



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@cccoco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

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

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

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

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

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

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

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

GENERAL INSTRUCTIONS

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

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

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: 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 San Bernardino Valley College (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 and during peak registration. 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, the Student Success &

Support Program (SSSP) Coordinator, Student Service Technician, and /or the Outreach Coordinator 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 primarily offers online orientations for all students to complete. However, it may be advantageous to explore the possibility of reactivating in-person orientations during peak registration 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.

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.

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.

The counseling services available online are as follows: (a) academic and progress probation/dismissal workshops and (b) online counseling. Services offered in person are (a) initial and comprehensive educational plan development, (b) prerequisite clearances, (c) matriculation exemptions, (d) overload requests, (e) probation counseling, (f) career counseling, (g) transfer counseling, (h) academic renewal requests, (i) graduation checks, (j) financial aid appeals, (k) international student counseling, (l) athletic counseling, etc. Group advisement is offered for (a) new students who have recently completed the assessment test, (b) students who have completed 15 units or less from SBVC and need a comprehensive educational plan, and (c) students who need a prerequisite clearance, matriculation exemption and/or unit overload. Students on probation/dismissal also are coded using a group within SARS but are seen by the counselor on an individual basis.

Drop-in counseling is not available at SBVC. Students are required to make a same-day appointment in order to see a counselor. Years ago, the department utilized a great deal of drop-in counseling and found that the wait time for students to be seen was far too long due to limited staffing. Therefore, it was decided that the use of appointments made greater sense. Additionally, it was found by the department that when students were permitted to make appointments in advance, they did not show on the day of their appointment, thus taking an appointment slot from a student who requested counseling that same day. As a result, it has been observed that same day appointments have seemingly worked the best for our population. Students are indeed given adequate access to counseling services each day. However, due to limited staffing, there sometimes are fewer appointments available to students, especially during peak registration periods. In order for students to make an appointment to see a counselor, they must either call or come in to the counseling department the day they wish to make the appointment. Students are encouraged to come in as early as possible, especially during peak periods. If a student has a scheduled appointment, there is typically no wait time associated with that appointment. The SBVC counseling department does not utilize paraprofessional advising.

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

The counselors are primarily responsible for collaboratively developing students' abbreviated educational plans. Students are asked to consider various course selections based on counselor recommendations and catalog descriptions as well as assessment results. However, the counselor ultimately creates both the abbreviated and comprehensive educational plans. The counseling department is currently piloting a group advisement session whereby students are given laptops to use for educational plan creation. The counselor then will sign on to Web Advisor, review their plan and immediately approve or modify the proposed educational plan. Therefore, at the end of the session, all students leave with an approved educational plan.

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.

Students are strongly encouraged to make an appointment to see a counselor for the development of a comprehensive educational plan either while in progress or immediately after completing their first

semester's courses. When students come in for their initial/abbreviated educational plan, counselors encourage them to utilize online resources in an effort to identify a program of study and career interest (i.e. Career Café), Students are also encouraged to visit the transfer center and to take career assessments that are offered (i.e., Myers-Briggs Typology Inventory or Strong). It is then recommended that students bring printed results to their appointment for a comprehensive educational plan. The counselors interpret their results, discusses potential program(s) of study and career choices and ultimately craft a comprehensive educational plan reflective of the students reported interests. Additionally, within the Student Development courses, students are charged with spending a certain percentage of the term researching various careers and programs of study. Based on the research the student has conducted, the counselor then develops a comprehensive educational plan for the identified program of study.

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).

The general counseling faculty is comprised of 9 full-time counselors and 8 adjunct counselors. All counselors possess either a Master's of Arts or Master of Sciences in Counseling. The job title of all full-time counseling faculty is "Counselor/Instructor." The job title of adjunct counseling faculty is "Adjunct Counselor." The role of the counselors is to provide students with accurate and up-to-date information regarding academic programs, certificate and associate degree completion, transfer, and to develop comprehensive student educational plans. Additionally, the counselors serve as a continuous point of contact for students who have questions regarding the navigation of the community college system.

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 main technology used for initial and comprehensive education planning is Web Advisor. Additional features of the Web Advisor, such as, course planning and degree audit will be phased in gradually within the succeeding semesters. The course planning feature enables the students to communicate with their counselors online about their course options or changes to their education plans which subsequently need counselor approval. It is also used in group sessions where the counselor presents career choice considerations, requirements for certificate of completion, graduation, or transfer, and the like. The degree audit capability will be used as a feature for real time evaluation of courses that have been completed. Online resources featured in the web pages of departments with the counseling component are used to support counseling, advising and education planning services.

