



Student Success and Support Program Plan (Credit Students)

2014-15

District: San Bernardino Community College
College: San Bernardino Valley College

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

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

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

When complete, also save the document as a PDF file and email it as an attachment to cccssp@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 basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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

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

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

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

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

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

GENERAL INSTRUCTIONS

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

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

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: San Bernardino Valley College

District Name: San Bernardino Community College

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

Signature of College SSSP Coordinator: _____

Name: _____ Date: _____

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

Name: Dr. Ricky Shabazz Date: _____

Signature of the Chief Instructional Officer: _____

Name: Dr. Haragewen Kinde Date: _____

Signature of College Academic Senate President: _____

Name: Dr. Algie N. Au, Interim Date: _____

Signature of College President: _____

Name: Dr. Gloria M. Fisher, Interim Date: _____

Signature of District Chancellor: _____

Name: Mr. Bruce Baron Date: _____

Contact information for person preparing the plan:

Name: Mr. Marco Cota

Email: mcota@valleycollege.edu

Title: Dean, Counseling & Matriculation

Phone: 909-384-8630

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 population that the SBVC orientation serves is heterogeneous. It is inclusive of first-time, re-entry and first generation students. Additionally, the students who complete the orientation are representative of a plethora of ethnicities, socioeconomic and ability statuses. Ultimately, the students who complete the orientation are individuals entering SBVC for the very first time. Even if students have attended other colleges and/or universities, they are required to complete the SBVC orientation unless they verify the previous attainment of an Associate's Degree or higher. On average, the number of first-time students served at SBVC fluctuates. According to fall 2012 data, 1,558 enrolled students were reported as "first-time students" and 175 were reported as "first-time transfer students." Additionally, in the spring 2013 term, 340 students were reported as "first-time students," and 335 were reported as "first-time transfer students." In sum, according to these statistics, the college enrolled a total of 2,408 first-time students during the last academic year. It is additionally confirmed by the Office of Research and Planning that SBVC serves more first-time students in the fall semester of each academic year; hence the significant increase of reported first-time students in fall 2012.

Currently, the orientation offered at SBVC is online only. Staff and faculty believed that more students would be likely to complete the orientation if they had the ability to do so from the convenience of their own home. It was also believed that because orientation was made mandatory, it was the responsibility of the college to streamline the process by which a student completed orientation. Therefore, it was collectively decided that providing students with access to the orientation from 6:00 a.m.-11:59 p.m. was most student friendly. However, it has recently been established that the college is in need of a "modified in-person" orientation for some English Language Learner populations. Thus, a modified version has been created and delivered this semester. Additionally, the college has recently purchased a new student orientation package. This orientation is not only ADA compliant, but it provides all SBVC students with a far more interactive experience. The new orientation will include video footage of current SBVC students and will allow

students completing the orientation to hear pertinent information concerning the college via their own peer group. Moreover, the new orientation will include various quizzes throughout the multiple sections of the orientation for students to complete, and students will need to respond to a certain percentage of these items correctly before they are permitted to progress. This added feature will allow the college to effectively measure a student's level of comprehension regarding the information presented. The new orientation is scheduled for implementation fall, 2014.

In regard to partnerships with high school districts and community agencies, the college's Office of Outreach and Recruitment frequently visits our feeder high schools in an effort to provide students, staff and faculty with the most up-to-date information possible regarding programs and services offered at SBVC. Furthermore, one of the college's general counselors is given a special assignment to regularly visit the feeder high schools following the assessment of their students. Specifically, the counselor is responsible for responding to student inquiry, delivering student success workshops and creating initial educational plans.

