Student Success and Support Program Plan
(Credit Students)

2014-15

District: Butte-Glenn Community College District
College: Butte College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
ccsssp@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 students. 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 students.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, 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 cccsssp@cccco.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 basis. 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).

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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

Butte College

College Name: ____________________________

Butte-Glenn Community College District

District Name: ____________________________

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: Allen Renville  Date: 10/16/14

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

Name: Allen Renville  Date: 10/16/14

Signature of the Chief Instructional Officer: ____________________________

Name: Samia Yaqub, Ed.D.  Date: 10/16/14

Signature of College Academic Senate President: ____________________________

Name: Stacey Bartlett  Date: 10/16/14

Signature of College President: ____________________________

Name: Kimberly Perry, Ed.D.  Date: 10/16/14

Signature of District Chancellor: ____________________________

Name: ____________________________  Date: ____________________________

Contact information for person preparing the plan:

Name: Allen Renville  Title: Vice President for Student Services

Email: renvilleal@butte.edu  Phone: 530-893-7500
## 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

1. 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.).

The target student audience for orientation is all new students to Butte College. The estimated number of new students served is approximately 4,000 per year. In order for new students to sign-up for an orientation session they must view a series of videos online that are designed to prepare them for the in-person orientation. All new students are required to attend orientation before they can register for classes. New student orientation is a 5 hour in-person process that includes meeting other new and current students, a presentation on campus policies and procedures, assistance with creating and utilizing the Student Portal, a presentation from the Counseling Department, meeting with an academic counselor to develop an Abbreviated Student Education Plan (ASEP), and a detailed campus tour. Each orientation session will have approximately 80 students that are then broken into smaller groups.

The primary partnership is with 34 high schools in and adjacent to our service area as part of the Reg2Go Program. The Reg2Go program reaches out to local high schools to provide pre-enrollment services to about 1,400 seniors to support their transition to Butte College. The planning process for Reg2Go occurs during the fall term, followed by senior class visitations at all participating high schools in November, December and January. The campus visitations provide information about the College’s programs and outline the pre-enrollment steps (i.e., application, assessment, orientation, counseling and registration).

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

- Director of Recruitment, Outreach, and Orientation (1) – Interviews, selects, and trains 15-20 current Butte College students to facilitate the orientations during the school year.
- Orientation Leaders (15-20) – Facilitate presentations on campus policies and procedures, assist with navigating Portal, provide campus tours, and help provide insight on campus life and student success strategies.
- Administrative Secretary (1) – Coordinates clerical components of program.
- Academic Counselors (15-20) – Meet with new students to provide guidance and develop ASEP's.
3. 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.

Butte College utilizes technology developed in-house to support the in-person orientation experience. Prior to signing up for an orientation session students must view a series of videos to help prepare them for their in-person orientation. The videos consist of a presentation from an academic counselor on how to prepare for creating a class schedule and presentation from faculty on classroom etiquette and expectations. Once a student views the videos they are able to sign-up for their orientation session online utilizing a campus scheduling system. Appointments are then manually transferred into another scheduling system (SARS) to provide automated phone call reminders and create rosters. This process is coordinated and monitored by clerical staff located in the Orientation Office.

Students who arrive after the in-person orientations have concluded (typically the Wednesday prior to the first day of the semester) will have the opportunity to complete an online orientation. This was developed in-house and consists of videos that cover how to create a portal account, general advice from an academic counselor, a campus tour, and faculty that cover classroom etiquette and expectations. Students that complete the online orientation are then required to meet with an academic counselor during their first semester to develop an ASEP.

4. 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;
   - During the in-person orientation the academic counselors provide a presentation that covers academic expectations and progress and probation policies at Butte College.

2. Maintaining registration priority pursuant to section 58108;
   - During the in-person orientation the academic counselors provide a presentation that covers maintaining registration priority at Butte College.

3. Prerequisite or co-requisite challenge process pursuant to section 55003;
   - During the in-person orientation the academic counselors provide a presentation that covers prerequisite and co-requisite policies at Butte College.

4. Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
   - During the in-person orientation the academic counselors provide a presentation that covers maintaining Board of Governors Fee Waiver policies at Butte College. Additional printed material will be developed for students.

5. Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
   - During the in-person orientation the orientation leaders provide a detailed campus tour that covers the available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed. Academic counselors also review academic program and requirements for completion.

6. Academic calendar and important timelines.
   - During the in-person orientation students are given a printed resource booklet that covers the academic calendar and important timelines. This information is also reviewed with the assistance of the orientation leaders.
(7) Registration and college fees.
   • During the in-person orientation students are given a printed resource booklet that covers how to register and describes college fees. This information is also reviewed with the assistance of the orientation leaders.

(8) Available education planning services
   • During the in-person orientation the academic counselors provide a presentation that covers educational planning services at Butte College. This information is also shared during the campus tour that is facilitated by the orientation leaders.

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

   During the orientation students also receive a presentation/welcome from the Campus Police Department about services available and general safety on campus. In addition, they also receive a presentation/welcome from the campus coordinator of the Safe Place and Wellness Program which offers a support system for victims of sexual assault, intimate partner violence, and stalking. Orientation is also offered at the Glenn County Center and Chico Center for students taking courses in those communities. The College also values the benefit of including current students in the Orientation Program as orientation leaders to serve as role models and support for new students.

6. 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 orientation services.

   **SSSP Planned Expenditures:**
   
<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
<th>Cost</th>
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<tbody>
<tr>
<td>1220 Deans/Assistant Deans</td>
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</tr>
<tr>
<td>2368 Student Assistant, Noninstructional</td>
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<td>$56,768</td>
</tr>
<tr>
<td>2390 Other Noninstructional Hourly</td>
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<td>$5,000</td>
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<tr>
<td>1000/2000 Employee Benefits</td>
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<td>$6,985</td>
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<td>4200 Duplicating Supplies</td>
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<td>$7,140</td>
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<tr>
<td>5200 Travel – Regular</td>
<td></td>
<td>$2,600</td>
</tr>
<tr>
<td>5630 Maint./Service Contracts (Document Management Software)</td>
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<td>$82,863</td>
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   **District Planned Match:**
   
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<th>Position</th>
<th>FTE</th>
<th>Cost</th>
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<tr>
<td>2120 Clerical/Secretarial</td>
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<td>$162,375</td>
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<td></td>
<td>$101,132</td>
</tr>
</tbody>
</table>

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### 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.).

   1a. 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.
All new, returning, and transfer students who attend Butte College are required to have basic skills placement levels on file prior to participating in new student orientation and enrolling in classes. The District does maintain a list of “exempt classes” (e.g., art activity, physical education) that any student can enroll in during Open Registration without completing the assessment and orientation requirements.

Approximately 5,300 students annually, however, are required to complete assessment/placement through the methods approved by discipline faculty. Overall, about 80% of entering students (approximately 4,200) establish placement by taking the District’s Basic Skills Assessment (BSA) in reading, English and mathematics. The other 20% of entering students are placed into the basic skills sequence by other District approved methods (i.e., SAT/ACT, EAP, Advanced Placement - AP, EPT/ELM, course work completed at another accredited college and/or assessment test scores from other California Community Colleges).

The assessment “requirement” for all students is strictly enforced through the District’s student information system (Datatel/Colleague). An assessment and orientation restriction is placed in a computerized student file for all entering students at the time an application for enrollment is processed. These restrictions need to be “ended” or “cleared” for students to enroll in courses. Registration rules are set to “block” students whose assessment and orientation restrictions have not been met. This process has been in place for over 20 years, and has acted as a very efficient mechanism for requiring all students to complete assessment/placement prior to participating in orientation and enrollment in courses.

All entering students receive pre-enrollment (Steps to Enroll) information after submitting an application through CCCApply, referring them to the Assessment Office website for BSA scheduling and preparation, as well as the description of the other methods acceptable for use for placement. The Steps to Enroll are also available as a link on the District’s website, in the Schedule of Classes and the Catalog.