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

See attachment D

iv. Follow-Up for At-Risk Students

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

The Student Enhancement Workshop Follow-Up (SEW), The Graduation Initiative (GI) and Project ASSETS programs are designed to offer follow-up services for students who are at-risk per the requirements of the Student Success Act (SB 1456) and the Student Success Services and Programs (SSSP). Following-up with at-risk students would include working with students who are enrolled in basic skills courses, students who have not identified an educational goal and/or a course of study, and students who are on academic or progress probation facing loss of enrollment priority or a Board of Governors Fee Waiver, or facing dismissal. Part of the SSSP funding requires that we increase our efforts to follow-up with students who are on academic probation and increase the number of students who graduate or complete a certificate program.

The 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. Additionally, a second pilot will be launched to target students with 30 or more units to invite them to meet with a counselor to evaluate their progress towards graduation or the completion of a certificate program. The Counseling Department's Project ASSETS is a pilot program aimed towards a systematic approach to providing follow-up services to approximately 200 new (first-time) and approximately 200 continuing college students. This project will afford new and continuing at-risk students developmental and comprehensive counseling services. More importantly, Project ASSETS will emphasize additional practices complementary to proven strategies employed by the Counseling Department that have been shown to increase the GPA of counseling services recipients. Several components of enhanced counseling services will comprise the strategic interventions that will tap into students' strengths, academic achievement, sustained motivation, and overall academic success. Combined, The Student Enhancement Workshop Follow-Up (SEW), The Graduation Initiative (GI) and Project ASSETS will serve over 1000 students.

Additionally, Valley College plans to assign a counselor to work with current and former foster students to assist them with successfully transitioning into college. The goal is to develop a Guardian Scholars Program to provide a comprehensive approach to counseling and advising foster youth on campus. A counselor will be assigned to work with foster youth on developing life skills training, academic performance with the objective of achieving self-sufficiency, and assisting with college degree or certificate completion. The counselor will work with the following agencies:

- The Department of Children Family Services
- Local Foster/kinship caregivers association
- Feeder school districts

- Local churches and faith-based groups
- Valley College faculty, Student Services and Academic Affairs.

The counselor will work to develop partnerships to produce a large number of self-sufficient foster youth. The counselor will work to increase student success and retention of foster youth on campus by developing workshops and follow-up services to address the many challenges and obstacles faced because of abandonment, abuse, poverty, family addiction, and displacement, which conditioned foster youth to lack trust in our educational system. The counselor will work to provide support services to foster youth to assist them with accomplishing their educational goals in higher education.

The counselor will be charged with developing a Guardian Scholars Program on campus. Guardian Scholars is a comprehensive program with a goal of supporting foster youth in their efforts to gain a degree or certificate. The counselor will assist students in the Guardian Scholars Program with assessing the following:

- Full financial aid package – grants and scholarships cover tuition and living expenses
- Housing with community agencies
- Academic advising – assistance with class selection and registration
- Employment services, mentoring and career counseling – job placement, shadowing and advising
- Personal guidance, counseling, tutoring – regular contact with a consistent counselor to develop and monitor an educational plan
- Supplemental support services – child care, transportation help, book and supply voucher, etc.

The counselor will work to provide follow-up services for foster youth on campus. This will include having the counselor working to increase the success, persistence and graduation rates of foster youth by assisting them with achieving their educational and career goals.

SEW Follow-Up:

The goal of SEW Follow-Up is to decrease the number of students who are dismissed from the college because of unsatisfactory academic progress. The issue of students on academic probation continues to be a great concern with academic dismissal and student success. According to the Student Success Task Force, extensive research has documented the importance of assessment, orientation, and counseling to help students reach their educational/career goals. The plan is to create a tracking system to follow-up with students who attend the Student Enhancement Workshops to ensure that they are actively participating in student support services such as tutoring, advising, counseling, educational workshops. The activity is to implement a follow-up system that ensures regular monitoring for early detection of academic difficulty and make appropriate referrals for students to participate in the available support services on campus. Additionally, this project will allow the college to compare the success rates of students who respond and participate in these target advising sessions to those who do not. The SEW Follow-Up project consists of three main strategies:

Strategy #1: Outreach to students on academic probation via letter, email and phone calls. Invite Students to meet with SSSP coordinator to ensure that they are following their Student Educational Plan (SEP)

Strategy #2 Raise student, faculty and staff awareness of strategies to get students off of probation.

