



Student Success and Support Program Plan (Credit Students)

2014-15

District: Victor Valley Community College
College: Victor 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: Victor Valley College

District Name: Victor Valley Community College District

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

Signature of College SSSP Coordinator: (None at this time)

Name: (N/A) _____ Date: _____

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

Name: Dean of Student Services, Arthur Lopez _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Executive Vice President, Instruction and Student Services, Dr. Peter Maphumulo

Date: _____

Signature of College Academic Senate President: _____

Name: Claude Oliver, VVC Academic Senate President _____ Date: _____

Signature of College President: _____

Name: Superintendent/President, Dr. Roger Wagner _____ Date: _____

Signature of District Chancellor: _____

Name: (N/A) _____ Date: _____

Contact information for person preparing the plan:

Name: Michael McCracken

Email: mike.mccracken@vvc.edu

Title: VVC Counselor/Professor

Phone: (760) 245-4271 x2677

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.).

Based on data collected for the 2013-14 academic year, we anticipate that an estimated 11,300 students will complete either an online orientation or an in-person orientation during the 2014-15 year. The primary audience for the VVC New Student Orientation is all first-time college students. VVC partners with local area high schools, through our K-12 Bridge Program (or "Bridge" may be used throughout this report). Bridge partner high schools direct students to complete the web-based orientation video and outcome quiz, usually in the spring term of their senior year. Non Bridge new students are instructed to access the same video online as a part of the "Steps to Enrollment" found on VVC's main web page and the Admissions and Records home page. First-time freshmen who are not affiliated with Bridge are also channeled into a group Preliminary Education Planning Workshop, in which VVC counselors facilitate a review of key orientation materials and they work with new students to complete their initial education plans. Students with limited English speaking skills are offered orientation workshops designed to assist students seeking education through the VVC English as a Second Language (ESL) program. Bi-lingual counselors conduct these sessions, and ESL instructors may also present parts of the presentation, as appropriate. Still, other students who will complete the orientation step are those who are new to the VVC campus community or they have re-entered the college after a significant gap in their education. For re-entry students, orientation may be essential to their success with web-based and automated processes that may not have been in place when they were previously enrolled.

All orientations introduce new students to college policies, practices, success strategies, funding sources, course enrollment procedures and campus support services. Orientation is required of new students as a prerequisite to their registration. The Colleague registration system communicates with the WebAdvisor system to block priority registration for those students who omit the orientation step.

Students have access to the online orientation video through their WebAdvisor main menu screen. They must first follow the instructions posted on the "Steps to Enrollment" web page, in order to

set up their WebAdvisor user ID and password. In-person orientations are scheduled within the Admissions and Records "Steps to Enrollment" web page under the "Orientation" heading.

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

VVC Counseling faculty facilitate the in-person orientation and Preliminary Education Planning (PEP) workshops. Teams of two counselors are scheduled to offer these workshops. There are eight full-time general counselors who primarily conduct the sessions, and adjunct (part-time) counselors are also being hired and trained in fall 2014 to provide them.

For the web-based orientation video, five full-time counselors were filmed for the purpose of explaining or narrating information within each topic area. Professional actors, college students, administrators, staff and other student services personnel are featured in the online video orientation, as well.

There is currently one additional staff position, the Outreach Recruiter, who provides information about VVC educational opportunities, as well as an overview of materials that will predispose prospective students to success with the VVC enrollment process. This staff member primarily visits high schools to conduct classroom presentations, but the VVC Outreach Recruiter also visits middle schools, elementary schools, prisons and other community facilities in which audiences can benefit from information about VVC's various programs and services.

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 requirement.

Just over one year ago, the Student Success and Support governance committee made a recommendation to the former Dean of Student Services that supported VVC's enrollment in a Region 9 community college initiative that would have afforded VVC students an updated and dynamic orientation to replace the current orientation video (six years old). Although resource limitations prohibited VVC's subscription to that product, the current Dean of Student Services has opened discussions with CYNOSURE New Media Incorporated and anticipates a contract with them to produce a new orientation video. In the meantime, our Webmaster will continue to patch in revisions to the current video, as needed, so that information reflected in the orientation is as accurate for students as possible.