**1b. Describe the methods by which assessment and placement services will be delivered.**

The Basic Skills Assessment (BSA) is administered at a variety of locations throughout the service area, including the Main Campus, Chico and Glenn County Centers, and at 34 district high schools. The BSA is delivered on the Main Campus in an “open lab” environment; the schedule is posted on the Assessment Office website. Most weeks the “open lab” is scheduled for Monday-Thursday from 8:30am-2pm. Students are not required to make an appointment and are directed to arrive anytime during this scheduled block to check-in for testing. During the testing period, student assessment workers/proctors identify assessment needs, check-in students and proctor the BSA. The “open lab” schedule provides students from a variety of locations with access to testing services.

The BSA is administered at the Chico Center approximately 6 times per year (200 students) and at the Glenn County Center 8-10 times per year (200 students). Students are required to schedule appointments for these locations as space is more limited on testing days. The BSA is also administered at 34 local high schools in February, March, April and May to about 1,400 students participating in the Districts’ Reg2Go Program. Participating high schools are responsible for scheduling students, while Assessment staff both administer the BSA using Dell netbooks and a wireless router and evaluate documents for exemptions to testing (i.e., SAT/ACT, EAP and EPT/ELM).

Additionally, the Assessment Office is responsible for evaluating documents from other sources for
students who have already completed college coursework in English and math, completed an assessment test from another California Community College and/or met an exemption score on the SAT, ACT, EPT, ELM and EAP tests. Two Special Programs Clerks evaluate external transcripts and test scores to establish placement into basic skills courses in English and math. Approximately 1,200 student documents are evaluated to establish placement in reading and English and about 1,000 documents are evaluated to establish placement in math. Another 500 documents are evaluated to clear prerequisites for Chemistry, Biology and Physics courses.

Both assessment test results and the evaluation of documents are entered or uploaded into the College’s student information system – Datatel/Colleague. Computerized student files are created to store assessment information and to enforce prerequisites. The College has developed a custom assessment results report called the Basic Skills Report, which communicates students’ placement based on the placement method (e.g., assessment, transcript evaluation, etc.). The Basic Skills Report also adapts over time to reflect changes in course eligibility based on the completion of the prerequisite course at the College.

1c. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement.

There are three types of partnerships that assist with providing assessment and placement services. The primary partnership is with 34 high schools in and adjacent to our service area as part of the Reg2Go Program. The Reg2Go program reaches out to local high schools to provide pre-enrollment services to about 1,400 seniors to support their transition to Butte College. The planning process for Reg2Go occurs during the fall term, followed by senior class visitations at all participating high schools in November, December and January. The campus visitations provide information about the College’s programs and outline the pre-enrollment steps (i.e., application, assessment, orientation, counseling and registration).

Approximately 40 test days are scheduled from early February to mid-May to assess 1,400 seniors at the 34 locations. The Assessment Office has the COMPASS (ACT) testing software loaded on 70 Dell Netbooks for use in administering the BSA to groups of 25-30 students per testing session. High school counselors coordinate the scheduling and test day logistics with Assessment staff to ensure that all students have completed an application, are aware of test preparation materials and test day protocol.

A second partnership exists with the College Connection Program. College Connection supports local high school seniors who are enrolled at the College for up to 11 units during their senior year while completing the remainder of their high school coursework through an independent study program with their district coordinator. Assessment staff coordinates the testing of approximately 200 potential students with a College Connection instructor. Testing for College Connection students occurs over 8 days in January and early February at either the host high school, the Main Campus or the Chico Center.

A third partnership(s) exists with outside organizations/agencies (e.g., tribal Rancherias) to coordinate onsite testing activities to special student populations. Approximately 3-5 test days per year are scheduled to support about 50 students during these special testing sessions.

1d. 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.)
Assessment/placement is required of all new students prior to participating in new student orientation sessions that are scheduled for mid-July through the third week in August prior to the start of the fall term and in January in preparation for the spring term. Most new students complete assessment for the fall term in the April-August window and in October-January window for the spring term. District high school seniors participating in the Reg2Go Program complete assessment at their high school campus during February, March, April and May prior to participating in orientation on the Main Campus in April and May. Most students enrolling in summer session beginning in early June will complete assessment in April and May before enrollment begins in mid-May.

The Assessment Office, however, schedules the “open lab” for testing Monday-Thursday, so students are able to complete assessment throughout the year outside peak testing times.

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.

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

The Assessment Office employs two Assessment Technicians (100%), two Special Programs Clerks (50%, 60%) and four student assistants (two Federal Work study, and two supported from SSSP funding, 20 hours per week).

The Assessment Technicians are responsible for overall coordination and administration of the District’s Basic Skills Assessment (BSA), including developing the COMPASS test packages, hiring and training proctors, scheduling assessment tests for on- and off-campus testing sessions, uploading test results into Datatel/Colleague and coordinating the testing activities for special populations (i.e., student athletes, international students, Reg2Go high school students, English as a second language and testing accommodations for disabled students).

The Special Programs Clerks are responsible for evaluating all documents to establish placement, including transcripts and test scores from other colleges, EAP, SAT/ACT, EPT/ELM, Advanced Placement (AP) and College Level Examination Program (CLEP) scores for college credit. Additionally, the Special Programs Clerks will administer the BSA when needed and coordinate the prerequisite checking for reading, English, math and a variety of biology and chemistry courses.

The student assistants work approximately 20 hours per week each throughout the year. They have responsibility for screening new students to determine assessment/placement needs, administer the BSA, log in documents for evaluation, provide assessment results to students, answer questions about registration and prerequisite issues and support students through the pre-enrollment process.

2b. Include staff providing direct assessment related research services.

All staff, including student assistants, are involved in some capacity with assessment related research. The director of Assessment conducts most of the research related to the distribution of placement levels and communicates this information to reading, English and math faculty for review and curriculum planning. Additionally, the director conducts all Disproportionate Impact studies and prepares the Validity and Fairness Portfolio (i.e., studies for Content Validity, cut score development,
Consequential Validity, and Disproportionate Impact). The Assessment Technicians and the Special Programs Clerks assist with both the Content Validity and Consequential Validity studies by coordinating the preparation of faculty communications, research packets and rosters. Student assistants receive consequential validity study materials from faculty and tabulate ratings into spreadsheets when needed.

Assessment Technicians and Special Programs Clerks will also conduct research requested by faculty regarding student placement levels for specific courses.

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.)

3a. 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.

The District administers the following computer adaptive ACT’s COMPASS tests for placement (adopted February, 2010):

- ACT, COMPASS Reading Placement Test
- ACT, COMPASS English Placement Test
- ACT, COMPASS Numerical Skills/PreAlgebra Test
- ACT, COMPASS Algebra Test
- ACT, COMPASS College Algebra Test
- ACT, COMPASS Trigonometry Test

The District administers the CELSA – English Language Skills Assessment (Form 1 & 2) for placement into non-credit ESL courses and/or to determine readiness for college level courses and referral to the COMPASS for placement into the credit-bearing basic skills classes. Additionally, the Degrees of Reading Power (DRP Forms E & F) are used on occasion for students who have weaker reading skills.

3b. Describe which tests and services are offered online, in person, individually or in groups, etc.

The COMPASS test instruments are computerized, adaptive and are supported by a lockdown browser. Software is loaded in a 32 station testing lab and on 70 Dell netbooks for use in administration. COMPASS is administered in an “open lab” environment on the Main Campus, in scheduled group tests at the high schools as part of Reg2Go and at the Chico and Glenn County Centers.

The CELSA and the DRP are paper and pencil exams administered in the open lab on the Main Campus and as part of the English as a Second Language Orientations at the beginning of each term to support students enrolling in non-credit ESL courses or to determine readiness for college level courses.
3ci. If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.

Multiple measures are utilized in conjunction with COMPASS test scores to establish placement into basic skills classes. All students completing the Basic Skills Assessment (BSA) respond to a series of background questions at the beginning of the COMPASS administration. The following questions are used for multiple measures:

1. How many years of English did you complete in high school?
2. What grade did you receive in your last English class?
3. What is the highest math class you have completed?
4. What grade did you receive in your highest math class?
5. What was (is) your overall high school grade point average (G.P.A.)?

For students whose scores fall into a “decision zone” (a range of scores just below a cut score for a specific course), a custom process has been developed to identify certain characteristics gathered from these multiple measure questions to determine if a multiple measure placement is appropriate. During an “end-of-day process”, COMPASS scores are uploaded along with the multiple measure responses to determine a student’s placement. Overall, a student whose scores are in a “decision zone” and have a strong past academic history (e.g., received an “A” in his last English class) can be placed into a course that is one level above where his COMPASS score might have placed him. This process occurs for all levels of reading, English and math.