Strategy #3 Increase the overall success and retention rate of continuing students by connecting them to existing student services such as tutoring, workshops, advising, supplemental instruction, and a host of other services.

Impacts: 1. Provide institutional resources to support the Student Enhancement program
2. Follow-up with students who attended the Student Enhancement Workshops
3. Assist students in developing strategies to improve their overall grade point average.

Strategy #1 Outreach to and assistance for students on academic and/or progress probation. Students on academic and/or progress probation are informed of their substandard status by post cards, emails and phone calls each semester. Presentations on probationary policies are conducted during the New Student Orientations and in the Student Development courses. Flyers and Service Referral Forms are sent to each division and are distributed to the faculty as an Early Alert measure, so they can notify and refer at risk students to the Student Enhancement Program (SEP) and for counseling. Students report to the counseling desk to see the SSSP Coordinator who will provide them with one of the following: 1) Probationary Level 1 Contract, 2) Probationary Level 2 Contract, or 3) Reinstatement Petition Form and assign an appointment time for the Enhancement Workshop in SARS. Upon completion of this task, the SSSP Coordinator will refer the students to see a counselor to obtain an unofficial transcript and an Educational Plan to be presented in the Student Enhancement Workshop.

Student Enhancement Workshop:

The Enhancement Workshop is conducted by a counselor, intern, or the SSSP Coordinator who covers the following topics which are found in the Student Enhancement Program booklet that is distributed to each student in attendance. The SSSP Coordinator will be responsible for developing the following topics into a Power Point presentation:

1. SEP Terminology Outline
2. How to Calculate Your Cumulative GPA
3. Identifying Challenges
4. Time Planning
5. Learning Styles
6. 7 Steps in Decision Making
7. Goal Setting
8. Writing Smart Goals
9. My Goals
10. 7 Day Procrastination Plan
11. Note taking Hints
12. Writing A Basic Essay
13. Characteristics Associated

The counselor or SSSP Coordinator signs a form with the student's name, verifying that the student attended the workshop and had an educational plan and a print out of their academic history. The names of students who attended the workshop are recorded in SARS by the SSSP Coordinator, and the list is submitted to the Admissions and Records office that clears the student for registration in classes. This strategy is expected to generate a decrease in the number of students on academic or progress probation.

Strategy #2 Raise student, faculty and staff awareness of getting student off probation.

A pre and post survey conducted in the Student Enhancement Workshop indicates the progress of students who participate in the Student Enhancement Workshop. However, there is no follow-up to ascertain student academic progress after having participated in the Enhancement Workshop. Also, there is no research data to provide to faculty for the students who are identified during the early alert activity. To raise student, as well as faculty and staff awareness of getting students off academic or progress probation and ways to support student academic progress, the following action will be taken:

1. Faculty will receive information on the number of students who participate in the Enhancement Workshop
2. Faculty will distribute a flyer developed by financial aid on the impact of being on academic probation.
3. Faculty will distribute flyers developed by the counseling department in conjunction with the learning resource center announcing workshops to assist students to achieve academic success.
4. Student who are on probation and have attended a SEW workshop will be contacted and encouraged to attend a follow-up advising session to check on their progress towards getting off of probation.

Service Area Outcome (SAO):

A Service Area Outcome (SAO) is to decrease the number of students on academic or progress probation by 10%. The office of Institutional Research and/or Admissions Office will provide data to ascertain the decrease in probation rates.

Strategy #3 Increase the overall success and retention rate

Valley College counselors are a necessary point of contact for students on probation/dismissal. Follow-up activities are essential to the overall success and retention of those students in reaching their educational goal. To reach out to these students, all counselors will see the students. Two full-time counselors, two part-time (adjunct) counselors and the SSSP Coordinator will be responsible for conducting the follow-up progress. Compensation for part-time counselors will equal 15 to 20 hours a week to ensure that students on academic/progress probation are following a plan to get them off probation. Two specific full-time counselors will be allocated 5 hours per semester to complete the assessment for the SAO. A plan may include repeating those classes where sub-standard grades were received and attending support service activities to assist students in their studies to achieve academic success.