Once students successfully apply to SBVC, an assortment of services is offered. Within 24 hours of application receipt, students are emailed a "Welcome Letter" from the college that describes the mission and goals of the college. It outlines the steps for successful matriculation to the college. It also provides information relevant to the various programs and services offered by the college. Once an identification number has been assigned and emailed to students, a "web advisor account" is created for each student. This campus portal allows students to search and register for classes, identify their registration date, view their financial aid award letter and grades, etc. Students are provided instructions for logging into their individual accounts. Immediately, following the assignment of online accounts, students are prompted to complete the online orientation and make an appointment for the assessment process. Once students complete the assessment, they are afforded the opportunity to make an appointment for "Group Advisement" in the counseling department. Students who recently completed the assessment are placed in a group ranging from 10-12 students under the instruction of a counselor. The counselor assigned to the group delivers an hour-long, presentation providing students with information regarding registration, financial aid, waitlist procedures, campus policies, programs and services, etc. and then utilizes the remaining time of the session to collaboratively develop initial or "first semester" educational plans with each student individually. The educational plans are entered directly in Web Advisor; thus, it allows students immediate access to the recommendations made by the counselor.

Once students acquired 15 or more units, they are prompted to the counseling department to develop a comprehensive educational plan. These comprehensive educational plans are created both on an individual and group basis. However, the majority of them are in fact developed within an individual appointment setting. Students are also encouraged by counselors to make an appointment with a counselor for follow-up services at least once or twice per semester. Follow-up services may include but are not limited to the following: (1) unit overload requests, (2) academic renewals, (3) graduation checks, (4) career and major exploration, (5) transfer counseling, (6) prerequisite clearances and (7) probation/dismissal counseling.

Due to the fact that orientations are solely provided online, there is not an assigned number of staff/faculty participating in the delivery of orientations to report. However, when a modified orientation is delivered for English Language Learners, counseling faculty are involved. The title of

the faculty involved is "Counselor/Instructor," and the role is to provide students with information regarding the matriculation process, college acclimation, registration and available programs, services and resources via a power point presentation.

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

With exception of the in-person orientation that is provided to English Language Learners, it is mandatory that all new students complete the online student orientation. However, commencing with Fall 2014 in-person student orientations will be provided during high registration periods.

The staff who will provide the in-person student orientation includes the following:

- Counseling Department Chair, ensure content meets SSSP requirements, coordinate the orientations and will also conduct orientation sessions.
- Nine full-time counseling faculty, will present and assess the orientation sessions
- Seven adjunct counseling faculty, will also present and assess the orientation session

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.

The currently used online orientation is provided via a company called, "Comevo." This online orientation is solely text based. However, soon the college will be converting to a new online orientation provided by "Cynosure." Dissimilar to Comevo, the new orientation will incorporate a myriad of graphics, video footage and an enhanced opportunity for student interaction. The annual subscription for Comevo costs \$2,900. Conversely, there is not an annual subscription for Cynosure. The purchase cost was \$50,000 with no annual subscription and/or maintenance fees. If the college has to make small changes within the orientation or if annual updates are required, Cynosure will make minor updates to the orientation without any additional cost to the college. The college will only incur additional costs if the orientation requires major revamping and/or additional site visits by Cynosure.

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

1.) Academic expectations and progress and probation standards pursuant to selection 5031;

within the SBVC orientation there is detailed information specifically outlining all academic policies and procedures, first steps in becoming a student, assessment, counseling, registration, priority registration guidelines, degree and transfer requirements, instructional organization, course load definitions and recommendations, etc. In regard to specific expectations, the orientation takes an in- depth look at the SBVC Student Code of Conduct, Non-Discrimination Policy, Sexual Harassment Policy, College Safety and Security, FERPA, academic honesty and classroom etiquette. Furthermore, the orientation specifically examines Satisfactory Academic Progress (SAP) and provides students with a detailed description of Academic and Progress Probation inclusive of definitions, levels and escalation criteria, consequences and recommendations for remediation. Additionally, relevant to the area of probation, the college has purchased a SARS Early Alert program which will function as an electronic conduit between student, instructional faculty, counseling faculty and student services (i.e., tutoring centers, special programs, etc.). District Computing Services (DCS) is in the process of scheduling training for both counseling and instructional faculty regarding the appropriate utilization of this newly adopted system. Once implemented, the unveiling of this system will be added to the “follow up services” area of the orientation.