Additionally, counselors and English and math faculty can use COMPASS scores and a variety of other student information to determine “Special Permission” into a higher level course based on a variety of student information. Special Permission is a one-semester override of a prerequisite/placement, allowing a student to enroll in a higher English and/or math course than the one he/she originally placed into. This is a “professional judgment call” by either the counselor or faculty member and is in effect for one semester only. Completion of the course, however, establishes permanent course eligibility into the next level course.

3cii. If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.

The District has approved the use of 11 “exemptions” from testing that include EAP, SAT, ACT, EPT/ELM, and Advanced Placement (AP) tests scores. These tests are not approved for use for placement into a sequence of basic skills classes, but specific scores are used to “clear” for college level English (English 2) and/or math (Math 4-26). The College’s policy regarding scores on these tests matches those for CSU, Chico to assist students who are applying to both colleges or transferring between the two colleges. The tests and exempt scores are listed below.

- EAP English Status - “Reading for CSU or participating CCC college-level English courses”
- EAP Math Status - “Reading for CSU or participating CCC college-level Math courses”
- SAT Critical Reading – Score of 500+
- SAT Math – Score of 550+
- ACT English – Score of 22+
- ACT Math – Score of 23+
- EPT (English) – 138+
- ELM (Math) – 50+
- AP Language & Composition or AP Literature & Composition – Score of “3” or higher
3ciii. 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.)

Official and unofficial score reports are received from both students and from the testing companies and entered into computerized student placement files. Clearance is established for Freshman Composition (ENGL 2) and Transfer Math (MATH 4-26) for tests taken within the past 5 years.

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.

Butte College is a single college district. Butte College’s policy is to accept student assessment scores and placement results from all California Community Colleges. A computer printout from the College with test scores, placement recommendations and test dates are required for evaluation and used for placement. The College does not accept test scores that are more than 5 years old and/or “self-placement” processes from other colleges. The Special Programs Clerks maintain placement information from other colleges to assist with the evaluation of these documents. Placement recommendations are entered into computerized placement files and clearance and results are communicated on the custom Basic Skills Report.

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.

   All new students receive pre-enrollment information and the Steps to Enroll process after the completion of an application. This material refers all students to the Assessment Office website for “test scheduling” and “test preparation” material. On the website there are comprehensive study guides and sample questions for all COMPASS tests being administered; these materials can be used electronically or can be printed out for further review and preparation. Additionally, there is a link to a Personalized Math Review Program developed by the College’s math faculty. This program provides an extensive computerized review for students interested in preparing for the COMPASS math assessments. Math faculty is available to assist students with logging into the software and working through the diagnostic tests and review problems.

   Additional pre-testing information is provided to special student populations during the year. An “Assessment Prep” session is coordinated with the Student Athlete Success Program to provide student athletes with an in-person assessment preparation prior to taking the BSA. A targeted post card with information about the BSA and specific test preparation materials is mailed to all high school seniors participating in the Reg2Go program to help ensure readiness to take the BSA at the high schools during the spring of their senior year.

   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?

   All students are allowed to retake any one part, or all parts, of the Basic Skills Assessment one time.
There is no restriction on the waiting period between the initial test and the retest. This is fairly consistent with ACT’s policy on retests for the COMPASS instruments. Every effort is made by Assessment staff to assist students with both understanding the directions to the BSA as well as review sample questions prior to retesting. When students retest, their overall placement is based on the highest of the initial test administration and the retest. We communicate to students that “retesting can help you, but not hurt you.”

Students interested in retesting for a third time, must have completed the English or math course from their original placement or completed more than 75% of the course (12 weeks) if currently enrolled. On occasion, a third attempt on the BSA can occur with authorized permission from a counselor or faculty representative from that discipline (e.g., English, Math).

c. **Recency** - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Test results from outside sources (i.e., placement tests from other colleges, SAT/ACT, EPT/ELM, EAP) are not accepted for placement if the test date is more than 5 years old. New students who provide these documents are referred to take the BSA to establish assessment/placement. There are no recency requirements for students who have taken the Basic Skills Assessment. Additionally, there are no recency requirements for coursework completed at another college that established assessment/placement.

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?

The following third-party test results are accepted for placement and exempt students from completing the BSA for reading and English:

- EAP English Status - “Reading for CSU or participating CCC college-level English courses”
- SAT Critical Reading – Score of 500+
- ACT English – Score of 22+
- EPT (English) – 138+
- AP Language & Composition or AP Literature & Composition – Score of “3” or higher

The following third-party test results are accepted for placement and exempt students from completing the BSA for math:

- EAP Math Status - “Reading for CSU or participating CCC college-level Math courses”
- SAT Math – Score of 550+
- ACT Math – Score of 23+
- ELM (Math) – 50+
- AP Calculus AB and/or BC – Score of “3” or higher
- AP Statistics – Score of “3” or higher
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.

### SSSP Planned Expenditures:

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
<th>Cost</th>
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<td>5630 Maint./Service Contracts (Document Management Software)</td>
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### District Planned Match:

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<th>Cost</th>
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### 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, and (c) 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.)

Counselors provide services to potential, new, current, and former students. Students access counseling services at any time by request but are required to do so at orientation and when academically disqualified. Counseling services are offered on the Main Campus days (evening services on the Main Campus are rarely utilized as evening courses on the Main Campus are limited), Chico Center days and evenings, and Glenn Center days and evenings. Our Reg2Go partnership with our local high schools provides high school seniors with an opportunity to complete orientation, counseling, and assessment and to register for Butte College prior to the end of their senior year. The average number of counseling contacts each academic year is approximately 18,000 - 19,000. Of those contacts, all directly with a counselor, the following types are (including approximate number):

- 6,500 contacts = 30 minute pre-scheduled appointments (CSEPS, graduation, transfer, vocational programs, petitions, all other academic concerns)
- 6,800 contacts = 30 minute same day drop-ins (CSEPS, graduation, transfer, vocational programs, petitions, all other academic concerns)
- 1,700 = quick question front-desk (10 minutes approx.) (scheduling, repetitions, other brief academic concerns)
- 2,400 = new student orientation (discuss placement levels and goals, plan first semester schedule, complete ASEP)
- 1,300 = Reg2Go (early orientation for our local high school new students – same processes as new student orientation)
- 113 = new international student orientation (same processes as new student orientation with
added adjustment content)

- 450 = online advising "Ask A Counselor" (questions that do not involve a full evaluation of student transcripts or an educational plan - these can be done at a distance via phone or e-mail)

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.

The lists below describe each type of contact within each context. We fill every available appointment, drop-in, and front-desk contact, and still do not have enough available for all students who wish to work with a counselor. We continuously find new ways to meet student demand and have changed some processes to accommodate more students. To make an appointment students call our office or walk-in. Students can make an appointment for up to one week out (we changed from two weeks out to one week out to reduce the number of no-shows). Drop-ins are on a same day basis; students call or come in and are scheduled into an available drop-in for that day. Front-desk quick questions are same day as well and the process for signing up is the same as for drop-in. Scheduled appointments and drop-ins are a half hour contact; front-desk is 10-15 minutes per student. At this time we do not use paraprofessional advisors. Instructional faculty does advise students on an informal basis and generally for our career/vocational programs.

Online:
- As noted above, approximately 450 students are served by counselors via our "Ask A Counselor" web access point. This access is available through the Butte College website. This service is provided as a means for students who are out of the area or who prefer a web-based interface opportunity to contact a counselor to ask questions about requirements and processes and procedures. This is generally a starting point for students and can lead to either a face-to-face appointment or a phone appointment.