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

The current version of VVC's web-based orientation video addresses all items on the checklist, with the exception of item #2. As of the last orientation revision, registration priority was not predicated upon good standing, so VVC will include this information in the next update. In-person orientations already include all eight items.

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.

In the New Student Orientation, counselors introduce the VVC Course Catalog, presenting an extensive review of its critical information for student success (i.e., college policies, academic programs, student services, college requirements, the campus map, etc.). In deciding four years ago to issue all new students a free copy of the Catalog, VVC now faces a funding dilemma with respect to continuing to offer them at no cost to students. Currently, students who wish to own a hard copy of the Catalog are required to purchase it from the Campus Bookstore. Otherwise, it is available for free download off the VVC website.

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.

Please refer to the Budget Plan, as prepared by the Dean of Student Services.

ii. Assessment and Placement

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

Assessment is required for new students and students with significant time between their last academic experience and re-entry. Course placement, particularly in math, English and reading, is based on multiple measures. Students answer a series of educational history and demographic questions, prior to completing the actual test questions. Their responses figure into course placements, along with the validated cut-score tier levels that are established by VVC faculty in collaboration with the Office of Institutional Research. The District's current assessment tool is the Accuplacer product, though VVC is open to subscribing to the Chancellor's Office "Common Assessment" tool, which is the focus of recent system-wide discussions.

Students complete the Accuplacer assessment in person at a Student Services computer lab room, unless they are high school seniors who participate in pre-college activities delivered within the Bridge Program. VVC selects high school partner sites that host students for Accuplacer assessments, the results of which are uploaded to VVC's assessment center database and integrated within the Colleague (Datatel) enrollment system. The Colleague registration system is programmed to search the database for each student's assessment scores and prevent enrollment into courses beyond their skill level. Scores older than three years are considered expired. Students with expired assessments may be required to retest, especially if the student never completed college courses in reading, writing or math since completing the assessment.

Self-identified students who have limited experience with the English language are encouraged to complete an ESL assessment tool. Whether completing the ESL version or the more widely used general version, students set their appointments for assessment by accessing the appointment scheduler found on VVC's "Steps to Enrollment" web page and on VVC's main web page.

Students who complete the New Student Orientation are informed about their assessment responsibilities and their right to challenge prerequisites. Prerequisite challenge forms are available at the Admissions and Records Office, the campus web site and in the Counseling Department. For the year 2013, we assessed 5,074 VVC general students, 1,437 K-12 Bridge Program students and 212 ESL students.

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.

There is one full time Student Services Specialist II/Bilingual, who primarily coordinates the assessment lab and facilitates testing. The Student Services Specialist is mainly responsible for managing all aspects of the assessment office. These responsibilities include, but are not limited to, administering and proctoring the assessment, providing copies of test records, translating assessment scores from other colleges within the local region (Region 9), monitoring automatic uploads of scores and entering scores manually, if needed. This staff also monitors the scheduling system, corrects scheduling error submissions and works closely with the Bridge Counselors to assist them with the coordination of high school site remote assessments.

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.)

Victor Valley College administers the computerized Accuplacer Test as well as the CELSA ESL Test. VVC uses the Accuplacer Assessment Test for English & math and the CELSA form 2 for ESL testing. The Accuplacer assessment covers several skill areas including reading, English, arithmetic, elementary algebra and college-level mathematics. The CELSA Test is designed to test English learners student's language skills. The assessment is conducted solely face-to-face and there are no fees for these tests. The test can take most students from one to three hours to complete. Students will leave the assessment center with a copy of their scores. Test scores are used in a student's course placement for up to three years from the date of assessment.

The Accuplacer test uses background questions, which take into consideration the student's educational background. Some of these background questions have a weighted measurement which may add to the student's raw score.

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.

Assessments completed at another regionally accredited institution, within three years of entry at VVC, may be honored in lieu of the VVC tool. This is especially our practice if the student can provide documentation and this verification not only shows raw scores, but it also indicates course placements that can be equated to their VVC counterpart courses. Students with recent high school transcripts may also challenge their assessment results. VVC has adopted the Chancellor's Office system-wide guidelines for placements into math and English courses, when new students' scores fall short in placement by comparison to their level of achievement at their high school. Students in this situation complete the "Prerequisite Challenge" form and submit it for consideration at either their education advisement session with a counselor or at the Admissions and Records Office. Successful challenges are processed by the approving staff or faculty, who keys in a system override exemption into the appropriate course, so that the registration system will allow the student to enroll into a course from which they would, otherwise, be blocked if their scores were the only factors.