- 2.) *Maintaining registration priority pursuant to section 58108*; currently, the SBVC orientation details the priority registration groups ranging from (*Priority A to Open Registration*). It additionally lists the criteria for each grouping and identifies all special groups assigned to Priority A. The orientation also reminds students that they must complete orientation and assessment prior to the registration for classes. Moreover, the importance of continuous enrollment and the impact continuous enrollment has on maintaining priority registration is documented. However, the current orientation utilizes the existing categories of registration and criteria for categorical maintenance the college now has which is predominantly based on the number of units completed at SBVC. As a result, it is noted that prior to re-establishment of registration categories as dictated by the Student Success Act, a modification of this area will need to be made within the body of the orientation.
- 3.) *Prerequisite or co-requisite challenge process pursuant to section 55003*; the current orientation formally defines what a prerequisite/co-requisite challenge is and provides students with the criteria used to base a challenge. It also provides students information regarding the actual process affiliated with a prerequisite/co-requisite challenge and emphasizes the importance of both instructional department and division approval.
- 4.) *Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612*; within the financial aid section of the orientation, the Board of Governors Fee Waiver (BOGW) is defined and the qualification and maintenance criteria is listed. In addition, there is a link that brings students directly to the FAFSA website.
- 5.) *Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed*; The SBVC orientation houses a large portion of content on programs, support services and financial aid. In fact, included in the orientation are sections entitled student services, academic services and support services. Not only

does the orientation linearly define and explain the plethora of programs and services offered to students on campus, but the reiteration of these services functions as a common thread intricately woven throughout the entire orientation. The college has identified programs and support services as a critical ingredient to student success and as such has made sure that new students are exposed early to the variety of programs and services offered. Further, within the beginning segments of the orientation, assessment and financial aid are explained in depth. In addition to emphasizing the mandatory nature of the assessment, the orientation also describes how students are able to make appointments and most importantly to adequately prepare for assessment.

- 6.) *Academic Calendar and important timelines.* Currently, the SBVC academic calendar is housed on the San Bernardino Community College District website which is linked to from the college website. However, important timelines and deadlines regarding registering for classes, registration fees, financial aid submission, etc. are both located within the body of the orientation as well as on the SBVC website, and class schedule.
- 7.) *Registration and college fees.* The orientation explains the registration process and introduces web advisor. It thoroughly explains the steps of the registration process and lists the fees that students are required to pay. The orientation additionally reminds students that they must pay for their classes the same day they register in an effort to maintain their position in the class and explains the waitlist procedure. Lastly, the orientation specifically discusses the process for adding and dropping classes.
- 8.) *Available education planning services.* Woven throughout the SBVC orientation is the emphasized importance of educational planning. The counseling and advisement sections of the orientation fully describe what an educational plan is, identify the best times of year to get an educational plan and what to expect and how to become an active participant in the collaborative development of an educational plan. Additionally, group advisement is explained in terms of the role it plays with initial educational plans. However, it is recommended that with the enforcement of the Student Success Act, additional emphasis on educational planning be added to the orientation. Specifically, an “initial” vs. “comprehensive” educational plan should be operationally defined and an explanation describing how educational plans will affect priority registration will need to be added. Supplementary to the orientation, the advertisement of educational planning has been marketed via flyers and classroom presentations/workshops.

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.

One recommendation for consideration in an effort to provide comprehensive orientations is the possibility of “re-establishing” and “re-implementing” in-person orientations. As stated previously, SBVC offers only online orientations for all students to complete. However, it may be advantageous to explore the possibility of reactivating in-person orientations as not all students have equal access to online resources and/or have equal ability to navigate online resources. For instance, ELL students who speak very limited English, if, any, are required to complete orientation as would any other student. However, realistically, requiring them to navigate an online orientation may not be

reasonable due to limited language. Furthermore, there are students, especially those who are returning who prefer a “face-to-face” orientation so that the answers to their questions may be provided immediately. Therefore, if the college offered in-person orientations regularly, these students could simply choose this option. Lastly, it is firmly believed that relying solely on a technologically based tool may not be a benefit to all students. Instead, it may be worthwhile to supplement technological resource with human contact. Student development theory asserts and confirms that the more students feel as though they “matter,” the more likely they will be to succeed and ultimately avoid “marginalization.”

In regard to implementing this proposed in-person procedure, it is recommended that it be piloted during a peak registration period where students are actively visiting the college to enroll. It is additionally recommended that the number of offerings of in-person orientations decline during non-peak registration periods, seeing that the need for such an intervention would be significantly less.