In person:
- Provide outreach services (Reg2Go, high school visitations)
- Counsel new students individually by appointment or during matriculation of all new students to the college
- One-on-one scheduled appointments, in-office “drop-ins” and front desk “drop-ins” (additional time provided for this “quick question” access during peak times), evening and off-campus counseling
- Facilitate the early identification of students’ career goals and majors
- Help students:
  - (a) select courses appropriate to their stated academic goals
  - (b) select courses appropriate to their abilities
  - (c) select courses in an appropriate sequence
- Facilitate the early identification of those whose goals and abilities indicate that they are potential transfer students
- Provide specialized counseling to international students (international student counselor)
- Provide comprehensive specialized counseling to student athletes including interpretations of COA, NCAA, and NAIA rules and general eligibility at all levels of intercollegiate
- Advise and assist Student-Athlete Success Program (student athlete counselor) meet COA regulations by meeting with every student-athlete and filing an education plan by the dates mandated by the COA
- Provide specialized personal counseling. Assist students in acute emotional distress – providing a general intervention protocol for students in personal crisis who require immediate attention
- Identify students who are close to transfer, assist with the application, establish General Education certification
- Provide comprehensive counseling services to Veterans

Groups/workshops:
- Workshops for “at-risk” students, particularly those on academic probation or subject to disqualification (Readmission, Disqualification, and Probation workshops)
- Workshops for students who are undeclared or undecided on a goal or program to assist them identify and declare goal/program
- Educational Planning workshops for groups of students interested in certain programs such as Registered Nursing, Automotive Technology, transfer students, etc.
- Counselors conduct classroom visitations to basic skills and to First Year Experience courses each semester to provide information about services available on campus and to discuss success strategies.

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 Educational Plans are completed by counselors when they work with students at orientation so all new students entering Butte College will have an ASEP on file. The plan covers the student’s intended goal and program, their Assessment Placement levels, and the courses recommended by the counselor for their first semester, and any identified referrals.

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 Educational Plans are developed for students during individual counseling appointments or drop-in contacts. For the first time this year, we will develop plans with students in groups for specialized majors such as Nursing, Respiratory Care, etc.

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).

Full-time and associate counseling faculty are responsible for the following: provide students with a comprehensive academic resource and foster the growth and development of students by educating them about, and assisting them with, the processes and requirements for transfer, the attainment of degrees and certificates, and professional growth.

Counselors provide students with counseling and guidance regarding their individual interests and
abilities, schedule planning, transfer and vocational degree requirements, transcript evaluation, educational plan development, resolution of personal issues, and adjustment to college life.

- Counseling Department: Full-time Counselors = 8 positions; 8 FTE
- Counseling Department: Part-time Counselors = 10 positions; 5 FTE
- EOPS Counselors: Full-time positions = 3; Part-time positions = 2; 4 FTE
- Transfer Center Counselors: Full-time positions = 1; Part-time positions = 2; 2 FTE

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.

The College is in the process of developing an electronic Student Educational Planning tool, and is refining an electronic Degree Audit tool.

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.

**SSSP Planned Expenditures:**

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<tr>
<th>Item</th>
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**District Planned Match:**

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**Categorically Funded:**

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**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.

- Students on probation (approx. 1,994 students total in Fall of 2014) are sent a letter describing how and when "probationary status" occurs and the progression from probation to dismissal, loss of enrollment priority status, and the steps that lead to improved G.P.A. and progress.
- Programs such as EOPS, TRIO, MESA, DSPS, Foster Youth Program, Veterans Services and CARE identify students at risk and provide specialized services to support these students. These students are identified when they first apply, at orientation, by referral from other areas on campus, faculty, counselors, and staff.
- The Center for Academic Success provides tutoring and workshops for at-risk students. These students can self-identify, or are referred when they first apply, at orientation, by referral from other areas on campus, faculty, counselors, and staff.
- Our Early Alert Program is an online and paper referral system by which staff or faculty identify students at risk, discuss solutions, and ultimately refer the student to a support service on campus. Students are given a copy of the referral form and advised to take it to the office offering the support service where they are then given priority status to receive that service.
- Counselors conduct classroom visitations to basic skills (approx. 1500 students reached) and First Year Experience courses (approx. 300 students reached) each semester to provide information about services available on campus and to discuss success strategies.

b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.

The following options are available to students on probation—these options are included in the email sent to them upon reaching probationary status:

- Make an individual appointment with a counselor through the Counseling and Advising Office to develop an education plan and identify courses appropriate for your goals.
- Complete a First Year Experience course (Counseling 20, Life Management 40, Health 2, or Career Life Planning 30).
- Attend group workshops and utilize tutoring services offered at the Center for Academic Success
- Identify and clarify career goals through individual appointments provided at the Career Center and the Counseling Department.
- Attend a group workshop offered by the Counseling Department on how to identify and declare appropriate academic goals and programs.

c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).

These services are primarily provided in-person for maximum effectiveness. Students can receive counseling assistance online via our "Ask A Counselor" access point; however, if the student is high-risk we will refer him/her to a workshop, in-person appointment, or a phone appointment.

d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.
Teaching faculty is provided with multiple staff/professional development opportunities to learn about student success strategies, student support services, and On-Course training. Instructional faculty often refer students who are experiencing academic or personal difficulties to counseling, tutoring, or other needed services through our Early Alert referral system. Any student with an acute, urgent, personal challenge that is out of the ordinary and might prevent the student from being successful can be given a VIP "Early Alert" Pass to receive appropriate services on a priority basis. Students can receive services from Assessment, Career Center, Center for Academic Success, Counseling, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Financial Aid, Safe Place and Wellness Program, and our Veterans Services Office.

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

Counselors provide students with counseling and guidance regarding their individual interests and abilities, schedule planning, transfer and vocational degree requirements, transcript evaluation, educational plan development, resolution of personal issues, and adjustment to college life.

- Counseling Department: Full-time Counselors = 8 positions; 8 FTE.
- Counseling Department: Part-time Counselors = 10 positions; 5 FTE.
- EOPS Counseling Faculty: Full-time positions = 3; Part-time positions = 2; 4 FTE.

The Center for Academic Success provides tutoring services, Critical Skills Workshops, support for student athletes, and focuses on: use of resources, application of learning strategies, self-assessment strategies, retention, and success.

- Learning Resource Specialists - Center for Academic Success (CAS) - 2 FTE
- Student workers/tutors - Center for Academic Success (CAS) - 17,000 hours total
- Center for Academic Success (CAS) Coordinator - .5 FTE

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

Instructional faculty and College staff refer students who are experiencing academic or personal difficulties to counseling, tutoring, or other needed services through our online Early Alert referral system. Any student with an acute, urgent, personal challenge that is out of the ordinary and might prevent the student from being successful can be given a VIP "Early Alert" Pass to receive appropriate services on a priority basis. Students can receive services from Assessment, Career Center, Center for Academic Success, Counseling, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Financial Aid, Safe Place and Wellness Program, and our Veterans Services Office. These referrals can also be made via a paper form.

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.

Please refer to Section II.a.iii.7 for SSSP planned expenditures, District planned match, and categorically funded costs applicable to the Counseling and EOPS Departments. Please find additional costs with respect to follow-up services listed below.
District Planned Match:

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
<th>Salary</th>
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<tbody>
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Other District Funded:

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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.

- Orientation Survey
  All new students are required to participate in pre- and post-orientation surveys.
  - Subject of Survey
    - Counseling
    - Orientation
    - Assessment

- Community College Survey of Student Engagement
  This national college survey is administered every two years.

- Accreditation Survey
  Provides the College with information regarding institutional excellence and areas of improvement.
  - Subject of Survey
    - Students
    - Staff
    - Faculty
    - Administration

- MIS Data Extract
  - We review the 11 SSSP data elements to quantify service effectiveness.

- Program Review
- Enrollment Management Survey
- Assessment
  - Validation Research
- Unit Planning
- Early Alert Statistics
- Pre- and post-research on the use of Center for Excellence and probationary workshops.