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?

VVC encourages pre-test practice. The practice test can be accessed from the same web page on which students can schedule their appointment for the actual assessment. Students can also find the list of websites that will assist in preparing for the test there. Students who come into the Assessment office are also provided this list in hardcopy form. In terms of pre-test performance results, students can check their answers by going to the answer sheet that is found in the practice

test.

Students can retake their test after three years, or sooner if counselors approve a retake before the end of the three year period. In most cases, counselors would require that the student seeking to retake their test within the three years has taken measures to significantly improve their results, such as if they have completed a college course in materials covered on the assessment.

The Accuplacer test publisher does not have retesting guidelines. The three year retest period and counselor approval process is consistent with other colleges' retesting policies.

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?

VVC accepts passing scores on appropriate Advanced Placement (AP), College-Level Exam Placement (CLEP), International Baccalaureate (IB) and other widely recognized standardized tests as valid substitutes for the Accuplacer. We also apply an EAP result of "college ready" in order to exempt students from our assessment test. Students present evidence of their eligibility for exemption, along with their Assessment Exemption Request form, to either their VVC counselor or staff in the Admissions and Records office. The staff or faculty who verifies their documentation will then key-enter an assessment exemption in the Colleague system (for the purposes of the Student Success Act priority registration requirements). Then, that VVC employee will also clear the student into their desired advanced course, helping the student avoid a prerequisite block within the WebAdvisor registration system.

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.

Please refer to the Budget Plan, as prepared by the Dean of Student Services.

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.)

Counseling, advising and other education planning services are provided to all students who seek it out, whether one-on-one, in a group advising session, via e-mail or by phone. As of summer 2014, all new students arriving at VVC must receive education planning services in accordance with the

Student Services Act of 2012. Students who do not complete assessment, orientation and ed planning services are held to the end of the registration period (via automated trigger in the registration system), incentivizing all new students to complete the steps, prior to their start at VVC.

The vast majority of students complete counseling, advising and other needed education planning services within the general Counseling Department. An estimated 10,200 students will receive services within the 2014-15 year. While generalist counselors are cross trained to work with, and may serve, students from distinctive populations, most special populations are referred (often by general counselors, or by self-referral) to seek counseling services from the following programs: DSPS, EOPS, Care, Athletics, Distance Education, Transfer, Health Professions, Foster Care/Kinship, Veterans, CalWorks, Honors, the High School K-12 Bridge Program and the PACE Program. At-risk students are currently encouraged to seek assistance through their most recent counseling department affiliate or a general counselor. The selection process to hire an SSSP Counselor position is taking place at this time. This counselor will be the primary point person for serving the at-risk population (likely to start in Spring 2015).

VVC counseling faculty are committed to serving our students with personal counseling, along with discussions surrounding career, transfer, degree and other education-related planning. Counselors are prepared to, and most often do, address more than one dimension of their student-clients' needs in a given session. The exception to this usually occurs when time with individuals is limited, such as in the case of group Preliminary Education Planning sessions and advisement sessions provided to first-time freshmen by their high school K-12 Bridge Program counselors. Time constraints (due to sheer student volume) and confidentiality issues typically prohibit multi-dimensional counseling in these types of forums.

In addition to their counseling duties, most full-time VVC counselors have instructional assignments within the area of Guidance and Counseling each semester, contributing to increased positive contact with students and increased FTES for the Department of Instruction. Guidance and Counseling course curricula address student personal, learning, college, transfer and career success.

