track” and to check on any changes that may have occurred with their transfer choices. As student do not have “assigned” counselors this recommendation is neither enforced nor tracked at this time.

Moorpark College uses the previously mentioned “MyNav” guidance tool to provide students with reminders to seek counseling and specific strategic services based on their individual needs.

- Getting Started-----before enrollment
 - The First 15-----the first 15 units
 - Making Progress-----16-30 units
 - Moving Forward-----31-45 units
 - Graduation Transition--46-60+ units
 - Lifelong Learning/Career Updates--after graduation/transfer
- We plan to explore ways to provide more individual guidance to new students choosing coursework during the first semester
 - We plan to explore the feasibility of assigning more students to specific counselors and tracking success rates of these assigned students.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

SERVICE DELIVERY METHODS

- Counseling Services are primarily offered in person and individually, by appointment, on-line, or in a drop-

in “first come, first served” basis. Group counseling is typically for in-coming students to assist with the development of the preliminary EdPlan or in a workshop format for interest based groups.

ADEQUACY OF COUNSELING SERVICES

- Availability of counseling appointments is not adequate and is an area of significant discontent among students. Counseling appointments are only scheduled up to 10 days in advance to reduce the number of “no-shows” and “forgotten” appointments. Typically all available appointments are booked within two hours of the start of each day for the following “10th” day available appointments. Students are advised to call back early the next morning in hopes the “new day” will have availability. With insufficient appointment available this is the “best” of all the “worst” practices and is highly frustrating for students and staff.
- During peak times (e.g. first week, beginning of registration, etc.) Drop-in counseling typically has an average of 30-45 minute wait time. During “non-peak” times there is often little to no wait time in the later afternoon and up to an average of 10 minutes in the morning and mid-day class break time.
 - We plan to make more appointments available with the addition of more counselors with the understanding that there will never be enough counselors to meet demands at peak times
 - We plan to adjust counseling full and part time hours, within the confines of the contract and with faculty agreement, to have more appointments available during peak times
 - We plan to remind students to make appointments at “non-peak” times

PARAPROFESSIONAL/ACADEMIC ADVISING

- Paraprofessionals or Counselor Assistants provide a good portion of the advising on Drop-in. They assist students to understand the information and answer the types of questions where the information can be found in the catalog. Counselor Assistants do not provide counseling regarding course selection that is not clearly evident in written materials available to the public. Our Counselor Assistants can also clear prerequisites based on a given rubric of acceptable options. They are essential to the smooth exchange of information that students require on a daily bases.
- Academic advising from discipline Faculty typically occurs on an informal basis during office hours and within the relationship of student/teacher interaction. It is widely recognized that Classroom Faculty are essential in sharing the discipline information in partnership with Counseling Faculty. Outgrowth of the 2013-2014 Moorpark College Student Success Task Force was an increased involvement of Classroom Faculty in advising students and a significant interest in developing a more structured student support, mentoring, and engagement program.
- We plan to research the feasibility of a faculty/student connections program, connected with both counseling and discipline faculty, to particularly focus on identified “at risk” students.

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

ABBREVIATED STUDENT EDUCATION PLAN

- DegreeWorks is the tool used to create and house on-line Abbreviated Education Plans. DegreeWorks allows both student and Counselor to have 24/7 on-line access to this information.
- Completion of the online Orientation, started in July 2014, links students directly into DegreeWorks--the online tool used by students to develop their Abbreviated Ed plan. There is also an additional “how to” video we have created , available on-line, on how to use DegreeWorks and set up the Abbreviated Ed Plan. Students who need additional assistance are encouraged to attend an “Ask the Counselor” workshop where individual, in-person assistance is provided by counseling staff. During Summer 2014, 27 workshops were held assisting 294 students. The scope of the plan includes the selected level of English and Math courses via the self-placement results in addition to choices from general education, major prep, and

electives.

- Drop-in counseling is available for assistance with abbreviated education plan questions.
- Additionally, the 344 students who took the COUN M03 Orientation Class completed both the Abbreviated and Comprehensive Education Plans as part of the class requirements.
- We will conduct similar activities during 2014-2015.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

COMPREHENSIVE STUDENT EDUCATION PLAN

- DegreeWorks is the tool used to create and house on-line Comprehensive Education Plans. DegreeWorks allows both student and Counselor to have 24/7 on-line access to this information.
- Students can begin to independently complete their own Comprehensive Education Plans and then submit them to a Counselor for approval during an appointment.
- One to One Counseling Appointments are available for assistance in creating and discussing/approving the Comprehensive Education Plans.
- We will be exploring ways to complete the Comprehensive Educational Plan with Student/Counselor interaction as part of an on-line function.
- Students who complete COUN M03 Orientation Classes will completed both the Abbreviated and Comprehensive Education Plans as part of the class requirements.
- We plan to use the new GradesFirst software to become proactive and reach out via "appointment campaigns" to connect with those students who have not yet completed their Comprehensive Education Plans. Students will be encouraged to make an online appointment to meet one-on-one with a Counselor to develop their plan. The facilitation of this will be the project of a new Counselor Assistant.
- We will conduct similar activities during 2014-2015.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

STAFFING

- Full Time Counseling Faculty are assigned a 35 hour work week. They are assigned 25 hour/week in direct student contact: appointments and drop-in. In addition they have 2 hours/week of Alternative Delivery in which to follow up with student phone calls, and emails, or schedule students for return appointments. They are assigned 3 hours/week of "Professional Development" to research student questions and maintain currency in the field. They choose 5 hours per week of "Service to the College" to serve on committees, attend department and division meetings, meet with Classroom Faculty, visit classrooms, etc. In addition, Full time Counselors can be assigned extra hours for classroom instruction, projects, or direct student contact.

Part time counselors can be assigned up to a .67 load or about 23 hours/week. They are typically assigned to attend about 2 hours of Department Meetings each week and the remaining 21 hours are in direct student contact.

The Articulation Office has 100% release time and the Department Chair has 40% release time. When necessary, Counselors are reassigned "project" time that could be in lieu of student contact hours. The Career Transfer Coordinator does not have specifically assigned direct student contact hours. The EOPS

Coordinator/Counselor is assigned 50% to non-counseling, coordination responsibilities.