After students completed the Student Enhancement Workshop, they will be contacted each semester via email, post cards and phone calls to meet with a counselor as a follow-up session until they get off probation. During the session, the counselor will have each student complete a Probation/Dismissal Form and determine if the student is following the recommended Educational Plan designed to get them off probation. The Educational Plan may be modified to assist the students in getting off

academic probation.

The Graduation Initiative:

The goal of the Graduation Initiative (GI) is to increase the number of San Bernardino Valley College (Valley College) students who complete an associate degree, certificate program, and/or who complete the requirements necessary to transfer. The overarching goal is to improve the college's graduation and completion rates by reaching out to students who have completed 30 or more units of coursework. Counselors are an essential point of contact for students who intend to complete a certificate program, graduate or transfer. Usually, counselors work very closely with the evaluators to award degrees. However, since many students continue taking classes without ever seeing a counselor, many may be close to completing graduation requirements without ever realizing that they may be close to graduating, completing a certificate and/or degree.

The plan uses two full-time counselors and two adjunct counselors to launch target outreach to students who have completed 15 or more units of coursework. The SSSP Coordinator working with admissions will generate the data for students to be contacted via email, phone and a letter mailed to the students' residence. The counselors assigned to this project will target students who have completed a minimum of 30 units and who enrolled in transferable math and English courses. After these students are identified, a letter and email will be sent inviting them to schedule a counseling session to develop an educational plan to complete an AA/AS degree within one and half years. Phone calls will be made by work-study students as a follow up to ensure that students see the counselors. Full-time counselors will work during the day and part-time counselors will work evenings. Each counselor will develop an extensive Student Educational plan (SEP) with a stated goal of AA /AS, AA-T/AS-T and/ or certificate to include the general studies AA degree requiring 18 units of general education. The SEP will identify the students' completion date for the degree and/or certificate. The degree plan will also include the requirements for CSU eligibility. Students will be encouraged to sign-up for a transfer workshop conducted by the Transfer Counselor. This component will focus on raising student, faculty, staff and community awareness of the benefits of an associate's degree as well as clarifying degree/career pathways, requirements and procedures to graduate.

Strategy #1 Outreach to and assistance for students who are close to completion.

Strategy #2 Raise student, faculty, staff and community awareness of degree benefits --"Get a Degree" campaign.

Impacts: 1. Alignment of institutional resources to support degree attainment.
2. Re-engagement of students who completed 30 or more units
3. Student, faculty/staff and community perception about value of associate's degree

Strategy # 1: Outreach to and assistance for students who are close to completion:

A number of current and former Valley College students may be eligible or very close to completing a college degree or certificate, but many may not be aware that they have completed the degree or program requirements. The pathway to pursue an associate's degree is particularly beneficial because it can allow students to either prepare for a well-paying career or prepare for transfer to a university at a later date.

Strategy # 2: Student, faculty, staff and community awareness of degree benefits

--“Get a Degree” campaign:

Informal student surveys conducted in class by English and mathematics faculty indicated that most students not only do not know the process of obtaining an associate’s degree, but also do not understand the benefits of graduating with an associate’s degree. Transfer-bound students are concerned with meeting transfer requirements, and they do not even try to match those requirements with the college’s degree requirements, which could lead to accomplishing both. Other “undecided” students keep taking courses until they accumulate large numbers of units without realizing that they could be eligible for a degree.

To raise students' as well as faculty’s and staff’s awareness of degree benefits, processes and ways to support student degree attainment, a number of actions will be taken:

1. Degree information and pathway will be included in the schedule of classes to make it more visible and conveniently available to students (right now it is only included in the catalog).

Service Area Outcomes (SAO)

A service Area Outcome (SAO) is to increase the graduation and completion rate by 10%. The office of Institutional Research will provide data to ascertain the increase in graduation and completion rate.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).
 - 15 Counselors (Fulltime and Adjunct)-Assist with planning follow-up activities, SEPs, workshops and presentations.
 - 2 Student Services Technicians-Assist with contacting students, scheduling appointments, data entry and outreach.
 - SSSP Coordinator-Assist with planning follow-up activities, contacting students, workshops, recruitment, data entry, and presentations.
 - Interns and Student Workers-Assist with recruitment.

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

SARS is used to schedule appointments, workshops and track student participation in follow-up activities.

Campus student email is used to contact students’ regarding follow-up appointments, academic status, announcements, etc.

Facebook is used to inform students of program application deadlines, graduation information, transfer alerts, etc.