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.
Butte College provides a variety of services to prospective and/or current students through technology. Services provided include:

- Early Alert – referral program for struggling/at-risk students
- Ask A Counselor – online FAQ’s and e-mail regarding counseling and advising
- Ask A Transfer Counselor – online chat with a transfer counselor
- Ask A Career Counselor – online chat with a career counselor
- Computerized assessment testing
- Online orientation for students who matriculate after in-person orientation has ended (fulfills orientation, but not counseling requirement)
- Pre-orientation prep – a series of videos that enhance the in-person orientation experience
- MyBC – portal notifications about registration appointments, assessment status and course eligibility, orientation status, miscellaneous holds, and dismissal status
- Online orientation sign-ups
- Online assessment test preparation materials
- Mobile computer lab (netbooks) for use in assessment and registration during orientation
- A robust communications management plan that covers the student cycle which includes the following media:
  - Print materials
  - E-mails
  - MyBC student portal
  - Automated phone calls
  - Personal phone calls
  - Facebook posts and promotions

Butte College is also working on the implementation of a new document imaging system (Image Now) that will allow the College to more efficiently scan incoming transcripts and articulate transfer credits for use in degree audit and online educational planning tools. Image Now will also allow the college to create online forms, such as appeals for priority registration, and to further automate and track forms as they move through the institution. The foundational work for electronic degree audit is largely complete at Butte College. As we select and implement an online student educational planning tool, students will gain access to transfer coursework equivalencies and the ability to examine how courses completed align with various degree or certificate requirements.

Ilc. 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.

Admission and Records

- Registration
- Transcript Evaluation
- Communication Management
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.

Butte College has elected not to exempt anyone from participation in pre-enrollment services – orientation, assessment, counseling, or student education plan development. Any student who refuses to participate in one or all of the before-mentioned services must complete a refusal of service form in the Vice President for Student Services’ Office. If a student refuses services, he/she will be offered the opportunity to register during open registration and will continue to be subject to pre-enrollment services before registering for the next semester.

2. appeal policies

Describe the college’s student appeal policies and procedures.

Butte College notifies students about priority registration and the potential loss of priority registration in a number of ways. First, students get an introduction to priority registration during the orientation process. Second, information about priority registration and the potential loss of priority registration is published in the catalog and schedule of classes. Third, each semester the College sends e-mail notifications to students about 1) the distribution of priority registration appointments and then 2) the actual appointment information to students. Each of these e-mails contain a statement about the potential loss of priority enrollment for students who earn more than 100 degree applicable units or are on academic or progress probation for two consecutive terms. Fourth, students on academic or progress probation receive notification letters via U.S. mail. These letters include additional information about the potential loss of priority registration and include helpful tips on services that are designed to help students succeed. Fifth, Veterans, Foster Youth, EOPS, DSPS, and CalWORKs Programs
are notified about program eligible students who are subject to loss of priority registration so they can attempt to provide assistance to the affected students. Lastly, students who lose priority registration are notified of the loss of priority registration, their revised appointment time, and the right to appeal via e-mail.

A total of 6 majors, that require more than 50 units to complete, were identified as “high unit majors” for purposes of calculating loss of priority registration. Students who have earned more than 100 degree applicable units and have a declared major that has been identified as a high unit major are given an automatic waiver until they reach 120 units. Once these students reach 120 units they lose priority registration and are accorded the same opportunity for an appeal as any other student.

Butte College has also implemented a “fast pass” process that it uses to identify and schedule Veterans, Foster Youth, EOPS, DSPS, and CalWORKs students who are eligible for priority registration. Once students complete all the necessary pre-enrollment activities their fast pass is verified and returned to Admissions and Records where they are given a priority registration appointment time.

Students who lose their priority registration appointment times are provided notification and an opportunity to appeal in accordance with the process outlined on the College’s Appeal: Loss of Priority Registration form. http://www.butte.edu/services/admissions/Appeal-Loss%20of%20Priority%20Enrollment.pdf.

The appeal process for Fall 2014 looked at 4 criteria.
1. Extenuating circumstances
2. Final semester at Butte College
3. Significant academic improvement
4. Necessary accommodation per DSPS

Future iterations of the appeal process will add a fifth criteria that will allow for legitimate retraining where students have already completed an educational program and are seeking a new career or additional training within their current occupation. There will also be a revision to the “final semester at Butte College” criteria. This will likely be changed to “additional coursework needed for program completion.” This modification will allow students who have exceeded 100 degree applicable units, but have a clear education plan to complete their program an opportunity to re-enroll without the loss of priority registration.

Appeals are given consideration by staff in the Admissions and Records Office based on criteria that were discussed with the SSSP team. Careful monitoring of appeals and outcomes occurred as this process was implemented for the Fall 2014 semester. This monitoring will continue in future terms. Students who were successful in their appeal had their priority registration date restored. New appeals will be required for each term in which the student wishes to challenge the loss of priority registration. Decisions to deny an appeal are final, except in instances of error in determination. Students who are not successful in the appeal process are given a registration appointment time after new, continuing, and returning registration is complete, but prior to K-12 (concurrent) registration.

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.
The College’s Curriculum Committee establishes and validates prerequisites in accordance with Title 5 section 55003 for courses across the curriculum. Prerequisites are reviewed periodically when departments are required to go through the Program and Curriculum Review processes. All prerequisites are communicated in the catalog, online class schedule and student registration fields.

Prerequisites are enforced at the time of registration for all courses in the Reading (READ), English (ENGL) and Mathematics (MATH) sequences for which the assessment/placement process establishes eligibility for these courses. Per both Title 5 and the Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used for California Community Colleges, cut scores (prerequisites) are set, and reviewed every 6 years based on a Consequential Validity Study (conducted in Fall 2011 for reading and English and Fall 2012 for math). Faculty rating of appropriateness of placement is shared with reading, English and math faculty to validate established cut scores and prerequisites. Disproportionate Impact studies are completed every 3 years (last conducted in Fall 2013) in accordance with Title 5 and the Standards’ documents.

The Assessment Office coordinates the established prerequisites with the Office of Student Learning to build in the appropriate prerequisites (including a prerequisite challenge and/or substitution) into the course file in Datatel/Colleague. Registration rules have been developed to “block” students from enrolling into a course who have not previously met the established and enforced prerequisite (either coursework from Butte College or an acceptable equivalent completed at another college).

The Special Programs Clerks in the Assessment Office evaluate approximately 3,000 documents to clear prerequisites. A Butte College Placement and Prerequisite Evaluation Form is used by staff to record the evaluation of documents for prerequisite clearances. This form and process are communicated on the Assessment Office website.

Students who are currently enrolled in a prerequisite course are allowed to enroll in the next level course (or target course) during priority registration but are disenrolled from that next level course if the prerequisite course was not passed with a grade of “C” or “P” or better.

Per Title 5 section 55003, the District has a well-developed challenge process called Special Permission. Students, who believe they have met a prerequisite through an alternate method, believe that the prerequisite was not made readily available, and/or not applied appropriately can challenge the prerequisite through the Counseling Center or identified faculty contact in that discipline. If deemed appropriate, a Counselor and/or faculty representative can override the student’s placement/prerequisite on a temporary basis for one term. These “Special Permissions” are communicated to the Assessment Office for temporary clearance.

4. Professional Development

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

The majority of the professional development activities listed below were completed, attended, or provided in the 2013-2014 academic year to assist with the initial implementation of SSSP. All of these professional development activities are planned for the 2014-2015 academic year in order to assist with the continued implementation of SSSP.

1. Chancellor’s Office Student Success and Support Program Implementation Summit
2. Butte College Student Services Institute
3. California Association of Community College Registrars and Admissions Officers (CACCRAO) – Conference State
4. Chief Student Services Officer (CSSO) – Conference North
5. Chancellor’s Office SSSP Q & A Webinar
6. Chancellor’s Office Training and Orientation for Student Success and Support Program Coordinators
7. Chief Student Services Officer (CSSO) – Statewide
8. Community College League of California (CCLC)
9. Butte College Learning Council Workshop for Instructional Deans, Chairs, and Coordinators
10. Staff Development Activity
11. SSSP Plan Review:
    - Associated Students
    - Classified Senate
    - Management Association
    - Academic Senate
12. Butte College Participation:
    - Common Assessment
    - Educational Planning
    - Chancellor’s Assessment Work Group
13. California Community College Assessment Association Conference
14. California Intersegmental Articulation Council (CIAC) – Educational Planning CID/ASSIST
15. California Community College Datatel Users’ Group

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.

Butte College has a very highly integrated planning process that provides districtwide opportunities for input into any and all College plans. A planning guide produced each year by the Planning, Research, and Organizational Development Office describes all planning efforts for the year. The guide provides a list of new plans that are being written and the completion due dates for each new plan. Additionally, the guide provides a list of all existing plans and the completion dates for existing plans to be updated. The guide also provides a quick synopsis of each plan as well as the individual responsible for its development or update.