Number	Title	2014-2015 Anticipated Student Contact Hours	Role
13	FT Counselors	8467	Provide Counseling service and fulfill other counseling related responsibilities
7	PT Counselors	2920	Provide Counseling Service
	Full Time Equivalent	5.47	Total contact hours(11,387) /2080
4	Counselor Assistants	6300	Provide para-professional counseling and related services
Varied	Student Workers	3000	Provide clerical support to counselors
1	Student Services II		Provide clerical support to the department
1	Job Placement Specialist		Career Transfer Center/Internship
1	Dean/Coordinator		Provide oversight to all SSSP functions
1	Administrative/Clerical Assistant		Provide support for all SSSP functions
1	Research Analyst		To assist with development, implementation, and analysis of program assessment surveys for SSSP.
1	Data Analyst		To assist the research analyst.
	IT personnel		To provide technology support for all activities

- We expect to use 4000 hours of Student Workers in Counseling to assist with answering phones, making appointments; check students in for appointment, and assisting counselors with appointment preparation, etc.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

EDUCATION PLANNING TECHNOLOGY

- **DegreeWorks** is the software used for creation and on-line storing of both the Abbreviated and Comprehensive Education Plans. Students access DegreeWorks via their MyVCCCD student portal account. DegreeWorks is both a degree audit system as well as education planner. Students are able to run a degree audit “worksheet” listing their met and unmet course/degree requirements based on their stated program of study/goal. Students are able to run “what if” scenarios which can show alternate degree pathway requirements. The student planner allows students to create their abbreviated and comprehensive education plans. The comprehensive plan is “locked” once reviewed and approved by a Counselor.
- **GradesFirst** is additional software used for many of the student service areas (Counseling, Financial Aid, Tutoring, etc.). For Counseling, GradesFirst is used to schedule all student contact for Drop-in, Appointment, and Workshops. Through GradesFirst, all student contact is documented, providing MIS data for Counseling, Probation, Career, Follow Up Orientation, etc. GradesFirst is also an effective communication tool as it allows for easy instant messaging via emailing/text with students.
- As GradesFirst is more fully integrated into the campus it will be used to send Early Alerts from instructors, monitor tutoring referrals and facilitate and document communication between students, faculty, and staff.

- College Information Technology staff will work in coordination with district IT to maintain campus SSSP technology systems, support SSSP activities, provide technical training, and work with District IT staff to maintain instruments and support MIS data collection.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

SEE BUDGET PLAN.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services are available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

TARGET AUDIENCE

- Students considered "at risk" for SSSP reporting purposes are those student who do not have Educational Plans, are in basic skills classes or who are on probation/dismissal status. Moorpark College addresses the needs of this population as well as a wider audience of "at risk" students with support from SSSP as well as other categorical programs and general funds. As we continue to work closely with the research from Student Equity we will also include that information to better serve all students we designate as "at risk" We feel students "at risk" are:
 - Students without declared majors/course of study or educational goals
 - Students without Abbreviated or Comprehensive Education Plans
 - Students on or nearing probation status
 - Students enrolled in basic skills courses
 - Students eligible for EOPS/CARE, CalWORKs, or ACCESS (DSPS)
 - Students experiencing behavior/conduct/psychological issues interfering with the completion of their educational goals.

SERVICES, STRATEGIES & METHODS

Students without declared majors/course of study or educational goals

- Moorpark College student population is approximately 15,000 students and approximately **1,962**, or 13% of all students indicate "undecided" as their educational goal. With the recent implementation of the SSSP, Moorpark College has made the identification of and the reduction in the number of undecided students a priority. We will provide early intervention efforts targeted at the "undeclared" at-risk student populations.
- This process will begin in phases. Students who have completed between 12-35 units at Moorpark College and listed "undecided/undeclared" as their major, with the help of the district information technology department, will be identified. These students will be notified via email of the different services and resources available on campus that can assist them in identifying a goal and ultimately they will develop a comprehensive educational plan.
- The Career Transfer Center (CTC) will take the lead on identifying and providing service to students who do not have a declared major, course of study, or identified goal. They will build the expectation for students to focus on a major, and they will contact undecided students via email. The CTC will:

- encourage students to attend workshops and participate in events such as:
 - NEW: Choosing a Major Workshops
 - Major Awareness Week
 - Transfer Day
 - Career Panels
 - Job/Internship assistance.
- encourage them to visit the CTC to complete specific interest inventories and expand the current arsenal of electronic career assessment/interest tools to include on-ground and on-line opportunities such as :
 - Eureka
 - Career Bridges
 - Career Cruising
 - California Career Café
 - CCCCCO Virtual Career Center
 - ONet Online
 - Occupational Outlook Handbook
 - What Can I do with this Major?
 - NEW: CPP (SkillsOne Program)
 - NEW: MBTI/Strong Inventory
 - NEW: Kuder Journey
 - Other career assessments
- visit basic skills classes and English M01 classes to catch student at the beginning of their college career to assist in helping student select majors as well as reminding declared students to continuously re-assess their goals and majors as fields and requirements change.
- offer career choice/explorations classes; specifically invite undeclared students to register for
 - **Counseling M01** (Student Success),
 - **Counseling M02** (Career Development),
 - **Counseling M03** (Orientation to Moorpark College),
 - **Counseling M20** (Self-Paced Career Assessment)
- Interact with clubs and club activities to assist students to develop relationships in their fields and focus on goals and majors.
- Provide a specialized career exploration experience for students with 30+ units.
- use assessment completion as requirement for schedule specific appointments for students with CTC staff.

Students without Abbreviated or Comprehensive Education Plans

- Moorpark College student population is approximately 15,000 students and approximately **1,962**, or 13% of all students indicate “undecided” as their educational goal. The first phase of the Comprehensive Ed Plan Completion project will target those undeclared students who have completed between 12 and 35 units at Moorpark College. This initial target of students will result in working with **535** students who are undeclared and, as a result, have not completed an educational plan. The Counseling Department is the lead department which engages in collaborative efforts with other areas to address the needs of these at-risk students. The facilitator of this project will be the Counselor Assistants in both Counseling and the CTC, in coordination, to assist students in first selecting a major and then meeting with Counseling staff and then Faculty to prepare and complete the Comprehensive Ed Plan.
- The second phase of this process will focus on students who have declared majors but do not have current Comprehensive Educational Plans. As in phase one, students with 12-35 units will be targeted and guided to begin working with DegreeWorks to build a Comprehensive Plan prior to meeting with a Counselor for

discussion and approval. Phase two will be facilitated by the Counselor Assistant through the pre-approval stage of the Comprehensive Educational Plan, and then referred to Counseling Faculty for further discussion and Plan approval.

- In order to initiate contact with undecided students who require a Comprehensive Educational Plan, the GradesFirst software will be used to send email messages. Using GradesFirst allows the Counseling Department to target specific groups of students and will enable students to schedule counseling appointments on their own. In the near future, GradesFirst will enable the Counseling Department to use text messages to contact students.
- During the student's individual and group counseling or workshop, counselors and counselor assistants access a variety of websites as teaching tools, such as csumentor.edu, the UC Transfer Admission Planner, and the Transfer Counselor Website.
- Once completed, the counselor assistant shows the student how to access and begin to build the Student Educational Plan through their DegreeWorks account online.
- Students will then be referred to academic counselors to finalize a Comprehensive Educational Plan.

