Student Success and Support Program Plan
(Credit Students)

2014-15

PALO VERDE COMMUNITY COLLEGE DISTRICT
PALO VERDE COLLEGE

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@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 95811-65

PALO VERDE COLLEGE

STUDENT SUCCESS AND SUPPORT PROGRAM PLAN 2014-15

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EXECUTIVE SUMMARY

Palo Verde College (PVC) has formulated the Student Success and Support Program (SSSP) Plan to address requirements set forth in SB 1456, known as the Seymour-Campbell Student Success Act of 2012. The bill targets funding to the core services of orientation; assessment; counseling, advising and education planning, and follow-up services for at-risk students. The bill re-names the Matriculation program as the Student Success and Support Program. PVC's plan summary is as follows:

Orientation: PVC conducts orientation sessions both online and in person. New, nonexempt students are required to attend orientation as the first step in the matriculation process. Participation in orientation enables students to maintain priority registration status, and is administered to students prior to their proceeding to assessment and placement. Goals for orientation are:

1. Develop an orientation script for hearing impaired students to use for online orientation.
2. Provide students, as needed, with a Spanish translation of the orientation script.
3. Develop a printed orientation guide for incarcerated students (who do not have access to the online orientation video).

Assessment and Placement: PVC requires all new, non-exempt students to take the Accuplacer assessment test to evaluate their preparedness for college level English and math. In addition to utilizing Accuplacer scores to place students, counselors also evaluate students' preparedness using multiple measures of assessment. Goals for assessment and placement are:

1. Explore the feasibility of developing a prep class or workshop to assist students in preparing for the assessment test.
2. Evaluate the feasibility of using high school EAP score results to assess and place students.

Counseling, Advising and Education Plan Development: PVC counseling staff assists students in planning their educational futures, including preparation of a formal educational plan. Goals for counseling, advising and education plan development are:

1. Convert fully to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation.
2. Review the need for additional staffing to meet support needs in counseling and education plan documentation.

Follow-Up for At-Risk Students consists of interventions, often with faculty involvement, to help students who are experiencing academic difficulty. The goal for following up at-risk students is that:

> The college's Basic Skills Initiative Committee will evaluate ways to improve the efficiency and effectiveness of follow-up and intervention services for at-risk students.

Related Programs and Policies include institutional research to evaluate program effectiveness, technology support, admissions and records to support student progress, and transfer and articulation services.

Overall Goal: Implement continuous improvements in all of the college's SSSP practices and policies.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Palo Verde College

District Name: Palo Verde 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 the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: Sean C. Hancock, Ed.D. _____ Date: _____

Signature of College SSSP Coordinator: _____

Name: Brian Thiebaux _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Sean C. Hancock, Ed.D. _____ Date: _____

Signature of College Academic Senate President: _____

Name: Biju Raman _____ Date: _____

Signature of College President: _____

Name: Donald G. Wallace, Ph.D. _____ Date: _____

Signature of District Chancellor: Not Applicable _____

Name: _____ Date: _____

Contact information for person preparing the plan:

Name: Brian Thiebaux Title: English/Business Instructor, Institutional Research
Email: bthiebaux@paloverde.edu Phone: 760-921-5501

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

IIa. 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.).**

A. Describe target student audience

At Palo Verde College, orientation services are available to all students. However, orientation is mandatory for all new, nonexempt students. Exemptions apply to students who have earned a college degree, have been previously served through the matriculation process at Palo Verde College or at another college; will be enrolled in less than six (6) units and do not intend to earn a certificate or degree; will be enrolled for high school credit only." The policy is stated in the Student Handbook, 2014-15, page 10 (see Attachment E) and in the College Catalog, page 25 (Attachment F).

The CCCCO Data Mart site reports that 866 new students enrolled the Fall 2013 and Spring 2014. Moreover, the college estimates this year a 15% to 20% increase in enrollments over last year. The college thus estimates that between 866 and 1,039 first-time students will receive orientation services in the current year.

B. Delivery methods

Orientation is conducted in various modes to address the needs of students, as described below, and is required of all students to qualify for priority registration. Students who have participated in orientation are required to take a written quiz as proof of their participation and to present the quiz to counselors as they advance to assessment and education planning. Orientation practices at the Blythe campus are, similarly, conducted for students enrolled at the Needles Center (Attachment S, Needles Center Orientation Announcement).