With respect to the SSSP Plan’s integration with the Student Equity Plan, the Student Equity coordinator is a member of the SSSP Steering Committee. Moreover, the SSSP coordinator is a member of the Student Equity Steering Committee.

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.
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.

1. New Student Orientation Session Schedule of Events (Sample for Summer 2014)
2. Basic Skills Assessment Results Report (Sample 9/4/14)
3. Basic Skills Assessment COMPASS Study Guide
4. Appeal: Loss Of Priority Registration

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.

Name: Allen Renville
Title: Vice President for Student Services
Stakeholder Group: Administration

Name: Susan Carey
Title: Coordinator for Counseling
Stakeholder Group: Curriculum Committee and Articulation Officer

Name: Steve Hammond
Title: Counselor
Stakeholder Group: Faculty

Name: Eric Hoiland
Title: Director for Assessment
Stakeholder Group: Administration

Name: Wim McSpadden
Title: Designer Developer II
Stakeholder Group: Information Technology Systems

Name: Karen Micalizio
Title: Dean, Financial Aid & Special Programs
Stakeholder Group: Student Equity Committee

Name: Thomas Onwiler
Title: Chief Technology Officer
Stakeholder Group: Information Technology Systems, Services, and Support

Name: Clinton Slaughter
Title: Director, A&R & Enrollment Mgmt.
Stakeholder Group: Enrollment Management Committee

Name: Miya Squires
Title: Coordinator, Center for Academic Success
Stakeholder Group: Student Success Committee

Name: Xeej Thor
Title: Student Ambassador
Stakeholder Group: Associated Students

Name: Brad Zuniga
Title: Director for Recruitment & Outreach
Stakeholder Group: Student Equity Committee
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
SSSP Advisory and Steering Committee Member List
Butte-Glenn Community College District
2014-2015

**SSSP Advisory Committee Members**

Allen Renville
Vice President for Student Services
Title IX and 504 Compliance Officer
SSSP Advisory Committee Chair

Monica Boyes
Assistant Director for Admissions and Records
SSSP Steering and Advisory Committee Member

Susan Carey
Counseling Coordinator
Articulation Officer
SSSP Steering and Advisory Committee Member

Eric Hoiland
Director for Assessment
SSSP Steering and Advisory Committee Member

Wim McSpadden
Designer Developer II
SSSP Steering and Advisory Committee Member

Nancy Retes
Extended Opportunity Programs and Services Counselor
SSSP Steering and Advisory Committee Member

Clinton Slaughter
Director for Admissions and Records and Enrollment Management
SSSP Steering Committee Chair and Advisory Committee Member

Giovanna Vera
Associated Students’ President
SSSP Advisory Committee Member

Brad Zuniga
Director for Recruitment and Outreach
SSSP Steering and Advisory Committee Member
**SSSP Steering Committee Members**

**Clinton Slaughter**  
Director for Admissions and Records and Enrollment Management  
SSSP Steering Committee Chair and Advisory Committee Member

**Stacey Bartlett**  
Faculty Member/Student Learning  
Academic Senate President  
SSSP Steering Committee Member

**Monica Boyes**  
Assistant Director for Admissions and Records  
SSSP Steering Committee Member

**Susan Carey**  
Counseling Coordinator  
Articulation Officer  
SSSP Steering and Advisory Committee Member

**Steven Hammond**  
Faculty Member/Counselor  
SSSP Steering Committee Member

**Eric Hoiland**  
Director for Assessment  
SSSP Steering and Advisory Committee Member

**Vahan Hovsepian**  
Faculty Member/Student Learning  
Academic Senate Secretary  
SSSP Steering Committee Member

**Wim McSpadden**  
Designer Developer II  
SSSP Steering and Advisory Committee Member

**Karen Micalizio**  
Dean for Financial Aid and Special Programs  
SSSP Steering Committee Member

**Allen Renville**  
Vice President for Student Services  
Title IX and 504 Compliance Officer  
SSSP Advisory Committee Chair

**Nancy Retes**  
Extended Opportunity Programs and Services Counselor  
SSSP Steering and Advisory Committee Member
Carrie Roberson
Faculty Member/Student Learning
Academic Senate Vice President
SSSP Steering Committee Member

Miya Squires
Coordinator for Center for Academic Success
SSSP Steering Committee Member

Christine Trolinger
Faculty Member/Student Learning
Student Learning Outcomes Coordinator
Academic Senate Treasurer
SSSP Steering Committee Member

Brad Zuniga
Director for Recruitment and Outreach
SSSP Steering and Advisory Committee Member

Vacant
Associated Students’ Representative - TBD
SSSP Steering Committee Member
# New Student Orientation

## Schedule of Events

**Summer 2014**

### Main Campus AM

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Main Campus PM</th>
</tr>
</thead>
</table>
| 7:55 – 8:20 | Sign In for Orientation  
*Welcome to Butte! We’re glad you are here!* | 10:55 – 11:20 |
| 8:20 – 8:30 | Welcome and Schedule Review                  | 11:20 – 11:30 |
| 8:30 – 8:45 | Campus and Community Safety  
*Be smart and stay safe!* | 11:30 – 11:45 |
| 8:45 – 9:00 | Introductions  
*Meet your Orientation Leaders* | 11:45 - 12:00 |
| 9:10 – 10:00 | Butte Breakdown & Portal Set-Up  
*Learn information that will help make your College experience more positive* | 12:10 – 1:00 |
| 10:00 – 12:00 | Counseling and Registration  
*Have your assessment results explained and receive help from a counselor in registering for your classes* | 1:00 – 3:00 |
| 12:00 – 12:50 | Campus Tour  
*Learn more about your campus, including the location of your classes, departments and student services* | 3:00 – 3:50 |
| 12:50 – 1:00 | Program Conclusion  
*Program evaluations and prizes* | 3:50 – 4:00 |

### Chico Evening

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Glenn AM</th>
<th>Glenn PM</th>
</tr>
</thead>
</table>
| 5:00 – 5:20 | Sign In for Orientation  
*Welcome to Butte! We’re glad you are here!* | 8:55 – 9:15       | 2:25 – 2:45       |
| 5:20 – 5:35 | Welcome and Schedule Review                  | 9:15 – 9:30       | 2:45 – 3:00       |
| 5:35 – 6:25 | Butte Breakdown & Portal Set-Up  
*Learn information that will help make your College experience more positive* | 9:30 – 10:20      | 3:00 – 3:50       |
| 6:25 – 8:25 | Counseling and Registration  
*Have your assessment results explained and receive help from a counselor in registering for your classes* | 10:20 – 12:20     | 3:50 – 5:50       |
| 8:25 | Program Conclusion  
*Program evaluations and prizes* | 12:20             | 5:50              |
This is a profile of your assessment results. Your course eligibility for reading, English and math classes is indicated in the boxes. Please follow the recommendations given. You may want to share this information with your counselor and instructors to help you make the educational and career decisions that will increase the effectiveness of your college experience.

<table>
<thead>
<tr>
<th>TEST DATE: 05 AUG 2014</th>
<th>READING DETERMIN. DATE: 05 AUG 2014</th>
<th>COURSE ELIGIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass Reading Test</td>
<td>Number Possible 99 Correct 84</td>
<td>READ-2 PLACEMENT LEVEL IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DETERMINED BY Butte Test</td>
</tr>
</tbody>
</table>

Completion of READ 2, with a C or better, will meet the reading competency requirement for the Associate Degree.