Another recommendation is to provide comprehensive in-person orientations at the community college district’s feeder high schools. Currently, the Office of Outreach and Recruitment in addition to a specially assigned counselor visit the feeder high schools on a regular basis and provide information to the students. However, currently there is nothing in place to provide a high school student an opportunity to opt out of the online orientation and complete an in person one. Seeing that the assessment staff already goes out to the high schools to administer the assessment every spring semester, it may benefit the students to send a counselor out to the high school prior to the assessment center’s visitation to deliver an in-person orientation. Due to the fact that high school students may require additional direction and guidance relative to facilitating a smooth transition, an in-person orientation may be beneficial. It may additionally be worth considering allowing parents or guardians to attend in an effort to respond to questions that they, too, may have.

Furthermore, it may be worth exploring the possibility of outreach to our feeder high schools’ special education programs with an enhanced orientation. Frequently, students enrolled in these programs come to the counseling department and are unfamiliar with the matriculation process. Therefore, it may be beneficial to build relationships with special education departments in an attempt to streamline the enrollment and registration process for these students. Perhaps, having a counselor deliver in person orientations to senior RSP classes may be very helpful for these students. Additionally, it may be advantageous for the counseling department to partner with DSPS for the visit. The counselor could conduct the orientation and the DSPS representative could discuss accommodation qualification and rendering.

In regard to resources required to implement the recommendations provided above, the college would simply need to augment the “Adjunct/Overload” fund to appropriately account for additional hours of counseling work. Also, classified counseling staff would need to have the ability to manually clear students participating in orientations via Datatel.

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.

See attachment D

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.).

The target student audience is from the SBVC service area high school graduates. Orientation and assessment are mandatory for all first time students. Individuals wanting to update their skills, as well as returning and continuing students who have not completed math, English, and reading courses with a "C" or better or whose test results have expired, assessment are also required to assess. The assessment test is an online computer-based assessment (Accuplacer) instrument. Testing is available on an appointment basis; however, student walk-ins are welcomed. Upon completion of the assessment test, students receive a printout of their placement results before leaving the Assessment Center, and they are encouraged to seek counseling. Assessment staff uploads placement results twice daily after each session so that the information is available to counselors. Assessment results are also available on-line for students on Web Advisor. The Assessment Center has 34 computers in the main facility and 24 laptops in an adjoining room which is used for testing overflow. Assessments are scheduled twice daily during the week and during peak registration periods, Saturday and evenings sessions are also available. The estimated yearly student assessment count is 10,000.

Additionally, the assessment staff provides assessment testing at twelve service area high schools and adult schools. The service area high school districts include Colton, San Bernardino, Redlands and Rialto. To accommodate target student populations, assessment sessions are also reserved for special groups i.e. Job Corps, Bench Mark, Foster Youth, and Middle College High School.

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.

The assessment staff consists of one Student Services Technician I who provides pre-assessment overview, guidelines, the importance of the test, administers and serves as a test proctor, checks in students and maintains best testing practice; one Student Services Technician II (DSP&S Department) administers and proctors the test for disabled students; one Senior Student Services Technician who provides pre-assessment overview, guidelines, the importance of the test, administers and serves as a test proctor, checks in students and maintains best testing practices, coordinates offsite testing with local services area high schools and/or community constituencies, ensures staff are trained in maintaining best testing practices and compiles assessment data for use by deans, Director of Research, Student Success and Support Program Committee, and faculty. Additionally, two San Bernardino Valley College (SBVC) counselors provide interpretation of assessment results, prepares a first semester educational plan, reviews orientation and registration information. Faculty, department chairs and deans from English, Mathematics, Reading and ESL evaluate cut scores to correspond to particular curriculum. District Computer Services staff implements cut scores and placement changes as recommended by the various disciplines and uploads assessment data to student records. The Director of Research and Planning through the use of student and faculty surveys collects data to determine the effectiveness of the reading, English and, math placements. The Vice-President of

Student Services and the Dean of Counseling & Matriculation ensure all of the Student Success and Support Program services and guidelines are being implemented.

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.)