Online orientation consists of a series of six videos, each lasting approximately 3-4 minutes in length. The videos cover the following topics: assessment; financial aid; educational planning; registration; student services; college policies. Students may view the videos from any campus computer, or any off-campus computer with internet access. The following is the link to the online orientation program: http://www.paloverde.edu/future-students/start.aspx. See also Attachment V, Orientation Script.

Group Orientation—Sessions are conducted by counselors prior to the beginning of the semester and in the first week of each semester. See Attachment W, Orientation Agenda and Attachment X, Trio Orientation, Summer Readiness. A schedule of orientations sessions is published on the college website and in the Schedule of Classes. See link to Fall 2014 Schedule of Classes:
http://www.paloverde.edu/current-students/pdf/fall2014.pdf
Incarcerated students enrolled in EOPS and located at the two prisons located within the college's district also receive face-to-face orientation services from EOPS counselors.

Individual Orientation: Students may also receive orientation from counselors on a one-to-one basis, as it is needed. Invariably, orientation topics and questions arise as students' progress through the steps of assessment and educational planning; counselors are prepared to address these questions at any time during the process.

Written Orientation—The college is preparing a written guide for incarcerated students, who do not otherwise have internet access and therefore are unable to participate in online orientation.

In each method of orientation delivery, students are required to complete a brief quiz covering key issues presented. The quiz results help verify students' understanding, and serve as evidence that the student has participated in an orientation session.

Supplemental services that help remind students of the importance of orientation, and how to participate in orientation, are also provided in the form of brochures, the schedule of classes, the college website, television screens and electronic marquee around campus.

C. Partnerships (colleges, high schools, workforce agencies, community partners)

Blythe Campus—College staff maintains ongoing contact with local schools in Blythe, including personal visits to campuses at least once each month. Schools contacted regularly include Palo Verde High School and Twin Palms High School. Staff also maintains liaison with the Riverside County Department of Public Social Services and the Riverside County Office of Education community school.

Needles Center—The Director of the Needles Center and the Executive Secretary maintain contact with Needles High School administrative and instructional/counseling staff to ensure that local students are aware of the educational opportunities available through the college's Needles Center. Needles Center staff members conduct group orientations at the beginning of each semester. See Appendix S Needles Center Orientation Announcement.

D. Point in academic pathway orientation services are provided

Orientation is the very next step students take after they register through CCC Apply and have received a student identification number. For a statement delineating the sequence of steps students are advised to follow see Attachment E, Student Handbook, page 8. See also Attachment F, College Catalog, pages 25-26.

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

The following administrative and support staff provide orientation services:

Irma Dagnino, Counselor/Articulation Officer, provides group and individual orientation

David Silva, Counselor, provides group and individual orientation

Hortensia Rivera, DSPS Counselor/Director, DSSS Director, provides group an individual orientation

Maria "Machi" Rivera, Director EOPS/CARE, provides group and individual orientation

Victor Hernandez, Counselor, Distance Education Coordinator, provides group and individual orientation both at the Blythe campus and local prison locations

June Turner, College Librarian, Tutoring Center Coordinator, Assessment and Placement, provides orientation services to students when needed prior assessment testing

Maria Lopez, Temp Interim Cooperative Work Experience/Vocational Career Specialist, provides group and individual orientation to students at the Blythe campus and at local high schools

Lorenzo Lujano, EOPS Counselor, provides group and individual orientation

Eva Munguia, Director, Needles Center, provides group and individual orientation at the Needles Center

Jeanie Johnson, Executive Secretary, Needles Center, provides group and individual orientation at the Needles Center

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.

Technologies supporting orientation services:

An online orientation video was commercially produced and was purchased by the college. The college IT department maintains the video on the college website.

The college website on which orientation and other matriculation materials are found is serviced by the college Information Technology department.

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;

A. Orientation video, Part 6, Policies, discusses the topic of academic probation.

B. Group and individual orientation sessions include discussions about what academic probation is and its impact on academic standing and financial aid. For this item and subsequent items in the Orientation Checklist, see also Attachment V, Orientation Script.

(2) Maintaining registration priority pursuant to section 58108;

A. Orientation video, Part 4, Registration, discusses the topic of priority registration.

B. Group and individual orientation sessions stress the importance of completing orientation, placement and educational planning in order to retain priority registration status.

(3) Prerequisite or co-requisite challenge process pursuant to section 55003;

A. Orientation video Part 4, Registration, discusses pre-requisites and co-requisites, and, when they are required, that they be addressed prior to enrollment.