<table>
<thead>
<tr>
<th>TEST DATE: 05 AUG 2014</th>
<th>ENGLISH DETERMIN. DATE: 05 AUG 2014</th>
<th>COURSE ELIGIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass English Test</td>
<td>Number Possible 99 Correct 85</td>
<td>ENGL-2 PLACEMENT LEVEL IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DETERMINED BY Butte Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST DATE: 05 AUG 2014</th>
<th>MATH DETERMIN. DATE: 05 AUG 2014</th>
<th>COURSE ELIGIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass Math Test Butte</td>
<td>Number Possible Algebra 99 Correct 72</td>
<td>MATH-4-26 PLACEMENT LEVEL V</td>
</tr>
<tr>
<td></td>
<td>College Algebra 99 Correct 29</td>
<td>DETERMINED BY Butte Test</td>
</tr>
<tr>
<td></td>
<td>Trigonometry 99 Correct 22</td>
<td></td>
</tr>
</tbody>
</table>

Keep this printout. Questions? Call 895-2350
GENERAL INFO ABOUT COMPASS:
• Computer adaptive college placement test
• Three Sections: Reading, Writing Skills (English) & Mathematics
• Multiple choice
• Untimed and self-paced; however allow at least 1 ½ to 2 ½ hours to complete

ON TEST DAY:
Remember to Bring:
• Photo identification required (Example: driver’s license, passport, student ID card, etc.)
• Butte College Student ID #
What NOT to Bring:
• No cell phones, iPods, music players, or any electronics
• No food/drink permitted in the lab
• No personal calculators permitted

Test schedule(s) can be found online at www.butte.edu/assessment.

COMPASS® TEST TAKING TIPS
• Relax! The COMPASS tests are designed to help you succeed in school. Your scores help you and your institution determine which courses are most appropriate for your current level of knowledge and skills. Once you identify your academic strengths and weaknesses, you can get the help you need to improve underdeveloped skills before they interfere with your learning.

• You will be able to concentrate better on the test if you get plenty of rest and eat properly before the test. You should also arrive a few minutes early so you can find the testing area, bathrooms, etc., and have time to gather your thoughts before the test begins.

• Be sure you understand the directions for each test before that test session begins. Ask questions if you need to.

• Read each question carefully until you understand what the question is asking. If answering an item requires several steps, be sure you consider them all.

• Be sure to answer every item. You are not penalized for guessing. Your score will provide more useful placement information if you answer every item, even if you guess.

• Don’t be afraid to change an answer if you believe that your first choice was wrong.

• If you have a problem or question during the test, ask the test administrator or proctor to help you. Although they cannot answer test questions for you, they can help you with other types of problems.
Reading Placement

The Reading Placement Test can help determine if students have the skills to succeed in standard entry-level college courses or if they need developmental reading courses or other instructional support.

Five types of reading comprehension passages are included:

- Practical Reading
- Prose Fiction
- Humanities
- Social Sciences
- Natural Sciences

Items have multiple-choice response options. The new format in COMPASS® for Windows makes it possible for students to see and read a passage on one side of the screen while the test questions and answer choices are displayed on the other half of the screen.

Sample Humanities Passage: Reading Placement

When I'm in New York but feeling lonely for Wyoming I look for the Western movie ads in the subway. But the men I see in those posters with their stern, humorless looks remind me of no one I know in the West. In our earnestness to romanticize the cowboy we've ironically disesteemed his true character. If he's "strong and silent" it's because there's probably no one to talk to. If he "rides away into the sunset" it's because he's been on horseback since four in the morning moving cattle and he's trying, fifteen hours later, to get home to his family. If he's "a rugged individualist" he's also part of a team: ranch work is teamwork and even the glorified open-range cowboys of the 1880s rode up and down the Chisholm Trail in the company of twenty or thirty other riders. It's not toughness but "toughing it out" that counts. In other words, this macho, cultural artifact the cowboy has become is simply a man who possesses resilience, patience, and an instinct for survival. "Cowboys are just like a pile of rocks—everything happens to them. They get climbed on, kicked, rained and snowed on, scuffed up by the wind. Their job is 'just to take it,'" one old-timer told me.


(Referring)

1. According to the passage, cowboys are probably "strong and silent" because:
   A. their work leaves them no time for conversation.
   B. they have been cautioned not to complain.
   C. they are stern and humorless.
   D. there is no one nearby to listen to them.
   E. their work makes them too tired to talk.

(Reasoning)

2. For which of the following statements does the passage give apparently contradictory evidence?
   A. The cowboy's work takes endurance.
   B. Cowboys work alone.
   C. Cowboys are adequately paid.
   D. The cowboy's image has become romanticized in American culture.
   E. Cowboys think of themselves as humorless.

Answers:
1. D
2. B
Sample Practical Reading Passage: Reading Placement

Regular tune-ups of your heating system will cut heating costs and will most likely increase the lifetime and safety of the system. When a service technician performs a tune-up, he or she should test the efficiency of your heating system.

The technician should measure the efficiency of your system both before and after servicing it and provide you with a copy of the results. Combustion efficiency is determined indirectly, based on some of the following tests: 1) temperature of the flue (or chimney); 2) percent carbon dioxide or percent oxygen in the atmosphere; 3) presence of carbon monoxide in the atmosphere; and 4) draft. Incomplete combustion of fuel is the main contributor to low efficiency. If the technician cannot raise the combustion efficiency up to at least 75% after tuning your heating system, you should consider installing a new system or at least modifying your present system to increase its efficiency.


(Reasoning)
1. The passage suggests that the presence of carbon monoxide in the atmosphere:
   A. can provide information regarding combustion efficiency.
   B. is found in 75% of heating systems tested.
   C. can be reduced by decreasing heating system draft.
   D. is the main cause of low efficiency in heating systems.
   E. is more reliable than flue temperature as an indicator of combustion efficiency.

(Referring)
2. According to the passage, when performing a tune-up of a heating system, the service technician should:
   A. ensure that the combustion efficiency is at least 25%.
   B. modify the heating system before initially measuring efficiency.
   C. measure combustion efficiency both before and after servicing the system.
   D. provide his or her supervisor with a written report of the system’s efficiency.
   E. ignore the age of the heating system.

Answers:
1. A
2. C
Writing Skills Placement

The Writing Skills Placement Test helps institutions determine whether students are ready for entry-level college writing courses or other courses with significant writing loads, or whether students require developmental writing instruction prior to entry into those courses.

This test asks students to find and correct errors in essays presented on the computer screen. The test items include the following content categories:

Usage/Mechanics
- Punctuation
- Basic grammar and usage
- Sentence structure

Rhetorical Skills
- Strategy
- Organization
- Style

Sample Essay: Writing Skills Placement

Examinees are presented with an essay similar to the one below and are asked to look for errors in grammar, punctuation, usage, and style. When examinees find what they believe to be errors, they move the mouse pointer to the appropriate part of the text and click the mouse. On the right side of the screen five options appear for revising that area of text. Note that the first option is always identical to the original wording in the text, and thus represents a NO CHANGE option. Examinees can choose to revise any section of the essay. After revising the essay, examinees are routed to two items focusing on rhetorical strategies.

The essay below contains the same number and types of errors that an actual Writing Skills Test unit would contain; however, for demonstration purposes, only a handful of the segments below have been selected for revision. These segments are indicated by bold type, and the items associated with them are shown below. (Note: There are additional errors in the essay that are not in bold that a student in an actual testing situation would need to respond to.)

An increasing number of lakes and rivers in the northern United States invaded are being by a mussel no larger than a fingernail.

The zebra mussel probably steamed aboard a transatlantic ship sometime in the mid-1980s from the Caspian Sea into U.S. waters. Despite its growth was explosive, partly because the species was preyed upon by very few native predators in its new environment. As a consequence, the zebra mussels did find a plentiful food supply. They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that dwell in water. Scientists are concerned when the mussels may compete aggressively with other species that depend on the same food supply.

Others concerned by the invading species are industry, public utilities, and boat owners. Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface. These colonies can clog your water intake pipes of...
electric and water treatment plants. Fishery specialists are currently casting about and baiting their hooks to gun down control methods that will cause the lowest amount of damage to water supplies and other aquatic species. Two of the alternatives exploring are interrupting the species reproductive cycle and finding a bacterium harmful only to zebra mussels.

(End of Essay)

(Basic Grammar and Usage: Ensuring Grammatical Agreement)

Segment 1

A. An increasing number of lakes and rivers
B. An increasingly number of lakes and rivers
C. A number increasing of lakes and rivers
D. A number increasingly of lakes and rivers
E. An increasing of lakes and rivers

(Style: Avoiding Redundancy)

Segment 2

A. was preyed upon by very few native predators in its new environment.
B. found very few predators in its new environment.
C. found very few native predators and was seldom eaten in its new environment.
D. was preyed on by very few native predator species in its new environment.
E. was seldom eaten or preyed on by native predator species in its new environment.