San Bernardino Valley College is currently using Accuplacer as the campus assessment instrument. Accuplacer is an approved assessment instrument by the Community Colleges Chancellor's Office and is used to place SBVC students into the following academic disciplines: English courses (914, 015, 101), math (942, 952, 962 new section starting Fall 2014, 090, 095, 102, 103, 108, 115, 250, 251, 252), reading (920, 951, 950, 015) ESL (907, 930, 931, 940, 941). Accuplacer is an adaptive multiple choice test using skill set and multiple measures for placement. Multiple measures are developed and approved by English, Reading, Mathematics, and ESL faculty to accurately determine placement in their respective disciplines.

Multiple measures are developed by English, reading, mathematics and ESL faculties, department chairs, deans, and the Dean of Research and Planning in consultation with the Student Success and Support Program Advisory Committee. Multiple measures are a set of questions regarding students' backgrounds, environments, and personal habits that may have an influence on their academic success. These measures are integrated into the test scoring process and are factored into the placement decision. A counselor may use the multiple measures when counseling students particularly with an English placement that requires review and consultation. This placement will show when a student did well in the reading but did not do well in the English portion of the test. The counselor will make a determination to place the student through the use of multiple measures. Department Chairs may also use multiple measures to confirm students' placement and/or to make appropriate placement recommendations.

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.

San Bernardino Community College District is a two-college district, made up of San Bernardino Valley College and Crafton Hills College as well as the District Office. Each college has its own policy on assessment. San Bernardino Valley College accepts assessment results from other California Community Colleges taken within a two-year time period from the time the student was assessed. Students are required to provide assessment results (within two years). Counselors will review the assessment results and complete a pre-requisite clearance form if applicable.

5. Describe college or district policies and practices on:
 - a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

- b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

The Assessment Department informs students overall advertisements on pre-assessment workshops, basic skills videos, and other math website resources are illustrated in the College website and in the use of flyers. The Reading Department also advertises pre-assessment workshops on the SBVC website. Additionally, students learn about campus and website pre-assessment resources through the campus mandatory online orientation. Accuplacer also offers sample questions of the assessment test on their website. A link for this website is included on our assessment and counseling website as well as in the monthly assessment calendar, college catalogue, schedule of classes, etc.

In accordance with SBVC's exemption policy, students may be reassessed when one of the following situations exists: 1. after one full year has elapsed from previous test; 2. A recommendation by the department chair or division dean to retake the test; 3. a recommendation by the Student Policy and Scholastic Standards Committee, 4) counselor recommendation.

- d. Assessment placement results are valid for 2 years. Orientation and assessment are mandatory for first time students.

- 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?

San Bernardino Valley College faculty agreed to accept Early Assessment Program (EAP) as a pilot project. Students would be exempt from the math and English placement test if EAP results showed college readiness in all of those areas. EAP student placements are as follows; English EAP college readiness: college placement is English 015 (Preparation for College Writing), Mathematics EAP college readiness: college placement is Mathematics 095 (Intermediate Algebra). The campus is in the process of assessing the EAP pilot project. San Bernardino Valley College also accepts the Advance Placement Scores (AP). If students receive a score of 3 or higher they will receive college credit for the appropriate course(s) and a pre-requisite clearance for the next course sequence.