B. Group and individual orientation sessions discuss pre-requisites and co-requisites, and, when required, that they be addressed prior to enrollment.

(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621

A. Orientation video, Part 2, Financial Aid, discusses specific financial aid options.

B. Group and individual orientation sessions describe various financial aid options and direct students to the appropriate counselor or office for assistance.

(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;

A. Orientation video, Part 2, Financial Support, and Part 5, Student Services, each discusses various available support services and how they can be accessed.

B. Group and individual orientation sessions address the various available support services and how they may be accessed.

(6) Academic calendar and important timelines.

A. Orientation video, Part 6, Policies, discusses the importance of timelines in the registration and enrollment process.

B. Group and individual orientation sessions include discussions of the academic calendar and important timelines, with reference to the college catalogue, schedule of classes, student handbooks and other documents readily accessible to students.

(7) Registration and college fees

A. Orientation video, Part 4, Registration, discusses registration and enrollment processes, as well as fee requirements.

B. Group and individual sessions discuss registration and enrollment processes, as well as fee requirements, referencing the college catalogue, schedule of classes, student handbook and other documents readily accessible to students.

(8) Available education planning services

A. Orientation video Part 3, Educational Planning, and Part 4, Registration

B. Group and individual orientation sessions cover all aspects of education planning, including the importance of completing an education plan, the importance of obtaining transfer and career guidance.

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

A. Orientation continuously stresses the importance of consulting with counselors, and maintaining frequent contact.

B. Non-exempt new students must show evidence of having completed orientation before proceeding on with assessment and placement, and before making an appointment with a counselor to develop an education plan.

C. Orientation stresses the importance of completing registration, orientation, assessment, and education program planning early, especially if applying for financial aid.

(10) 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 servi

See 2014-15 SSSP Budget, attached to this plan.

FUTURE GOALS FOR ORIENTATION:

1. Develop an orientation script for hearing impaired students to use for online orientation.
2. Provide students, as needed, with a Spanish translation of the orientation script.
3. Develop a printed orientation guide for incarcerated students (who do not have access to the online orientation videos).

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.).**

A. **Describe target audience.**

The target audience consists of students who plan to enroll in any course in English, mathematics or reading—or any courses for which these disciplines are pre-requisites or co-requisites—at the college, even if their first semester program does not include any of those courses. Assessment testing and placement recommendations play an important role in helping the student and counselor map out the student's educational plan.

B. **Annual number of students to be assessed**

The college's internal records maintained by the assessment testing staff show that between July 1, 2013 and June 30, 2014, the total number of assessments administered to students was 334. See Attachment U, Accuplacer Testing Summary. The college estimates this year a 15% to 20% increase in enrollments over last year. The college thus estimates that between 384 and 401 students will receive assessment and placement services in the current year.

C. **Description of who will be required to be assessed.**

Assessment is mandatory for all new students, unless they are exempt for any of these reasons: Exemptions apply to students who have earned a college degree' have been previously served through the matriculation process at Palo Verde College or at another college; will be enrolled in less than six (6) units and do not intend to earn a certificate or degree; will be enrolled for high school credit only." The policy is stated in the Student Handbook, 2014-15, page 10 (see Attachment E) and in the College Catalog, page 25 (Attachment F).

D. **Partnerships among colleges or with high schools, workforce agencies, or other community partners that assist with providing assessment and placement**.

Assessment and placement procedures and practices are established and carried out by qualified personnel at the Blythe campus and Needles Center.

The college "will accept placement scores from other accredited institutions if it can be determined that the instrument used is approved by the Chancellor as a 'second party instrument,' and if appropriate concordance tables are available." (See Appendix F, College Catalog, page 26.)

At present, the college does not use the EAP test results to exempt students from placement tests. However, the college has set a goal to evaluate the feasibility of using such scores sometime in the future (see Future Goals for Assessment and Placement).

E. At what point(s) in student's academic pathway assessment and placement are provided.

Assessment is the very next step students take after they participate in orientation and have completed the required orientation quiz. For a clear sequence of steps students are advised to follow, see Attachment E Student Handbook, page 8, which enumerates each step in the matriculation process. See also Attachment F College Catalog, pages 25-26.

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.