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-person counseling is typically conducted one-on-one, within an office with a door. Recently, the Dean of Student Services funded the installment of windows into formerly solid wood Counseling office doors, so that student confidentiality can be preserved without compromising client or counselor safety. Most often, counseling sessions last between 30-45 minutes and include all of the elements encompassed within the scope of counseling services. Common services are as follows: discussion of a student's personal circumstances; discussion of career and education goals; the evaluation, equating and recording of college credits earned; a "needs analysis" of courses required for established goals; completion of necessary system overrides (prerequisite clearances, for instance), tutorials on how to interface with the registration system; basic Financial Aid assistance, referrals to campus or community service agencies; and completion of electronic or paper

education forms. There is a web-based appointment scheduler available that affords students the opportunity to set their appointments up to two weeks in advance, or they may also arrive at the Counseling Department reception area at the start of a business day to book an appointment slot for later that day. Students who arrive at or before the start of a business day are often accommodated at some point that same day, whether in a morning session after a short wait in the Counseling Reception area or whether they are asked to return for an afternoon or evening appointment. Their wait time during non-peak periods (usually after students are settled into their courses for the term, and when it is not yet the registration period) is essentially eliminated, since our reception staff inform them about their “walk-in” appointment return time. On the other hand, students who seek counseling services during the summer session months and during the registration period (the peak times) often choose to line up outside the Counseling building long before the start of business hours—sometimes as many as three hours beforehand. In an attempt to limit these inconveniences, we have offered pre-booked appointments in the past. Unfortunately, in spite of printed and phoned reminders, students frequently fail to appear for their preset counseling sessions, so we temporarily suspend their ability to book appointments in advance, when it is a peak period. Veterans and other students with special circumstances requiring advanced appointments are accommodated, even during the peak seasons.

The VVC Distance Education Advisory Committee developed a Senate-approved plan that includes a Student Services approach to meeting the needs of distance education students. While an atmosphere of warmth, trust and confidentiality is difficult to foster when communicating over the phone or in an e-mail, counselors attempt to create such an environment as much as possible, in order to offer preliminary advisement plans, facilitate career and transfer discussions, offer solutions to personal obstacles and prepare comprehensive education planning within these restrictive modalities. Distance education students commonly initiate their sessions by clicking the “Ask the Ram” button from the campus main web page (automatically forwards their question to the designated online counselor on duty by email), by leaving a voice message at the main counseling contact number (or their previous counselor’s direct line voicemail box) or by email to counseling@vvc.edu (an option offered on the main web page under “Steps to Enrollment” and in the Campus Directory, which is also forwarded to the online counselor on duty). Accreditation standards and the California Education Code require VVC to extend comparable services to both on campus and distance education student populations.

Group Preliminary Education Planning advisement sessions are offered to first-time freshmen and coordinated between the counseling reception staff and the counseling faculty who conduct the sessions. Students are prompted to visit or call the Counseling Department reception area to sign up for their session. At the sessions, counselors who facilitate them provide a brief review of important orientation topics, and then one or more counselors rotate student-by-student to write in courses on each student’s PEP form that suggests appropriate course options they can consider for their first college term.

In terms of counseling service adequacy, the following are excerpts from the department’s last program review (PRAISE report):

The Service Area Outcomes for Student Services have been identified as customer service and student success. The goal was for satisfaction in the 90 percentile.

In fall 2011, spring 2012, fall 2012, spring 2013 and fall 2013, General Counseling distributed the same survey to students with counseling appointments.

1. Did you accomplish the goal(s) you had for this counseling appointment?

Fall 2011 - 96% were very satisfied or satisfied

Spring 2012 – 95% were very satisfied or satisfied

Fall 2012 – 99% were very satisfied or satisfied

Spring 2013 – 97% were very satisfied or satisfied

Fall 2013 – 97% were very satisfied or satisfied

2. How would you rate your knowledge level related to the reason for this appointment?

Fall 2011 – 98% increased their knowledge

Spring 2012 – 97% increased their knowledge

Fall 2012 – 94% increased their knowledge

Spring 2013 – 100% increased their knowledge

Fall 2013 – 95% increased their knowledge

3. How would you rate your confidence level regarding the success of this appointment?

Fall 2011 – 100% increased their confidence

Spring 2012 – 94% increased their confidence

Fall 2012 – 96% increased their confidence

Spring 2013 – 95% increased their confidence

Fall 2013 – 96% increased their confidence

These results show that counseling is meeting the needs of students. These results were discussed at department meetings and with our office personnel.

The Fall 2012 survey included a new two-part question:

1. How did you schedule your appointment? A. online or B. same day walk-in

2. Were you satisfied with how you scheduled the appointment? A. Yes, very much so B. It was satisfactory C. No I was not satisfied

The results were that, of the 87 responses received, every student selected A or B regardless of the method used to make the appointment. Most students (48 out of 87) used the online scheduling option and 39 out of 87 chose the same day walk-in option.