Students On or Nearing Probation Status

- In spring 2014 we had **1,642** students on Academic and/or Progress Probation and **423** students in dismissal status. A total of **2,065**, or 15% of our population is in academic "at risk" status. This number has been consistent since 2008.
 - **Academic Probation** is defined as a student who has attempted 12 or more units whose grade point average is below 2.0.
 - **Progress Probation** occurs when more than 50% of all units attempted, results in grades of "W", "F," "I," or "NC."
 - **Dismissal** occurs when a student's GPA falls below 1.75.

- Our focus will be twofold: **intervention** and a new focus on **prevention**.

INTERVENTION: Currently students on probation are required to attend a "Probation and Student Success (PASS) workshop if they want to take more than the unit limit proscribed by their level of probation status or meet with a counselor if they are on dismissal status. An inherent problem is that students who don't want to take more units have no incentive to attend and can remain in probation limbo between 1.75 and 2.00 GPA indefinitely with little incentive to improve. We expect the implementation of registration priority loss after two semesters of probation to increase the interest in getting off probation status and we will aggressively disseminate this information to this group of students via email and GradesFirst.

- We will explore different models employed at other colleges to improve our ability to assist this population.
- We will consider requiring students on level 2 probation to take a Student Success class as part of any unit increase granted over the 6-unit limit and students on Dismissal to take a Student Success class before any additional units are granted.
- We will research and consider implementation of "hope theory" as part of our current workshop and instructional model thus helping students develop appropriate strategies toward a positive growth mindset instead of a fixed mindset.
- We will redesign our delivery model for our workshops, using this captive audience to make sure these at risk students have declared goals and Comprehensive Educational Plans as well as providing training in study skills and available campus services.
- We will explore the possibility of offering PASS workshops on-line

PREVENTION: In addition to helping students to get off of probation/dismissal status, embracing the philosophy that it is easier to prevent a problem than correct it, Moorpark College will institute a "probation prevention" program aimed at keeping students nearing probation status from "falling over the

edge". We will target students who, after only one or two semesters, are close to losing good academic standing. This group is defined as those students with 12-30 units who have a GPA greater than 2.0 but less than 2.25. Currently, this represents a target group of 602 students.

- We will email and/or text students in this "danger zone" status with probation information and consequences and available services that may assist them
- We will invite students to attend PASS Workshops as a preventative measure
- We will create an awareness program for all students in this "danger zone"
- We will cross reference this group with students who may not have declared goals or majors or Comprehensive Educational Plans

Students Enrolled in Basic Skills Courses

- Moorpark College's Basic Skills Initiative embeds counseling and academic support in identified sections of Math and English one level below transfer. Students self-select into these sections with the understanding that there is additional support and requirements both in and out of class, forming cohorts, as noted in the schedule. Math, English, ESL, Counseling and Academic Support instructors meet regularly and attend local and regional BSI initiatives on effective programmatic, student development, and instructional practices. Counseling support includes brief in-class information sessions where students sign up to meet with the counselor to complete education plans and obtain individualized student assessment and referral to needed support services. Academic Support includes trained Supplemental Instruction Coaches that are also available for additional tutoring through the Math and Writing Centers. This cross-functional student services and instructional team works collaborative to develop students in terms time management, study skills, overcoming motivational setbacks, etc. A goal has been set to increase student success in these course sections by 10%. Baseline data was collected in 2006; the cohort sections are compared each year to the baseline data as well as the non-cohort sections at the same level within each discipline. This integrated systems cohort model has been consistently implemented and longitudinal data has been collected on its effectiveness. We will conduct similar activities during 2014-2015.

Basic Skills Class Presentation Summary for 2013-2014		
Topic	2013-2014 Sessions	Students
English M02	10	270
ESL	4	57
Math M03	10	350

Students eligible for EOPS/CARE, CalWORKs, or ACCESS (DSPS)

- Moorpark College students engaged in special categorical programs receive all the regular service the college offers as well as the additional orientation and special service offered by these programs. Student may engage in some or all of their counseling and follow-up services with these programs. Special targeted workshops are frequently part of the services students receive. As part of the campus community these identified "at risk" students will also be beneficiaries of all the additional services supported by SSSP funding.

CLASSROOM FACULTY INVOLVEMENT

- As in all areas, in the area of follow-up with at risk students Moorpark College integrates classroom and service faculty in sharing the responsibility for student success. We have a long history of using Early Alert notices to students. For many years this was done "in-house" and many Classroom Faculty participated with typically over 1000 notices sent each year. Recently this has become a centralized function within the district. In 2013-2014 only 588 notices were sent. Anecdotal feedback from students and faculty has

indicated the tone was negative and encouraged students to drop the class rather than encouraging them to seek assistance to improve performance. GradesFirst is being introduced to the campuses and Classroom Faculty will be a part of the next “roll-out” phase. It is the expectation that Faculty will use GradesFirst as a positive and encouraging Early Alert systems to inform students of at-risk academic progress, suggest support services, and communicate with the Counseling Department regarding students in need of intervention. Faculty will also be able to make their schedules available for students. Students will be able to make appointments with them during their office hours via GradesFirst online.

- We plan to develop/Implement a Faculty-Student Connections program to increase student support and engagement

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

Number	Title	Role
8.6	FTE FT General Counselors	Counsel all student groups
1.2	FTE PT General Counselors	Counsel all students groups
1	FT Career/Transfer Coordinator	Coordinates Career Transfer events/counsels students
.6	FTE PT Transfer Counselor	Transfer Counseling
.6	FTE PT Basic Skills Counselor	Meets with select group of basic skills students
.6	FTE PT DSPS Counselor	Counsel DSPS Students
1.5	FTE FT EOPS/CARE Counselors	Counsel EOPS Students
1.0	FTE PT EOPS/CalWORKs Counselors	Counsel EOPS/CalWORKs Students
4	FT Counselor Assistants	Providing para-professional counseling services with a specific focus on educational goals, EdPlan completion, or probation intervention and prevention
.5	Research Analyst	Provide SLO assessment and other data analysis support for SSSP activities
.5	SSSP Asst. Dean/Coordinator	Provide oversight to all SSSP functions
xxx	All Full and Part Time Faculty and Staff	All members of the campus community support student success
.5	Administrative/Clerical Assistant	Provide support for all SSSP functions
.5	Data Analyst	Assist the research analyst.
	IT personnel	Provide technology support for all activities
1	Instructional Technologist	Assists students with completion of all core services and on-line instructional services

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

FOLLOW UP TECHNOLOGY

- **GradesFirst** assists with emailing students within a target group and allows us to gather a group of students currently enrolled in a term. This program allows us to email specific target groups and allow them access to schedule their own appointments. Target groups can be searched easily and it gives us capability of searching students by major, GPA, units completed, and special populations. This product also allows counseling and Classroom Faculty the ability to email and text the student with necessary information. Another feature of this program is that it gives counselors and counselor assistants the ability to easily communicate with student’s instructors. Finally, counselors are able to make appointments available for students in a specific population to schedule themselves.