Assessment and placement services are provided college librarian and her staff. Staff providing assessment services are located at the Blythe campus, for students enrolled through the Blythe campus, and at the Needles Center, for students enrolled in Needles:

June Turner, Librarian, oversees assessment and placement services

Matt Vasquez, PT Temporary Library Technician, proctors placement tests

Ramon Aguirre, Temporary Library Technician, proctors placement tests

Eva Munguia, Director of Needles Center, oversees assessment testing, proctors assessment tests

Jeanie Johnson, Executive Secretary, Needles Center, helps proctor assessment tests

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.

The college uses Accuplacer to assess students' preparedness for college level English, math and reading. Accuplacer is administered on a computer in a proctored environment. Students may also take the Accuplacer test online in cases when travel to the campus is not feasible for the student.

- **If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.**

Accuplacer is the principal test used for placing students in the appropriate levels for math, English and reading. During counseling sessions with students, additional assessment measures may be made available to students, and a record of other multiple measures is maintained by the counselor. Apart from Accuplacer placement scores, such measures include, but are not limited to, recent enrollment in a related class, overall GPA, high school transcripts, and prior experience. (See Appendix I, Matriculation Multiple Measures Record.)

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

Students may, at their option, challenge the Accuplacer results; in those cases, students are referred by a counselor to the appropriate academic department for further assessment testing. The decision by the academic department is conveyed to the student and counselor, and is final. (See Appendix R Challenge Form)

- **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.)**

Cut scores showing the relationship between scores and course level are presented on the college website (See Appendix D, Getting Started.)

A. 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.

The college "will accept placement scores from other accredited institutions if it can be determined that the instrument used is approved by the Chancellor as a 'second party instrument,' and if appropriate concordance tables are available." (See Appendix F, College Catalog, page 26.)

B. 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.

The college does not offer practice or prep workshops prior to taking the Accuplacer placement test. The college is considering starting a workshop devoted to preparing for the Accuplacer test.

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?

Students may, at their option, re-take the placement test, but only after 14 calendar days have elapsed. See Attachment E Student Handbook, page 11 and Attachment F, College Catalog, page 26.

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

Placement test results are valid for a period of two years, or 24 months. See Attachment E Student Handbook, page 11 and Attachment F, College Catalog, page 27.

C. Describe what externally-administered second-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?

At present, the college does not use high school EAP test results in lieu of Accuplacer. However, the college has set a goal to evaluate the feasibility of using such scores sometime in the future. See Future Goals for Assessment and Placement, below.

D. 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 2014-15 Budget, attached to this plan.

FUTURE GOALS FOR ASSESSMENT AND PLACEMENT:

1. Explore the feasibility of developing a prep class or workshop to assist students in preparing for the assessment test.

2. Evaluate the feasibility of using high school EAP score results to assess and place students.

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.)

A. Target audience and number of students to receive counseling services

All students are required to receive counseling services, unless they are exempt. Exemptions apply to students who have earned a college degree' have been previously served through the matriculation process at Palo Verde College or at another college; will be enrolled in less than six (6) units and do not intend to earn a certificate or degree; they will be enrolled for high school credit only." The policy is stated in the Student Handbook, 2014-15, page 10 (see Attachment E) and in the College Catalog, page 25 (Attachment F).

The following chart reports that 2,115 students received counseling and educational plan services during 2013-14:

	Fall 2013	Spring 2014
	Student Count (Credit)	Student Count (Credit)
Palo Verde		
Counseling/Advisement Services Received During The Term	822	856
Student Education Plan Development Services Received During The Term	209	228

Source: Data Mart, CCCCO

Because the college estimates a 15% to 20% increase in enrollments this year, the college estimates that between 2,432 and 2,538 students will receive counseling and educational plan services in the current year.

B. Description of services and methods of delivery

Counselors assist all students in several areas including but not limited to: 1) deciding upon an educational objective; 2) determining the courses required to achieve this objective by formulating an educational plan; 3) determining the support services needed to assist students in achieving their objectives; and 4) assisting students in course selection appropriate to their goals. All of the aforementioned activities are designed to help promote student success.

While the most prevalent method of delivery of counseling services is face-to-face contact with students, counselors also handle counseling sessions via email, telephone and interactive television, depending up the student's need.

C. Partnerships with other colleges, high schools, agencies

The college maintains close contact with the local high schools and their administrative and counseling staff both in Blythe and in Needles, keeping them informed of courses, programs and other educational opportunities the college provides. However, the process of developing and working up the student's educational plan is handled primarily by the college's counselors and students.