Spring 2013:

The results were that, of the 63 responses received, 59 (94%) selected A (very satisfied with the scheduling process) or B (satisfactory). There were four unsatisfactory selections. Three out of those four used the online scheduling system and one used the same day walk-in.

Fall 2013:

The results were that, of the 68 responses received, 62 (91%) selected A (very satisfied with the scheduling process) or B (satisfactory). There were six that were unsatisfactory. Three used the online scheduling system and three used the same day walk-in.

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 abbreviated education plan is facilitated either through high school counselors who are

employed and trained within the VVC K-12 Bridge Program, or through VVC counselors conducting group Preliminary Education Planning sessions (mentioned above). In both cases, counselors provide first-time freshmen, and some transfer students from other colleges, with first semester course recommendations and referrals for future services. Even though planning is limited to one or two terms, counselors identify resources where students can find additional course and career information, so that students can discover for themselves more information about their specific major and general education requirements.

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.

Counselors first introduce new students to requirement information in the Orientation and the Group Preliminary Education Planning sessions. There, students learn how to interpret the Course Catalog, the AA/AS handout, useful web sites, popular major handouts and transfer general education requirement sheets. These forums provide students their first exposure to information that they can use to achieve their goals. In comprehensive education planning sessions, counselors conduct a "needs analysis" to determine a current achievement status and then recommend a course of action that is aimed at goal completion. Often, subsequent comprehensive education plan sessions are needed due to the complex and dynamic student life experience beyond college life, such as their health, their financial barriers, their job, and their family life. Furthermore, students may discover that their original education goals must be altered. In these cases, counselors conduct a needs analysis for the new goal and accordingly provide a revised comprehensive education plan.

As a counselor provides a comprehensive plan and determines that the student will soon reach her or his goal, the counselor will remind the student to complete important forms, such as a Degree Request Form, a Transfer General Education Certification Request Form or a Certificate Request Form and submit any completed forms at the appropriate office.

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).

VVC currently employs twenty-two counselors across campus. In the General Counseling area, there are eight full-time and six part-time faculty. They are commonly the first counselors who new students encounter. General counselors often recognize a student's potential to benefit from services offered in a specialized counseling area, such as EOPS, DSPS or CalWorks, and they will make appropriate referrals. All generalist counselors are cross-trained to serve special populations, such as athletes, Honors Program, Puente, Veterans, Distance Education, transfer, at-risk and PACE (accelerated degree initiative), but there are generalists who are designated as point persons for these student groups.

There is one full-time DSPS counselor and there are two part-time. These three faculty mainly provide a comprehensive scope of counseling services to students who qualify and have been placed into the Disabled Student Program Services program.

EOPS employs three full-time counselors, who provide a comprehensive scope of counseling services to students who qualify and have been placed into the Extended Opportunity Programs and Services or CARE program.

We have one full-time and one part-time counselor providing required counseling services to those students who qualify for County-appointed support through the CalWorks Program.

Whether full-time or part-time, most counselors also teach classes within the Guidance and Counseling or Developmental Studies areas. The full-time counseling contract requires a thirty-five hour work week that includes student contact, as well as other counseling and instruction-related activities.

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.

Counselors rely heavily on technology tools in the course of student education planning sessions. Even the New Student Orientation video is web-based and it is the source of a new student's first counseling overview. Most of the tools counselors use are web-based, such as Eureka.org for career information, ASSIST.org for transfer information, WebAdvisor for student registration and financial aid information, collegesource.org for course evaluation and the military Joint Services Transcript website for military credit information. Our own website, VVC.edu, is the source for our own catalog and major-specific information, academic policies and forms, transfer information for local independent university articulation and much more. Most counselors also teach Guidance and Counseling courses. For course (and program) content, development and revisions, counselors utilize the Curricunet course management system. Curricunet serves as an interface for the 50% time counselor who also coordinates transfer articulation. Curricunet information is readily accessible and affords this Articulation Officer easier transmission of VVC's course data to partner systems at the CSU and UC (the OSCAR system, for example). Within the classroom, counselors who teach are skilled in using SMART Boards, computers and other instruction technology to enhance the student learning experience. The Blackboard online teaching platform is the preferred mechanism for most counseling faculty who teach their courses in a distance education format (online or hybrid, for example).