- **DegreeWorks** is the tool used to create and house on-line Abbreviated and Comprehensive Education Plans. DegreeWorks allows both student and Counselor to have 24/7 on-line access to this information.
- **Banner** is the main college database and holds all student records that would control registration and house records. Banner is a tool that we use to also identify students by checking academic standings, how many units a student is limited to, transcripts, registration appointments etc. DegreeWorks is a tool used to help students plan their courses and monitor their progress. Counselors and Counselor Assistants can assist students with looking at this technology tool.
- **Research** plans to develop and implement student surveys for students after utilizing student services. Analyze results and make recommendations based on survey results.

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

SEE BUDGET PLAN

IIb. Related Direct Program Services (District Match Funds only)

i. Institutional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

INSTITUTIONAL RESEARCH

- The Institutional Research Department will support a variety of Student Success activities by assisting programs to develop and assess Student Learning Outcomes, to drill down to determine performance of at-risk and disproportionately affected student populations, and to provide data and support for program review and improvement. These activities include:

Support Orientation Processes, Career Transfer Center and Counseling Services

- Support the assessment of the Student Learning Outcomes (SLOs) defined for Orientation, Career and Transfer Center Services, and for Counseling and Advising Services.
- SLOs would be defined and assessed for the following:
 - Online orientation processes (particularly measuring the effectiveness of the changes made to these processes)
 - New Student Orientation classes (COUN M03)
 - “Mini-Orientations” provided at each level of MyNAV
 - New Student Orientation events
 - Preview Days
 - Services provided in the programs
- Evaluate the progress for special student populations (International Students, Basic Skills, DSPS, EOPs, Former Foster Youth, Veterans, Returning Adults, etc.) as compared to the traditional student population (age 18-24).
- Work with Counseling Faculty and staff to analyze CCSSE survey results and determine if follow-up surveys would be helpful. Assist in the development, administration and analysis of such surveys.

- Assist Counseling Faculty and staff with program review research needs.

Assessment and Placement

- Support the ongoing evaluation of the Moorpark College informed self-assessment/self-placement instrument and process.

Follow-Up for At-Risk Students

- Provide research support for the various Follow-Up efforts defined for reaching “at-risk” student populations, as well as special populations (International Students, Basic Skills, DSPS, EOPs, Former Foster Youth, Veterans, Returning Adults, etc.).
 - Identify students with an undecided major; provide contact information to program faculty so that they can reach out to these students.
 - Support the evaluation of workshops provided to students (Choosing a Major, Career Panels, Probation/PASS, etc.)
 - Support the research and evaluation of a potential faculty/student connections program

Technology/MIS Reporting

- Participate in District-wide research and work related to the implementation and evaluation of the new software (GradesFirst, DegreeWorks).
- Support and fulfill required reporting efforts through research, data collection and data analysis, includes data extraction, merging and reporting, surveys, focus groups, and interviews.

Policies and Professional Development Curriculum Processes

- Support the ongoing content review and statistical validation required for establishing prerequisites and co-requisites.
- Support the evaluation of professional development activities related to Student Success and Support.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

SERVICE PROVIDED THROUGH TECHNOLOGY

- **On-Line Orientation** was developed to be a simple, no on-going cost, hands-off, “3 in 1” process that incorporates Student Self-Placement, Orientation, and Preliminary EdPlan into one set of self-guided operations, completed independently, and automatically entered into MIS data collection. This was piloted with 2014-2015 incoming students and was highly successful.
- **On-line Counseling** is available for students to submit questions 24/7 by sending an email to the online counselor via a link on the counseling page of the Moorpark College website. The only questions that can be answered at this time are non-student specific informational questions. We will expand the on-line services to include the development and approval of the Comprehensive EdPlan
- **GradesFirst** assists with emailing students within a target group and allows us to gather a group of students currently enrolled in a term. This program allows us to email specific target groups and allow them access to schedule their own appointments. Target groups can be searched easily and it gives us capability of searching students by major, GPA, units completed, and special populations. This product also allows counseling and Classroom Faculty the ability to email and text the student with necessary information. Another feature of this program is that it gives counselors and counselor assistants the ability to easily

communicate with student's instructors. Finally, counselors are able to make appointments available for students in a specific population to schedule themselves.

- **DegreeWorks** is the tool used to create and house on-line Abbreviated and Comprehensive Education Plans. DegreeWorks allows both student and Counselor to have 24/7 on-line access to this information.
- **Banner** is the main college database and holds all student records that would control registration and house records. Banner is a tool that we use to also identify students by checking academic standings, how many units a student is limited to, transcripts, registration appointments etc. DegreeWorks is a tool used to help students plan their courses and monitor their progress. Counselors and Counselor Assistants can assist students with looking at this technology tool.
- College Information Technology staff will work in coordination with district IT to maintain campus SSSP technology systems, support SSSP activities, provide technical training, and work with District IT staff to maintain instruments and support MIS data collection.

IIC. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

TRANSITIONAL SERVICES FOR MATCH

- Moorpark College will continue to support Admissions and Records, the Career Transfer Center, Counseling, Instructional Technology, and a portion of Institutional Research through General Funds and will be used as required district match and transitional services.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

EXEMPTIONS

- Students may opt to exempt themselves from orientation, assessment, counseling, advising, or education plan development services if they meet one or more of the following criteria:
 - (1) has completed an associate degree or higher;
 - (2) has enrolled at the college solely to take a course that is legally mandated for employment as defined in Title 5 section 55000 or necessary in response to a significant change in industry or licensure standards;
- Exempt students shall be notified that they may participate in those services. Students who opt to exempt themselves from one or more of the services shall be advised that they will not receive priority registration that is granted to students who complete all of the services

2. Appeal Policies

Describe the college's student appeal policies and procedures.

VIOLATIONS AND APPEALS

- The district and its colleges shall notify students of their right to challenge any alleged violation of the provisions of this administrative procedure, and the steps required to do so.
 - (1) Challenges and complaints relative to this administrative procedure shall be submitted pursuant to the requirements of the district Student Grievance Process.
 - (2) If a challenge contains an allegation that a college or the district has violated the provisions of Title 5, section 55522(2), the district shall, upon completion of the challenge procedure established herein, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint under section 59327.

3. Prerequisite Procedures

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

PREREQUISITE REVIEW

- Determinations about prerequisites and co-requisites shall be made only on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements (*per Title 55003(a) and (j) respectively*).