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

See attachment D

iii. Counseling, Advising, and Other Education Planning Services

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

The target student population that is provided counseling, advising, and other education planning services is heterogeneous. It is inclusive of first-time, re-entry, and continuing students. Additionally, the students who receive these services are representative of a myriad of ethnicities, socioeconomic and ability statuses. Ultimately, those who receive the previously mentioned services are individuals entering SBVC for the first time, continuing and/or returning to the college. Despite the fact that counseling and advisement is not yet mandatory, the counseling department offers services to the majority of students on campus. The counseling department offers a wide range of services, including but not limited to (a) educational planning, (b) course planning, (c) career counseling, (d) transfer advising, (e) prerequisite clearances, (f) unit overloads, (g) probation/dismissal counseling, (h) matriculation exemptions, (i) new student orientations, (j) assessment results interpretation, etc. In addition to daily in-office duties, the counseling department is dedicated to classroom outreach. Each semester, counselors visit various classrooms representative of an assortment of disciplines (i.e., nursing, math, English, ESL, reading, child development, history, psychology, sociology, chemistry, biology, geography and academic advancement). The counselor who visits these classrooms is predominantly responsible for delivering presentations and/or workshops based on instructional requests. For instance, workshops and informational presentations have been conducted in some of the following areas: (a) resume writing, (b) interviewing skills, (c) liberal arts majors, (d) STEM majors/careers, (e) transferring to a 4-year university, (f) SBVC Nursing Program, (g) educational planning, (h) Student Success Act, (i) financial aid, (j) time management, (k) battling major/career indecision, etc. On average, 20-30 classrooms are visited per semester. Furthermore, nursing workshops are offered by the nursing liaison counselor twice per month serving approximately 40-60 people each workshop. The counseling department will be spending time collecting and developing a repertoire of "student success" workshops that can be offered regularly via the counseling department during the course of each semester. In addition to the previously mentioned in person workshops, the counseling department also provides online workshops available to students who are on all three levels of academic and progress probation. Students who are identified as either being on any level of probation/dismissal are required to complete the corresponding workshops online prior to meeting with a counselor.

In regard to FTES, the counseling department traditionally offers Student Development (SDEV) courses to targeted populations and learning communities (i.e. athletes, Puente and Tumaini). The Puente and Tumaini programs are learning communities housed within the counseling department. The Tumaini program specifically explores African American history and student development, and the Puente program specifically examines Latino student development through English and Literature. Each cohort includes a prescribed set of classes that the students move through for both fall and spring semesters; student development is one of the courses. Due to the fact that an abundance of benefit has been observed from students taking student development courses, counseling is diligently working toward regularly offering these courses to the general population of students and has recently been authorized to offer five sections of SDEV 102: College to Career and one section of SDEV 103: Career Exploration and Life Planning to the general population of students. As a result, the counseling department will be dedicating a concerted effort to the marketing of these classes to the general student population. Flyers will be created and disseminated; counselors will visit classrooms emphasizing the importance of such classes; and these courses will intentionally be placed on both initial and comprehensive educational plans for new and continuing students.

In addition to the counseling services being rendered in the Counseling Department, a full breadth of counseling services are also available in a variety of Student Services Programs including: (1) Extended Opportunity Programs and Services (EOPS), (2) Disabled Students Programs and Services (DSPS), (3) California Work Opportunity and Responsibility to Kids (CalWORKs), (4) Success Through Achievement and Retention (STAR), (5) Transfer and Career Services and (6) Science, Technology, Engineering and Math (STEM) Program. These Student Service programs offer very similar services to the Counseling Department. However, each specially serves a specific target population. For example, transfer and Career Services specifically assists students who are interested in transferring to a 4-year college or university following the attainment of an Associate's Degree or transfer coursework at the community college. Moreover, EOPS targets students with educational and/or economic disadvantage. In sum, Student Services is comprised of an assortment of programs and services that provide counseling services to a diverse student population.

Furthermore, a newly introduced counseling program will soon be piloted. This program is entitled, "Project ASSETS: Avenues for Students' Strengths, Excellence, Thriving, and Success," which is part of the new Learning Compass Program. This project was specifically designed to assist the counseling department and campus in meeting the stipulations set forth by the Student Success Act, specifically in the areas of orientation, assessment, counseling and advisement, abbreviated and comprehensive educational plans, as well as, follow-up services to approximately 400 students via a cohort model. Students who participate in this cohort project will participate in the following:

- (a) Upon application to the college, students will receive a detailed email from the Admissions and Records Office containing information pertinent to initial career exploration as recommended by the counseling department.
- (b) The newly enhanced online orientation will adequately introduce students to SBVC campus culture, success driven behaviors, and information on a myriad of programs and services offered by the college.
- (c) Upon completion of the assessment, students will then be provided materials for self-directed research on prospective programs of study and career interests.
- (d) Students will then be scheduled for a group advising appointment at which a counselor will present the students with additional information regarding the college and a student's next steps alongside of the collaborative development of an abbreviated educational plan. Specifically, the counselor conducting the group will emphasize the importance of registering in basic skill courses during the first two semesters and immediate completion of the sequential courses in reading, English and mathematics.
- (e) Students will participate in a counseling and academic advisement session based on the Counseling Department's Academic Strengths Inventory and Student's Problem Checklist.
- (f) Online and/or in person workshops will be available for students that predominantly focus on strategic behaviors associated with increasing students' self-efficacy.