Enjoying a new feature for 2014, counselors are equipped at their desktop stations with new computers and dual screens. This way, they can access user applications that students do not need to view on the screen closer to the counselor, such as the Colleague student information system

screens. Simultaneously, the screen closer to the students will display windows students do need to see, such as their electronic education plan form screen. The new computers are faster and the monitors display content more clearly than older models.

Another new technology tool for 2014 is the Electronic Education Plan application that MIS staff, in collaboration with Counseling and the Dean of Student Services, developed and continue to refine. The graduation evaluator (one staff position) in the Admissions and Records office currently uses a degree audit tool to clear students for their desired associate degree goals. MIS programmers are developing course equation matrices and other enhancements to the degree audit tool, so that it will be available for counselors to use in the future. In its final form, the degree audit tool is expected to serve as an online student planning vehicle, as well.

It is important to note that, at the 2014 ASB Retreat, student leaders asked that the Student Success and Support Committee consider whether VVC students would better be served during the registration periods if VVC could implement an individual registration slot for each student; they also asked us to look into the Counseling appointment process for ways that it can be streamlined. These two items are on the agenda for discussion at the first SS and S meeting of the fall term.

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.

Please refer to the Budget Plan, as prepared by the Dean of Student Services.

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.

VVC is committed in its efforts to serve at-risk students. It is estimated that VVC will serve 3,450 students in this category during the 2014-15 year. A major planned activity involves a campus-wide sweep each semester that locates all students who perform below the required 2.0 grade point average and/or the minimum 50% unit completion rate. To be consistent with the Student Equity Plan, we are analyzing data to determine if subsets of students are disadvantaged in comparison to other populations. If we find groups of students who are known to be disadvantaged, and they are not already receiving success interventions, then we will fold students from them into our existing success intervention processes.

The identified students are notified by a series of letters, depending on their dismissal status. At all levels of alert, the letters encourage students to avail themselves of services such as counseling,

tutoring and special programs. A self-referred student who responds to their first level correspondences can meet with a counselor to discuss circumstances and success strategies. At the point when a student's underperformance has caused her or him to reach "Subject to Dismissal" status (after two consecutive terms of underperforming), VVC's MIS staff will disable the student's ability to register for future terms. The student is alerted within the registration system that their registration is suspended for an academic hold that requires counseling intervention to be resolved. At the counseling session, counselors assess success barriers and recommend appropriate strategies. These are recorded on an Academic Success Contract, and counselors then access the student registration system to code in any maximum unit restrictions discussed in the Contract. The student's registration access is restored (with possible unit restrictions and other possible Contract parameters) for a defined period of time, so that they may enroll in the courses discussed in the Contract.

In July of 2014, VVC's ASB Council formulated and published its list of campus goals for the 2014-15 school year. Among the goals is ASB's desire to see our Student Services and Instruction division implement a viable Early Alert process. This goal will be met as of Fall 2014, as a result of work that had been done long before the ASB retreat took place. To help students avoid the consequences of poor performance markers, VVC enlists its faculty to reach out to students who appear to be at-risk of receiving substandard grades. Utilizing the email feature within their web-based class rosters, instructors are able to select and send students a message that informs the recipients of their substandard trajectory, encourages immediate use of campus interventions and reminds them of possible consequences they may experience if their grades do not improve. In the subject line of these instructor-initiated email messages, teachers type a code that MIS staff can query for a report. MIS will then send the report to the designated Early Alert specialist counselor. The instructors' emails refer at-risk students to contact this counselor, but through the MIS report, the counselor will be notified about the population in need and can reach out to students who fail to respond.

The counseling faculty provide group College Success workshops in which they demonstrate learning styles, study strategies and refer students to appropriate campus support services. The target audiences for these group sessions are formed from those students identified within the campus-wide performance queries and the instructor email reports.

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

The SSSP Counselor position is scheduled to be hired and trained by Spring 2015. In the meantime, all VVC counselors assist students with their success strategies and Success Contracts (described above).