A. Establishing Prerequisites and Co-requisites

In order to establish a prerequisite or co-requisite, the prerequisite or co-requisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established (*per Title 5 55003(b)(1)*). Necessary and appropriate shall be understood to mean reasonably needed to achieve the purpose that it purports to serve: absolute necessity is not required (*per Title 5 55000(h)*). Prerequisites and co-requisites may be established only for any of the following purposes (*per Title 5 55003(d)*).

1. The prerequisite or co-requisite is expressly required or expressly authorized by statute or regulation; or
2. The prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or
3. The co-requisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the co-requisite is highly unlikely to receive a satisfactory grade in the course or program for which the co-requisite is being established; or
4. The prerequisite or co-requisite is necessary to protect the health or safety of a student or the health and safety of others.

B. Level of Scrutiny

The level of scrutiny required for establishing prerequisites, co-requisites, and advisories on recommended preparation are content review or content review with statistical validation (*per Title 5 55003(a)*).

1. Content review is a rigorous, systemic systematic process conducted by discipline faculty that identifies the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a co-requisite course (*per*

Title 5 55000 (c)). At a minimum, content review shall include the following;

a. Careful review of the course including components such as course outline of record (COR) syllabi, sample exams, assignments, instructional materials, and/ or grading criteria

b. Using the CORs of both the target and proposed prerequisite course, identification of required skills/knowledge student must have prior to enrolling in the target course and matching those skills/knowledge to the proposed prerequisites course

c. Documentation that verifies the above steps were taken.

2. Statistical validation is a compilation of data according to sound research practices that shows a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or co-requisite (per Title 5 55003(f)). When this level of scrutiny is used, the college shall follow the guidelines specified in Title 5, 55003(g).

C. Exemption from Scrutiny

1. A prerequisite or co-requisite shall be exempt from scrutiny if it satisfies any of the following criteria (per Title 5 55003(e)):

2. It is required by statute or regulation; or

3. It is part of a closely related lecture-laboratory course pairing within a discipline; or It is required by a four-year institution; or

4. Baccalaureate institutions will not grant credit for a course unless it has a particular communication or computational skill prerequisite.

D. Curriculum Review Process

Each college's Curriculum Committee is responsible for the curriculum review process, and its membership is determined in a manner that is determined by the college's Academic Senate (per Title 5 section 55002(a)(1)). A college Curriculum Committee reviews and approves the establishment of prerequisites, co-requisites, and advisories on recommended preparation only upon the recommendation of the Academic Senate except that the Academic Senate may delegate this task to the Curriculum Committee without forfeiting its right or responsibility under Title 5 sections 53200-53204.

When content review is used to establish prerequisites or co-requisites in reading, written expression, or mathematics for degree applicable courses not in a sequence, the college Curriculum Committee will do all the following:

- Provide training to Curriculum Committee members on the establishment of co-requisites/prerequisites
- Inform faculty about regulations regarding the establishment of co-requisites/prerequisites using content review
- Direct faculty to the college's Office of Institutional Research to help with do the following: a) identify courses that may increase the likelihood of student success with the establishment of a prerequisite or co-requisite; b) prioritize which courses should be considered for the establishment of new co-requisites or prerequisites; c) monitor any disproportionate impact that may occur based on the establishment of a prerequisite or co-requisite
- Assure through communication with the college's Executive Vice-President's Office that prerequisite course, co-requisites courses, and courses that do not require prerequisites or co-requisites, whether basic skills or degree-applicable courses, are reasonably available.
- 1. Standards for Approval of Prerequisites and Co-requisites.
A college's Curriculum Committees will review the course outlines to determine if a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the

course. The course outline will be reviewed to determine if success in the course is dependent upon communication or computation skills, in which case the course shall require as prerequisites or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively (per Title 5 55002(a)(2)(D) and (E)). If a course requires pre-collegiate skills in reading, written expression, or mathematics, the college will do the following (per Title 5 55003(l)).

- a. Ensure these courses and sections are offered with reasonable frequency
- b. Monitor progress on student equity in accordance with title 54220 as follows:

- The college will conduct an evaluation to determine if the prerequisite has a disproportionate impact on student success.
- Where there is disproportionate impact on any group of students, the college will, in consultation with the Chancellor President or designee, develop and implement a plan setting forth steps the district will take to correct the disproportionate impact.
- 2. Periodic review of Prerequisites and Co-requisites
Using an appropriate level of scrutiny, the college will review all established Career and Technical Education (CTE) courses and program prerequisites, co-requisites, and advisories every two years to ensure they remain necessary and appropriate; all other established course and program prerequisites, co-requisites, and advisories will be reviewed every six years (*per title 5 55003(b)(4)*).

- **E. Challenging Co-requisites and Prerequisites**

Whenever a prerequisite and/or co-requisites courses are established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the pre- or co-requisite. A prerequisite and/or co-requisite shall be waived when space in the pre- and/or co-requisite course is not available (per Title 5 section 55003(m)). A student may challenge any prerequisite or co-requisite by submitting a challenge form at the time of registration to the Admission and Records/Records and Registration Office or other designee. The student will be enrolled in the requested class if space is available. The challenge will be reviewed and the student notified of the decision within five (5) working days per AP 5052. If the challenge is denied, the student will be dropped from the class and refunded all applicable fees (*per Title 5 55003(o)*).

Grounds for challenge are as follows (per Title 5 55003(p)):

1. The prerequisites or co-requisites have not been established in accordance with the district's process for establishing prerequisites and co-requisites
2. The prerequisites or co-requisites is in violation of Title 5 55003
3. The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite
5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or co-requisite course has not been made reasonably available.

4. **Professional Development**

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

SSSP PROFESSIONAL DEVELOPMENT

- The Professional Development Committee provides direction for professional development activities for Moorpark College community (faculty, staff, and administrators). To support SSSP the Professional Development Committee coordinates information sharing, presentations, and evaluations pertaining to Student Success and Equity, teaching best practices, student services best practices, emergency preparedness and other subjects aimed to improve our practices and student completions.