(Sentence Structure: Relating Clauses)

Segment 3

A. Scientists are concerned when the mussels
B. Scientists are concerned that if the mussels
C. Scientists are concerned wherein the mussels
D. Scientists are concerned that the mussels
E. Scientists are concerned as if the mussels
(Strategy: Making Decisions about Cohesive Devices)

Item 4 (end-of-passage)
The writer wishes to add a sentence at the end of Paragraph 1 that will serve as a transition between Paragraphs 1 and 2 and will establish the main focus of the essay. Which of the following sentences most effectively fulfills that purpose?

A. The zebra mussel will provide a difficult challenge for public utility managers.

B. The zebra mussel is only the latest in a series of newly introduced species to thrive in the U.S.

C. No one knows how far south and west the zebra mussel is likely to spread, but scientists think they may be on the trail of important clues.

D. Although small in size, the zebra mussel may become a huge problem for pleasure boat owners in North American waterways.

E. Despite its size, however, the zebra mussel may have a dramatic effect on North American waterways.

Answers:
1. A
2. B
3. D
4. E

*These items are not actual items from COMPASS® but are similar in content and format. These items are presented for illustrative purposes and do not constitute a full representation of item content.*
Mathematics Placement

Multiple-choice items in each of the five mathematics placement areas test the following:

- **basic skills**—performing a sequence of basic operations
- **application**—applying sequences of basic operations to novel settings or in complex ways
- **analysis**—demonstrating conceptual understanding of principles and relationships in mathematical operations

An online calculator is available for those students who wish to access it via Microsoft Windows within the COMPASS software application. No personal calculators/cell phone calculators permitted.

Numerical Skills/Pre-Algebra Placement

(Averages: Means, Medians, and Modes)

1. What is the average (arithmetic mean) of 8, 7, 7, 5, 3, 2, and 2?
   
   A. 3
   B. 4
   C. 4
   D. 5
   E. 6

(Basic Operations with Decimals)

2. Ben is making wooden toys for the next arts and crafts sale. Each toy costs Ben $1.80 to make. If he sells the toys for $3.00 each, how many will he have to sell to make a profit of exactly $36.00?

   A. 12
   B. 20
   C. 30
   D. 60
   E. 108

(Basic Operations with Fractions)

3. How many yards of material from a 24-yard length of cloth remain after 3 pieces, each $3 3/4$ yards long, and 5 pieces, each $2 3/4$ yards long, are removed?

   A. $2 3/4$
   B. $4 3/4$
   C. $4 1/8$
   D. $10 1/4$
   E. $10 1/8$
4. Phillip charged $400 worth of goods on his credit card. On his first bill, he was not charged any interest, and he made a payment of $20. He then charged another $18 worth of goods. On his second bill a month later, he was charged 2% interest on his entire unpaid balance. How much interest was Phillip charged on his second bill?

A. $8.76  
B. $7.96  
C. $7.60  
D. $7.24  
E. $6.63

Answers:
1. C  
2. C  
3. A  
4. B

These items are not actual items from COMPASS® but are similar in content and format. These items are presented for illustrative purposes and do not constitute a full representation of item content.

Algebra Placement

(Elementary Algebra: Linear Equations in One Variable)

1. A student has earned scores of 87, 81, and 88 on the first 3 of 4 tests. If the student wants an average (arithmetic mean) of exactly 87, what score must she earn on the fourth test?

A. 85  
B. 86  
C. 87  
D. 92  
E. 93

(Elementary Algebra: Basic Operations with Polynomials)

2. Which of the following expressions represents the product of 3 less than twice x and 2 more than the quantity 3 times x?

A. $-6x^2 + 25x + 6$  
B. $6x^2 + 5x + 6$  
C. $6x^2 - 5x + 6$  
D. $6x^2 - 5x - 6$  
E. $6x^2 - 13x - 6$

(Elementary Algebra: Substituting Values into Algebraic Expressions)

3. If $x = -1$ and $y = 2$, what is the value of the expression $2x^3 - 3xy$?

A. 8  
B. 4  
C. -1  
D. -4  
E. -8
(Intermediate Algebra: Rational Expressions)

4. For all \( r \geq \pm 2, \quad \frac{r^2 - 5r + 6}{r^3 - 4} = ? \)
   
   A. \( r + 2 \)
   B. \( r - 2 \)
   C. \( r + 3 \)
   D. \( r - 2 \)
   E. \( r + 2 \)

(Coordinate Geometry: Linear Equations in Two Variables)

5. What is the equation of the line that contains the points with \((x, y)\) coordinates \((-3, 7)\) and \((5, -1)\) ?
   
   A. \( y = 3x - 2 \)
   B. \( y = x + 10 \)
   C. \( y = \frac{4}{3}x + 8 \)
   D. \( y = \frac{-3}{2}x + \frac{11}{4} \)
   E. \( y = -x + 4 \)

Answers:
1. D
2. D
3. B
4. A
5. E

These items are not actual items from COMPASS® but are similar in content and format. These items are presented for illustrative purposes and do not constitute a full representation of item content.

College Algebra Placement (used for placement into calculus only)

(Complex Numbers)

1. For \( i = \sqrt{-1}, \) if \( 3i \cdot (2 + 5i) = x + 6i, \) then \( x = ? \)
   
   A. \(-15\)
   B. \(5\)
   C. \(5i\)
   D. \(15i\)
   E. \(27i\)
(Functions)

2. If \( f(4) = 0 \) and \( f(6) = 6 \), which of the following could represent \( f(x) \) ?

A. \( x - 4 \)
B. \( x + 2 \)
C. \( x - 4 \)
D. \( 3x + 6 \)
E. \( 3x - 12 \)

Answers:
1. A
2. E

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Trigonometry Placement (used for placement into calculus only)

(Trigonometric Functions and Identities)

1. Which of the following is equivalent to \( \frac{1 - \cos^2 \theta}{\cos^2 \theta} \) ?

A. \( \sec^2 \theta \)
B. \( (\csc^2 \theta) - 1 \)
C. \( \tan^2 \theta \)
D. \( \sin^2 \theta \)
E. \( \frac{1}{\sin^2 \theta} \)

(Right-Triangle Trigonometry)

2. From a point on the ground the angle of elevation to a ledge on a building is 27°, and the distance to the base of the building is 45 meters. How many meters high is the ledge?

A. \( \frac{45}{\sin 27^\circ} \)
B. \( \frac{45}{\tan 27^\circ} \)
C. \( 45 \sin 27^\circ \)
D. \( 45 \cos 27^\circ \)
E. \( 45 \tan 27^\circ \)

Answers:
1. C
2. E

These items are not actual items from COMPASS® but are similar in content and format. These items are presented for illustrative purposes and do not constitute a full representation of item content.
Loss of priority registration occurs when students earn **more than 100 degree applicable units**, or when they are on **academic or progress probation for two or more consecutive semesters**. This form is used to appeal the loss of priority registration. The loss of priority registration is required and governed by California Code of Regulations § 58108. Incomplete forms may be denied. If approved, your registration priority will be reinstated for one semester. Approved petitions will receive a registration appointment on the fourth day of continuing student registration.

Name: ___________________________________________ Date of Birth: __________________________

Phone: ___________________________________________ Semester: □ Fall □ Spring Year: ________

Major(s): ____________________________________________________________________________________

1. What is the reason for your loss of priority Registration?
   - □ Completed more than 100 degree applicable units
   - □ Two, or more, consecutive semesters of academic or progress probation
   - □ Both of the above

2. I am appealing for the following reason (check one):
   - □ Extenuating circumstance (**verified** illness, accident, or circumstance beyond my control)
   - □ Final semester at Butte College (provide copy of grad app or official student ed plan)
   - □ Significant improvement (academic or completion)
   - □ Necessary accommodation per Disabled Students Programs and Services (attach recommendation from DSPS)

3. Do you have a student educational plan on file with the college? □ Yes □ No (not required)

Be sure to attach the following:
- A typewritten statement explaining your situation and why your priority registration should be restored (no more than 1 page)
- Documentation to support extenuating circumstances, final semester, significant improvement, or the need for an accommodation.

Student Signature: ___________________________________________ Date: __________________

Petition Deadline:
Fall 2014: March 14, 2014

Return to Admissions and Records at any Butte College location.