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

As mentioned in section 1 above, the main tool faculty will employ for contact with their students at risk is the WebAdvisor. To promote faculty participation, members of the Student Success and Support committee (SS and S) developed a step-by-step instruction document that instructors can easily follow to make the process more convenient and successful. Campus technology experts are currently collaborating with members of the SS and S committee about the possible use of the Blackboard teaching platform as another contact avenue.

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

Please refer to the Budget Plan, as prepared by the Dean of Student Services.

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.

Please refer to the attached grid that VVC's Office of Institutional Effectiveness and Research prepared for this section of the SSSP Plan.

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.

The VVC Departments of Management Information Systems and Information Technology work collaboratively with the Division of Student Services, to develop and maintain processes that facilitate efficiency in student management and achievement. Below are examples of processes that support VVC's compliance with the Student Success Act of 2012:

- Online appointment scheduler feature for convenient access to Counseling appointments and Assessment testing sessions.
- Electronic education plans that are keyed into a form by counselors and automatically uploaded into a document management repository system that interfaces with the Colleague registration system to streamline student registration priority.
- Degree audit system, currently utilized by the Records evaluators for clearing graduation requirements. It is slated to be accessible to counselors and students after future modifications.
- Ongoing maintenance of a membership in career information databases, such as ASSIST, Eureka and the Career Chronicle Library (Transfer Center facilitates this).
- Participation in course articulation management programs such as OSCAR and Curricunet.
- New desktop computers, dual display screens and updated user software for counselors and

support staff.

- Priority registration is automatically updated every hour and a new screen in WebAdvisor shows priority assignment and profile information to the student;
- Many forms for Financial Aid are automated, eliminating the need for students to bring hard copies of those forms to the office in person;
- Bridge Program pre-college student activities are automatically integrated into the Colleague system, so that students need not repeat processes nor hand-deliver forms to campus;
- A report of open class sections, updated hourly, is automatically published and available on the VVC web site;
- The New Student Online Orientation with interactive quizzes interfaces with the Colleague system to clear students for that step in the priority registration process;
- The OpenCCCApply System was implemented to afford students paperless admissions applications;
- Implementation of the process by which authorized staff and faculty can input course prerequisites approvals right from their individual work stations into the Colleague system that communicates with the student’s WebAdvisor registration module.
- Currently coordinating with instructors and other members of the Student Success and Support shared governance committee to refine automated processes that support the Early Alert Initiative (EAI);
- Students can now remove optional fees when signed into their WebAdvisor account;
- Students can update their own address, phone and email information, using their WebAdvisor account;
- Developing a new registration screen that will allow for multiple searches and visualization of a student’s school week schedule, while in the WebAdvisor registration module; and
- Implemented the external transcripts process to allow the consolidation of units earned into the student information system. This in turn allows for an accurate assessment of student progress and an accurate report in Degree Audit, showing remaining courses needed for student degree completion.

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.

Please refer to the Budget Plan, as prepared by the Dean of Student Services.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

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

Students categorized as "Continuing" for purposes of registration are exempt from completing the matriculation activities required by the Student Success Act of 2012, as long as they maintain good standing at VVC. The following information is posted on the VVC web page, within the Admissions and Records "Steps to Enrollment" page:

ASSESSMENT EXEMPTIONS

If Students meet any one or more of the following conditions, they can choose not to participate in the matriculation activities outlined in Step 5 of the "Steps to Enrollment". Those students who do not meet any of these exemptions must complete the activities in STEP 5.

- Completed an Associate (AA/AS) or higher degree from an accredited college.
- Completed the equivalent of at least Math 90 and English 101 at another higher education institution. (See Counseling)
- Have placement recommendations from an ASSESSMENT taken within 3 years and have a copy of the actual score report.
- Enrolling only in non-credit classes.
- Planning to only take classes for personal development or enrichment.
- Taking classes for re-certification or licensing.
- Currently enrolled in a four-year college/university.
- Concurrently enrolled students (K-12) enrolling ONLY in music performance, theatrical performance, and/or physical education activity courses.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

The following general statement is published in the 2014-15 VVC College Catalog:

Petitions Committee

The Petitions Committee, which meets weekly when classes are in session, considers special requests from students for exemptions from certain academic, student and college policies due to documented, extenuating circumstances.