Professional Development activities related to Student Success and Support: FY 2013-14

- Student Service Presentations
- Responding to Distressed Online Students,
- Your role in the Student Success Initiative
- Preventing Suicides
- Teaching and learning best practices
- SLO Assessment results related to program improvements
- Part-Time Faculty Orientation
- Hope required when Growing Roses in Concrete: Effective teaching techniques in schools for poor and working class students
- Data-Driven Decisions
- How to test and Evaluate Learning
- The Student Experience
- Religious Influences on Perception of Health & Illness
- Sikh Culture in America
- Bridging the Gap between Military and Civilian Culture
- Education under Fire
- FY 2014-15
- Students' Perspectives on Success and Moorpark College
- Effect of Common Core Math on Student Success
- Suicide Prevention
- Great teaching practices
- Preparing for Campus Emergencies
- *GradesFirst* Program for communicating with Students
- Strengthening the Link between Student Success Outcomes and Program Planning
- Successful College Master, Faculty and Strategic Plans
- Improving Student Success in Distance Education
- Framing Equity Discussions
- Institutional Effectiveness: Achieve Equity and Student Success
- Reflection on Student Success and Equity: Institutional Practices that re define Student Support

5. Coordination with Student Equity Plan and Other Planning Efforts

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

COORDINATION OF PLANNING EFFORTS

- The district and college-level educational master plans drive our college strategic planning, which drives our program planning and other college-wide plans. The strategic goals are: access, retention and success, responsiveness to the marketplace in career training and effective use of organizational resources. These goals align with and support the goals of the student success and equity initiatives.
- To prepare for our upcoming accreditation self-study, we have conducted a campus-wide gap analysis and are focusing on integrated planning and assessment. Understanding how our equity data affects student access, retention, and success are a critical part of our work. Analyzing assessment results and using this

information to improve our programs and services, is central to our program planning process.

- Last year, Moorpark College established a Student Success taskforce to begin developing and implementing our student success plan. This year, we have formalized this work by creating a Student Success and Equity Committee to develop and monitor the student success and equity plans, and to ensure the coordination of these plans and programs. In addition to program-level review of equity data, the Student Success and Equity Committee will review campus-level equity data and use this information to develop future Success and Equity Plans. The equity data also informs our Basic Skills planning, and the Basic Skills planning goals were incorporated into the Student Success and the Equity Plans to ensure a well-rounded college-wide program.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

INTER COLLEGE COORDINATION

- The district created a district-wide committee with members from all three campuses to work efficiently and collaboratively to develop MIS data tracking systems and ensure consistency in reporting across the three campuses. Members also shared best-practices on how they were implementing student success activities across each campus. This allowed us to learn from each other and focus IT support effort on developing the computer programming and other technology-based support to ensure all the colleges were able to meet the SSSP guidelines for implementation and documentation of online orientations, education plans, etc. The taskforce will be on-going as a way to continue monitoring the implementation of the student success and support program across the District, and to trouble shoot problems that may arise as well as to continue refining our collaboration. In addition, the District Technical Review Workgroup for Student Services, which includes members from all three campuses, also worked together to update the district policies and procedures to implement the new registration priorities.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

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

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A

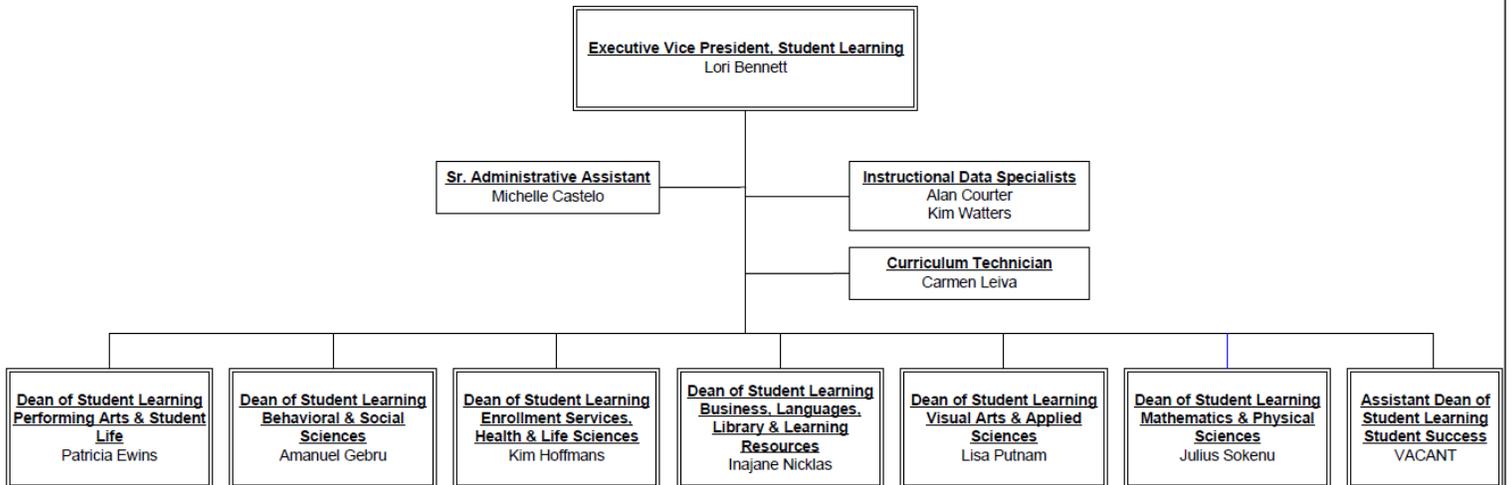
Student Success and Support Program Plan Participants

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

<i>STUDENT SUCCESS AND SUPPORT PROGRAM PLAN PARTICIPANTS</i>		
Name	Job Title	Stakeholder Group
Danny Aguilar	Counselor Assistant	Counseling
Traci Allen	Counseling	Student Success Taskforce
David Anter	Registrar	Student Success Taskforce
Lori Bennett	Executive Vice President	Office of Student Learning
Chuck Brinkman	Counselor	Counseling
Roberta Brodie	Counselor	Counseling
Michelle Castelo	Senior Administrative Assistant	Office of Student Learning
Christine Cole	Math Instructor	Department Chair
Leanne Colvin	Classified Senate President	Classified Senate
Linda Corrigan	Placement Project Specialist	CalWorks
Sherry D'Attile	ACCESS Coordinator	ACCESS
Herb English	EOPS Coordinator	EOPS
Patricia Ewins	Dean of Student Learning	Student Success Taskforce
Dave Fuhrmann	Assoc. Vice Chancellor, I.T.	Information Technology
Amanuel Gebru	Dean of Student Learning	Dean's Council
Judi Gould	Career/Transfer Center	Student Success Taskforce
April Hunt	Administrative Assistant	Student Success Taskforce
Jerry Mansfield	English Instructor	Curricular Committee
Jill McCall	Speech Instructor	Student Success Taskforce
Inajane Nicklas	Dean of Student Learning	Dean's Council
Valerie Nicoll	Counselor Assistant	Counseling
Farshid Orak	Associated Students President	Associated Students
Lisa Putnam	Dean of Student Learning	Institutional Research
Judith Ramos	English Instructor	English Dept.
Maureen Rauchfuss	International Students	Student Success Taskforce
Cynthia Reed	Math Instructor	Student Success Taskforce
Mary Rees	Academic Senate President	Academic Senate
Brandi Rieger	Counselor Assistant	Counseling
Michael Rose	Senior Programmer Analyst	Information Technology
Samantha Simmons	Counselor Assistant	Counseling
Sydney Simms	English Instructor	Department Chair
Julius Sokenu	Dean of Student Learning	Dean's Council
Pamela Yeagley	Research Analyst	Institutional Research