- (g) Students will be scheduled for intensive group advising sessions according to their educational goals and programs of study for the development of their comprehensive educational plans.
- (h) Students will each have comprehensive educational plans that will pave the way for efficient completion of a degree, certificate or transfer.
- (i) Early alert mechanisms will be utilized to follow up on students' progress and course completion.
- (j) Additional follow-up services will be rendered, such as, further assessment for awareness of college readiness and personal strengths and academic habits, career inventories, and referrals.
- (k) Pending the availability of funding, recognition of successful behaviors via a limited dissemination of student planners to those who have seen a counselor for their comprehensive educational plan early in the semester may be incorporated.
- (l) Maintenance of academic gains will be closely monitored for sustainability purposes during the measurement of outcomes.

The proposed structure of this intervention will include the following college personnel:

- SSSP Coordinator: Will work with counselors to pilot two projects to follow-up with students who are on probation and/or have student discipline related offences to check on their progress toward getting off probation.
- Faculty Coordinator: Works to initiate and maintain dialogue among and across the programs' faculty members; identifies funding sources; and advocates for the five types of learning communities identified in this project (Linked Classes, Tumaini, Puente, Supplemental Instruction and Accelerated Learning).
- Clerical Support Staff Person: Provides clerical support to the Faculty Coordinator, Counselor, Librarian, and Lead Instructors.
- Advisory Committee: Comprised of the Vice Presidents of Instruction and Student Services, Dean of Counseling and Matriculation, Chair of the Counseling Department, Instructional Deans, Faculty Coordinators and Faculty Lead Instructors. The main charge of the committee is to coordinate dialogue and to provide project faculty with support for the learning communities. Additionally, the Advisory Committee addresses the needs of the learning communities and works with the Faculty Coordinator to facilitate project expansion.
- Faculty Lead Instructors for Content Areas: This group works with the faculty members in the learning communities from their disciplines in an effort to identify needs and address concerns of the Advisory Committee. Lead instructors will also

work closely with the Faculty Coordinator.

- Counselor: Specifically assigned to learning communities to assist students with academic advising, educational planning, study skills, time management, etc.
- Library Faculty: Assigned to learning communities to assist students with library resources, including reference and instructional databases. The library faculty will also work with instructional faculty and students inside of the classroom when needed and will provide workshops outside of the classroom.

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.

In addition to the regular in-person services that the counseling department offers, online counseling is made accessible to students via their web advisor portal. A specially assigned counselor is primarily responsible for responding to general student inquiries daily. In relation to partnerships, a general counselor is additionally responsible for building and maintaining relationships across our feeder high schools. The counselor dedicates a certain percentage of his/her time per week to plan and coordinate high school visits. This counselor also regularly visits the San Bernardino Adult School in an effort to cast as wide a net as possible relative to service rendering.

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Counseling services are offered and made available to students beginning from the time they complete their assessment test until they ultimately graduate from the college and/or transfer to a 4-year institution. Upon completion of the assessment test, students are immediately given the opportunity to see a counselor via a group advisement session. At this session, the students learn about programs, services, registration, financial aid, instruction, course load, etc. Within these sessions, students are also provided with an initial educational plan created by a counselor which includes course recommendations for their first semester at the college. Once students have registered for classes, they are encouraged to seek any and all of the services the counseling department offers including but not limited to (a) unit overloads, (b) prerequisite clearances, (c) comprehensive educational plans, (d) graduation checks, (e) career counseling, (f) transfer counseling, (g) probation/dismissal counseling, etc. Specifically, at the group advisement session, students are avidly encouraged to make an appointment with a counselor for a comprehensive educational plan during a non-peak month. In fact, students are notified that at the attainment of 15 units, a comprehensive educational plan needs to be created. Additionally, the counseling department encourages students to regularly see a counselor a minimum of once or twice per academic semester.