College and Program web pages are used to communicate with students regarding overall Student Services programs and Instructional Departments information to enhance student retention and success.

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

See Attachment D

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

i. Instructional Research

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

The following may be conducted related to the SSSP services - outcome studies using comparative approaches to see if significant positive impact occurred; efficacy studies of interventions/services on GPA's, completion, and success of students; satisfaction surveys; correlational studies on factors that influence success of SBVC students, etc.

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.

Academic advising, orientation, education planning, counseling, as well as, follow-up services via online workshops for underachieving students are provided using technology as described below --

- a. online application for admission, online notification of student's ID, online orientation, online appointment for assessment, online assessment using Accuplacer.
- b. use of WebAdvisor for abbreviated education plan after group advising session
- c. online appointment for comprehensive education plan
- d. use of WebAdvisor for comprehensive education plan
- e. use of WebAdvisor course planning feature for comprehensive education plan
- f. use of Web Advisor degree audit for graduation check
- g. online workshops for probation and dismissal students prior to counseling.

IIc. Transitional Services Allowed for District Match

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

SBVC will not have transitional services for District match since the college is ready to implement its student success and support programs plan.

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.

Students are exempt from participating in the required Student Success & Support Program services by following the college procedures:

Matriculation Exemption Request Form: The form allows a student to be exempt from orientation, assessment, and advisement.

Orientation exemption is based on the following criteria: Completion of an AA degree or higher.

Assessment Exemption is based on the following criteria: An earned score of 3 or higher in Advanced Placement Tests in English and math, submission of assessment placement scores from another community college taken within two years, submission of transcripts from another regionally accredited college or university showing satisfactory completion of a math and/or English course (the assessment will be required for the subject area of which a course had not yet been successfully completed. Courses in progress will not be considered for exemption and/or prerequisite clearance), Enrolling in courses to achieve or maintain certificate or license requirements, which do not require math, reading, or English prerequisites, enrolling in courses for personal enrichment which do not require math, reading, English prerequisites (a maximum of 12 units may be taken prior to assessment).

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Students may appeal for re-assessment to the department chair or division dean; if appeal is granted, students may retake the test. Additionally, students may re-assess when recommended by the Student Policy and Scholastic Standards Committee in accordance with the exemption permitted by the SBVC Policy on Assessment as well as when recommended by counseling faculty.

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.

Prerequisites fall under the purview of the Vice President of Instruction and the Instruction Curriculum Committee. The curriculum committee periodically reviews prerequisites as part of the content review process. To ensure that the SSSP services are current, the SSSP Advisory Committee also periodically reviews prerequisites and makes recommendations to the curriculum committee as needed. Students may challenge prerequisites by submitting a Prerequisite & Corequisite Challenge Form. The student completes the form and attaches documentation to establish their right to challenge the prerequisite or co-requisite. The student must identify the course they wish to register and the prerequisite or co-requisite they wish to challenge. The student submits all forms to the appropriate division office for review. Upon receipt of the forms the division office has five (5) working days to render a decision. However, it is the students' responsibility to return to the division office within five (5) working days from submission to receive the challenge decision. A student may

also request a prerequisite waiver if the prerequisite course was taken and passed with a “C” grade or higher at an accredited community college or university. The student is required to meet with a counselor and to bring transcripts from the college or university to verify satisfactory completion of the prerequisite course. The counselor will complete a Prerequisite Clearance Form and attach the documentation verifying successful completion of the prerequisite. Upon receipt of the form it is the students’ responsibility to submit the paper work to the Admissions and Records Office for input into Datatel.

4. Professional Development

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

Work with the campus Professional Development Coordinator to continue with and enhance the number of workshops related to the SSSP and services. Continue with collaborative dialogue pertaining to SSSP in Student Services counselor meetings, student services departmental meetings, counselor liaison meetings with instructional departments, instructional and student services deans meetings, and training for adjunct counseling faculty, etc. Attend SSSP conferences and/or workshops, illustrate information on campus webpages particularly in Student Services, create literature, etc.

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.

It is imperative that the SSSP goals and the required core student services coincide, supplement, and integrate with the goals and objectives of other planning efforts (i.e., strategic plans, Basic Skills Initiative, educational master plans, etc.). Particularly, as the program goals relate to partnerships, access, and student success. The sharing of ideas and innovate ways to enhance programs, services, and to maintain current and challenging curriculum to a diverse student population will be coordinated through the following collaborative efforts: SSSP Advisory Committee, Student Services Council, instructional and student services deans meetings, Student Services Division meetings, instructional departmental meetings, Basic Skills meetings, Enrollment Management, etc. Collegial consultation will lead to an optimum learning environment, evaluation of goals, action plans, process, and services necessary for the success of students.