Attachment B Organizational Chart

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
MOORPARK COLLEGE
2014-15



Attachment C

The following are 2014-2015 members of the Student Success and Equity Committee

NAME	POSITION
Lori Bennett	Executive VP/Co-Chair
Elizabeth Gillis-Smith	English/Co-Chair
Dave Anter	Admissions & Records
Sherry D'Attile	ACCESS
Rachel Messinger	Anthropology
Ashley Rasmussen	Associated Students
Carrie Geisbauer	Biology
Darlene Melby	Business Services
Traci Allen	Counseling
Roberta Brodie	Counseling
Pam Kennedy-Luna	Counseling
Nils Slattum	English
Pat Ewins	Dean of Student Learning
Lisa Putnam	Dean of Student Learning
Tracy Tennenhouse	English
Herbert English	EOPS
Kim Korinke	Financial Aid
Patty Colman	History
Susan Kinkella	History
Carrie Geisbauer	Health & Life Sciences
Maureen Rauchfuss	International Students
John Dobbins	Library
David Mayorga	Math Center
Kathy Fink	Mathematics
Rena Petrello	Mathematics
Cynthia Reed	Mathematics
Julie Campbell	Psychology
Sharon Manakas	Student Health Center
Jill McCall	Theatre/Communication Studies
Judi Gould	Transfer Center

RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- Student Success and Support Program Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)



CREDIT

Student Success and Support Program

2014-15

Budget Plan

Ventura CCD

Moorpark College

Report Due Postmarked By
Friday
October 17, 2014

Email report to:

cccssp@cccco.edu

and

Mail report with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

**Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015**

District: Ventura CCD
College: Moorpark College
Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form**. The form can be found on the Chancellor's Office website at: <http://extranet.cccco.edu/Divisions/StudentServices.aspx>.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and* **mail**, postmarked no later than **Friday, October 17, 2014**.

Email to: cccmatrix@cccoco.edu

and

Mail to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheldon@cccoco.edu - (916) 322-2818

This workbook contains 6 protected spreadsheets in the following order:

- | | | |
|--------------|-----------------------------------|-----------|
| 1 Cover Page | 3 Part I Funding | 6 Summary |
| 2 Do First | 4 Part II Planned Expenditures | |
| | 5 Part III Planned District Match | |

Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

 Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.

 Blue colored cells indicate a pre-populated cell and cannot be modified.

 Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

2014-15
Ventura CCD
Moorpark College
CREDIT

Part I: Funding

Enter whole numbers only

Total 2014-15 Student Success and Support Program Allocation

\$ 1,688,640

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?

\$ -

Total SSSP Funds Available for Planned Expenditures

\$ 1,688,640

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	\$ 1,688,640
District Match (Part III: Planned District Match)	\$ 3,378,256
2:1 Calculated required match for credit : \$	3,377,280

Total Planned Expenditures in the SSSP \$ 5,066,896

Balance 2014-15 Student Success and Support Program Allocation:

\$ -

2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

- cell:**
- F10 Enter your college's 2014-15 Student Success and Support Program Allocation
 - F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.
 - F13 This cell will populate with the funds available for expenditure in the Credit SSSP.
 - F18 This cell will populate once the Part II Planned Expenditures section has been completed.
 - F19 This cell will populate once the Part III Planned District Match section has been completed.
 - E20 This cell will display your calculated required district match for your *credit* program.
 - F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."
 - F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".
 - 0 If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.
 - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.

2014-15
Ventura CCD
Moorpark College
CREDIT

Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions						
	Counselor	2.00	\$ -	\$ -	\$ 159,418	\$ -	\$ -	159,418
	Part-Time Counselors	3.35	\$ -		\$ 244,816		\$ -	244,816
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ 404,234	\$ -	\$ -	\$ 404,234
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions						
	Counselor Assisnants	2.00	\$ -	\$ -		\$ 140,023	\$ -	140,023
	Outreach Specialist	1.30	\$ 81,888	\$ -	\$ -		\$ -	81,888
	Dean	0.50		\$ -		\$ -	\$ 69,655	69,655
	Matriculation Specialist	0.50	\$ 16,909			\$ 16,909	\$ -	33,818
	Research Analyst	0.50	\$ 8,874	\$ 4,437		\$ 8,874		22,185
	Professional Experts	0.88	\$ 63,110	\$ -	\$ -	\$ -	\$ 27,500	90,610
	Student Workers	1.50	\$ 27,440	\$ -	\$ -	\$ 6,860	\$ -	34,300
	Provisional Admin Asst	0.25					\$ 22,878	22,878
	Technical Data Spec	0.50	\$ 11,347	\$ 5,674		\$ 11,347		28,368
	Instructional Technologist	0.50	\$ 12,283	\$ 6,142		\$ 12,283		30,708
	Office Assistant	0.50		\$ -	\$ -	\$ -	\$ 22,878	22,878
	IT Specialist II	0.50	\$ 13,551	\$ 13,152		\$ 13,152	\$ -	39,855
	Subtotal		\$ 235,402	\$ 29,405	\$ -	\$ 209,448	\$ 142,911	\$ 617,166

Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
3000	Employee Benefits						
	Counselor and Part-time Counselors			\$ 75,923	\$ -		75,923
	Part- time Counselors			\$ 30,185			30,185
	Counselor Assistants	\$ -	\$ -		\$ 73,387	\$ -	73,387
	Outreach Specialist	\$ 38,576	\$ -			\$ -	38,576
	Dean		\$ -		\$ -	\$ 16,881	16,881
	Matriculation Specialist	\$ 9,003			\$ 9,003	\$ -	18,006
	Research Analyst	\$ 4,112	\$ 2,056		\$ 4,112		10,280
	Professional Experts	\$ 11,019		\$ -		\$ 3,391	14,410
	Student Workers	\$ 535	\$ -	\$ -	\$ 134	\$ -	669
	Provisional Admin Asst					\$ 12,384	12,384
	Technical Data Spec	\$ 5,424	\$ 2,712		\$ 5,424		13,560
	Instructional Technologist	\$ 5,625	\$ 2,812		\$ 5,625		14,062
	Office Assistant					\$ 12,384	12,384
	IT Specialist II	\$ 6,295	\$ 6,111		\$ 6,110		18,516
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 80,589	\$ 13,691	\$ 106,108	\$ 103,795	\$ 45,040	\$ 349,223
4000	Supplies & Materials						
	Instructional Supplies & Materials	\$ 7,500		\$ -	\$ 2,738	\$ -	10,238
	Office Supplies	\$ 5,556		\$ 3,501	\$ 2,778	\$ -	11,835
	General Supplies	\$ 30,000		\$ 20,000	\$ 21,867	\$ -	71,867
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 43,056	\$ -	\$ 23,501	\$ 27,383	\$ -	\$ 93,940
5000	Other Operating Expenses and Services						
	Printing, Duplicating, Postage	\$ 15,000		\$ 15,000	\$ -	\$ -	30,000
	Postage	\$ 1,500			\$ 500		2,000
	Honoraia, Art Models, Speakers			\$ 10,000	\$ 10,000		20,000
	Mileage Reimbursement	\$ 1,000.00				\$ -	1,000
	Employee Travel					\$ 8,955	8,955
	Other Faculty Travel			\$ 5,000	\$ 5,000		10,000