Typical requests include:

- To enroll in more than 18 units of course work during an academic semester, or more than 8 units during a summer or winter intersession.
- To drop classes after the "grade responsibility date" with a "W" grade.
- To repeat a course

Students who petition must have valid reasons and provide appropriate documents to support their request. The burden of proof is on the student who petitions for special consideration.

The Petitions Committee has the authority to approve, deny, modify, or take no action on particular petitions which are submitted for its consideration. Petitions are available at the Admissions and

Records Office.

In addition to these common appeals that fall within the purview of the Petitions Committee, students may also appeal under other circumstances, such as for:

Loss of Priority Registration;
Academic Renewal;
Grade Appeal;
Overlapping Enrollment;
Reinstatement;
Complaint or Grievance.

To view the forms and instructions that students, staff and faculty follow to processes them, please visit <http://www.vvc.edu/forms/> . Many of these forms reference their corresponding applicable Education Codes or District Policies.

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.

Course and non-course prerequisites are established in accordance with the guidelines defined in the Chancellor's Office Curriculum Program and Course Approval Handbook. The fifth edition, published in September 2013, is the current version. Once the Curriculum Committee members can see evidence that faculty within a discipline have appropriately validated their desired prerequisites for courses, the Committee approves prerequisites through its vetting process. Courses and their prerequisites must be reviewed and updated every four years (or more frequently in specifically mandated disciplines).

As mentioned in the Assessment section above, students may challenge a prerequisite by submitting a completed Prerequisite Challenge form, along with documented evidence of their readiness. Once counselors or other appropriate faculty or staff determine readiness, they can then enter an approval code in the Colleague system that communicates with the WebAdvisor registration system, allowing the student to register for the approved course.

VVC is in the process of implementing a new business process in the Admissions and Records office, in which staff will enter transfer equivalent course work from other colleges into a student's degree audit form and, ultimately, their VVC transcript. At this point in a transfer student's transition to VVC, our Admissions staff would exempt them from our assessment (if applicable) and would input appropriate prerequisite clearances to facilitate their expedited WebAdvisor enrollment. We will use a "phased-in" approach and begin posting transfer equivalent coursework for students who have attended colleges in Region 9 and provide our Admission and Records office with their official transcripts from these colleges.

4. Professional Development

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

As anticipated enhancements to the automated infrastructure become available (electronic education plan forms, degree audit tools and new orientation formats, for example), staff and faculty will receive training.

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.

Monthly coordination meetings between the Dean of Student Services (author of the Budget Plan), the Student Equity Plan author and the Student Success and Support Plan author have been on-going since May of 2014. The SSSP has also been the centerpiece of information flow between faculty, staff, ASB students and VVC Administration through the shared governance committee known as the Student Success and Support committee. This work group meets one or more times each month, and its members not only focus on SSSP agenda actions, but they also represent the committee with contributions to the Self-Study and Accreditation reports.

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.

This is not applicable to the Victor Valley Community College District.

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: **Arthur Lopez**Title: **Dean, Student Services**Stakeholder Group: **VVC Administration**Name: **Diane Wollan**Title: **Department Chair, Counseling**Stakeholder Group: **VVC Faculty**Name: **Greta Moon**Title: **Director, Admissions and Records**Stakeholder Group: **VVC Administration**Name: **Mark Clair**Title: **Coordinator, Institutional Effectiveness and Research**Stakeholder Group: **VVC Faculty**Name: **Jazmin Gailey**Title: **Student Services Senator**Stakeholder Group: **Associated Student Body**Name: **Sergio Oklander**Title: **Director, Management Information Systems**Stakeholder Group: **VVC Administration**Name: **Lilia Garcia**Title: **Specialist II/Bilingual, Student Services (at the time she contributed)**Stakeholder Group: **VVC Staff**Name: **David Miller**Title: **Counselor/Professor**Stakeholder Group: **VVC Faculty**Name: **Patricia Witt**Title: **Office Assistant, Student Services**Stakeholder Group: **VVC Staff**Name: **Renny Thoms**Title: **Lead Systems Programmer/Analyst, MIS**Stakeholder Group: **VVC Staff**

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](#)

ATTACHMENT NOTES:

Attachment A: Plan Signature Page (Above)

Attachment B: VVC Organizational Chart (Attached)

Attachment C: SSSP Advisory Committee (Attached)

Other Attachment: Institutional Effectiveness and Research Grid (Attached)