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.

The following are examples of joint college efforts: effective coordination that has transpired in the service area high school assessment outreach component. Both colleges (CHC and SBVC) test prospective students at the high school sites, and counselors from each campus generated student educational plans. Personnel from both colleges had various meetings to assess, develop, and implement student Academic Dismissal Standards. Additionally, it was agreed that students with academic dismissal status at one college would not impact their status or enrollment at the other college. Collaborative efforts have also been made in standardizing the counseling reason codes for MIS reporting. Personnel from both colleges and District Computing Services form the District Application Work Group (DAWG) Committee. The group meets weekly and they have been

instrumental in the coordination and implementation of various items (i.e. student Web advisor, Degree Audit, Educational Planning module, etc.).

SECTION IV. ATTACHMENTS

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

The following attachments are required:

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

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

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

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

Other Attachments (optional)

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

ADDITIONAL INFORMATION

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

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

Attachment A

Student Success and Support Program Plan Participants

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

Name: Dr. Ricky Shabazz Title: Vice President, Student Services

Stakeholder Group: SSSP Committee

Name: Marco Cota Title: Dean, Counseling and Matriculation

Stakeholder Group: Co-Chair, SSSP Committee

Name: Dr. Kathryn Weiss Title: Dean, Humanities

Stakeholder Group: SSSP Committee

Name: Dr. Diane Hunter Title: Chair, Professor, English

Stakeholder Group: SSSP Committee

Name: Dr. Yvette Lee Title: Professor, English

Stakeholder Group: SSSP Committee

Name: Dr. Ailsa Aguilar-Kitibutr Title: Chair, Counseling

Stakeholder Group: Executive Board Member, Academic Senate

Name: Dr. Leonard Lopez Title: Professor, Philosophy

Stakeholder Group: SSSP Coordinator

Name: Gina Curasi Title: Counselor, Instructor

Stakeholder Group: Co-Chair, SSSP Committee

Name: April Dale-Carter Title: Interim Director, Admissions & Records

Stakeholder Group: SSSP Committee

Name: Arleen Delgado Title: Senior Student Services Technician II

Stakeholder Group: SSSP Committee

Name: Carol Brown Title: Student Services Technician I

Stakeholder Group: SSSP Committee

Attachment C
Student Success and Support Program
Advisory Committee

Dr. Ailsa Aguilar-Kitibutr	Chair, Counseling Department
Kenneth Blumenthal	Professor, Physical Education
Carol Brown	Student Services Technician I
Marco Cota	Dean, Counseling & Matriculation
Gina Curasi	Counselor, Instructor
April Dale-Carter	Interim Director, Admissions & Records
Arleen Delgado	Senior Student Services Technician II
Dr. Diane Hunter	Chair, Professor, English
Kathy Kafela	Coordinator, Transfer & Career Services
Dr. Yvette Lee	Professor, English
Dr. Leonard Lopez	Professor, Philosophy
Dr. Mustafa Kanawati	Professor, Mathematics
Marty Milligan	Interim Coordinator, Disabled Student Program & Services
Anita Moore	Administrative Secretary, Counseling & Matriculation
Dr. Ricky Shabazz	Vice President, Student Services
Dr. James Smith	Dean, Research & Planning
Dr. Kathryn Weiss	Dean, Humanities

Attachment D
Student Success and Support Program
Program Budget

<u>Total Allocation:</u>	\$612,742
1000 Non-instructional Hourly	\$165,000
2000 Classified Employees	186,791
3000 Employee Benefits	70,495
4220 Reference Books	2,000
4500 Non-instructional Supplies	15,000
4551 Printing	2,500
5113 Consultant	5,000
5200 Conferences	8,000
5210 Personal Mileage	2,500
5350 Postage and Freight	3,000
5611 Bus/Car Rentals	8,000
5620 Accuplacer Tests	72,500
5637 Maintenance Agreement-Office Equipment	1,000
5801 Advertising	30,000
5809 Other Expenses & Fees	20,000
5830 Software/On-Site/Internet Service	3,000
6400 Additional Improved Equipment	9,949
6420 Computer/Info. Technology	8,007
Total:	612,742

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](#)