	Other contracted Services	\$ 25,000.00		\$ 22,122	\$ 40,000		87,122
	Subtotal	\$ 42,500	\$ -	\$ 52,122	\$ 55,500	\$ 8,955	\$ 159,077
6000	Capital Outlay						
	Equipment non-instruc computers	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ 15,000	65,000
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ 15,000	\$ 65,000
7000	Other Outgo						
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	-
Grand Total		\$ 426,547	\$ 43,096	\$ 610,965	\$ 396,126	\$ 211,906	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation							\$ 1,688,640

Student Success and Support Program 2014-15 Budget Plan
"Part II: Planned Expenditures"
Other Instructions

* **Coordination** - This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core services.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation

- (a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved Student Success and Support Program Plan per Title 5, section 55510.
- (b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.
- (c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college's approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed (See handbook for more detail)

Student Success and Support Program allocation funds shall not be expended for:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Ventura CCD
Moorpark College
CREDIT

Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions									
	Counselors	10.00	\$ -	\$ -	\$ 836,948	\$ -	\$ -	\$ -	\$ -	\$ -	836,948
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal		\$ -	\$ -	\$ 836,948	\$ -	\$ -	\$ -	\$ -	\$ -
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions									
	Counseling Assistants*	2.00	\$ 108,149	\$ -	\$ -	\$ 152,391	\$ -	\$ -	\$ -	\$ -	260,540
	Research Analyst*	0.56	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 78,435	\$ -	\$ -	78,435
	Transfer Center*	1.60								\$ 234,292	234,292
	Admission & Records	6.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 391,024	391,024
	Administrative Asst.	0.14	\$ -	\$ -	\$ 5,896	\$ -	\$ -	\$ -	\$ -	\$ -	5,896
	Senior Accounting Tech	0.20				\$ 9,193	\$ -			\$ -	9,193
	College Fiscal Analyst	0.10				\$ 6,530	\$ -				6,530
	Deans of Student Learning	0.60	\$ 13,513				\$ 42,349	\$ 23,958		\$ -	79,820
	EVP	0.20					\$ 33,998			\$ -	33,998
	IT Support Specialists	0.82	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 77,646	\$ -	77,646
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 121,662	\$ -	\$ 5,896	\$ 168,114	\$ 76,347	\$ 102,393	\$ 77,646	\$ 625,316	\$ 1,177,374

Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
3000	Employee Benefits									
	Counselors	\$ -	\$ -	\$ 453,991	\$ -	\$ -	\$ -	\$ -	\$ -	453,991
	Counseling Assistants*	\$ -	\$ -	\$ 174,241	\$ -	\$ -	\$ -	\$ -	\$ -	174,241
	Research Analyst*						\$ 49,503			49,503
	Transfer Center*								\$ 154,516	154,516
	Admission & Records								\$ 262,625	262,625
	Administrative Asst.			\$ 3,611					\$ -	3,611
	Senior Accounting Tech	\$ -	\$ -	\$ -	\$ 7,132	\$ -	\$ -	\$ -	\$ -	7,132
	College Fiscal Analyst				\$ 4,383					4,383
	Deans of Student Learning	\$ 3,275	\$ -		\$ -	\$ 18,794	\$ 13,278	\$ -	\$ -	35,347
	EVP	\$ -	\$ -	\$ -		\$ 14,411	\$ -	\$ -	\$ -	14,411
	IT Support Specialists	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 35,186	\$ -	35,186
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 3,275	\$ -	\$ 631,843	\$ 11,515	\$ 33,205	\$ 62,781	\$ 35,186	\$ 417,141	\$ 1,194,946
4000	Supplies & Materials									
	Office Supplies	\$ 200		\$ 3,500	\$ 1,100				\$ 4,500	9,300
	General Supplies	\$ 275			\$ 3,000					3,275
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 475	\$ -	\$ 3,500	\$ 4,100	\$ -	\$ -	\$ -	\$ 4,500	\$ 12,575
5000	Other Operating Expenses and Services									
	DAC IT Support* (FY15)							\$ 97,933		97,933
	Travel/mileage expenses	\$ 200	\$ -	\$ 2,000	\$ 8,000		\$ 2,000	\$ -	\$ 4,000	16,200
	Dues & memberships	\$ 150	\$ -	\$ -	\$ 10,000		\$ -	\$ -	\$ 200	10,350
	Software maintenace	\$ -	\$ 3,225	\$ 9,000	\$ 11,000		\$ -	\$ -	\$ 1,000	24,225
	Contracted services	\$ 300	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	300
	Licenses & fees	\$ 105	\$ -	\$ -	\$ 2,000		\$ -	\$ -	\$ -	2,105
	Printing	\$ 100	\$ -	\$ 1,500	\$ 700		\$ -	\$ -	\$ 3,000	5,300
	Subtotal	\$ 855	\$ 3,225	\$ 12,500	\$ 31,700	\$ -	\$ 2,000	\$ 97,933	\$ 8,200	\$ 156,413
6000	Capital Outlay									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

2014-15
Ventura CCD
Moorpark College
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation **\$ 1,688,640**

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?
Total SSSP funds Available for Planned Expenditures **\$ -**
\$ 1,688,640

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures) **\$ 1,688,640**

District Match (Part III: Planned District Match) **\$ 3,378,256**

2:1 Calculated required district match for credit: \$ 3,377,280

Total Planned Expenditures in the SSSP **\$ 5,066,896**

Balance 2014-15 Student Success and Support Program Allocation: **\$ -**

The required District Match was met: **Yes**

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Program Plan per title 5, section 55510.

	Email address	Phone Number	Date
College Credit SSSP Coordinator (Typed name and signature)			

	Email address	Phone Number	Date
SSSP Supervising Administrator or CSSO (Typed name and signature)			

	Email address	Phone Number	Date
District Business Manager (Typed name and signature)			

	Email address	Phone Number	Date
College President (Typed name and signature)			

	Email address	Phone Number	Date
District Chancellor (Typed name and signature)			