D. At what points in students' matriculation process are services provided

Counseling services are typically provided once a student has participated in orientation and assessment, but prior to enrolling in classes. In order to effectively complete an educational plan, students need to know the level of English, math and reading at which they need to begin, and having completed assessment and placement makes for more beneficial counseling sessions. For a statement delineating the steps students are advised to follow, see Attachment E, Student Handbook, page 8. See also Attachment F College Catalog, pages 25-26.

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.

Online, Individually or Group. Counseling sessions are almost always conducted face-to-face, though alternate arrangements are available depending on students' needs. Other arrangements include counseling by telephone, email and interactive television.

Student Access to Counseling. Students are encouraged throughout orientation to consult with their counselor regularly. Counselors are available at most times during the day and week for scheduled appointments and drop-in appointments with students.

Drop-ins. Counselors are available at peak registration periods for drop-in sessions as well as scheduled appointments, utilizing the SARS appointment scheduler and contact tracking program.

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 student education plan is used for students who are pursuing a program consisting of two or fewer semesters, typically 2-semester certificate programs. At present, an abbreviated education plan is prepared by the counselor with the student and is either in paper or electronic form. The paper form is scanned for record-keeping and may be subsequently updated or changed by the counselor with the student's participation. The electronic version is based on a software program called Degree Audit, the purpose of which is to inform students of courses remaining to complete his or her program of study. Both the counselor and student have access to the student's course progress at any time. The student may, at his or her option, conduct "what-if" scenarios if he or she is considering a change in major or program of study.

The college is preparing to convert to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation. The college expects this system to be operational in 2014-15.

The program will be an improvement over Degree Audit in that the student may plan out his or her entire college program at least two years in advance, showing specific days, times, modes of delivery and semesters for each course in his or her program of study. Once the system is implemented, the student's course data collected through Degree Audit will be transferred automatically into the new system.

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.

The comprehensive education plan is for students pursuing a program consisting of more than two semesters, typically longer certificate programs and all associate degree programs. Like the abbreviated plan, the comprehensive plan is prepared by the counselor with the student and is either in paper or electronic form. The paper form is scanned for record-keeping and may be subsequently updated or changed by the counselor with the student's participation. The electronic version is based on a software program called Degree Audit, the purpose of which is to inform students of courses remaining to complete his or her program of study. Both the counselor and student have access to the student's course progress at any time. The student may, at his or her option, conduct "what-if" scenarios if he or she is considering a change in major or program of study.

The college is preparing to convert to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation. The college expects this system to be operational in 2014-15.

The program will be an improvement over Degree Audit in that the student may plan out his or her entire college program at least two years in advance, showing specific days, times, modes of delivery and semesters for each course in his or her program of study. Once the system is implemented, the student's course data collected through Degree Audit will be transferred automatically into the new system.

For sample education plan templates, see Attachment J, Educational Plan Template and Attachment K, EOPS, Student Education Plan template.

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).

David Silva, Counselor, provides general counseling services to students, full-time counselor, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Hortensia Rivera, DSPS Director/Counselor, DSSS Director, provides counseling services to students and coordinates DSPS/TRIO programs, full-time counselor, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Maria "Machi" Rivera, Director EOPS/CARE, provides counseling services to students and is director of the EOPS/CARE programs, full-time administrator, counsels as needed, approximately 12 hours per week x 52 weeks (12 months) = 624 hours

Victor Hernandez, Counselor, Distance Learning Coordinator, provides counseling services to students and coordinates the distance learning program, full-time counselor, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Lorenzo Lujano, EOPS Counselor, provides general counseling services and specialized EOPS counseling, full-time counselor, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Irma Dagnino, Counselor, Articulation Officer, provides counseling services and serves at the college articulation officer, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Maria Lopez, Interim Cooperative Work Experience/Vocational Career Specialist, provides counseling services to vocational students and outreach services to local high schools, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Peter Martinez, Business Instructor with counseling experience and background, provides general counseling services during peak registration periods 30 counseling hours x 4 weeks per year = 120 hours

Eva Munguia, Director, Needles Center, provides counseling and educational plan development services at the Needles Center, 15 counseling hours per week x 52 weeks (12 months) = 780 hours

Omar Pena, EOPS Advisor, provides EOPS counseling, 19 counseling hours per week x 44 weeks (10 months) = 836 hours

Maria Gonzalez, DSPS/Trio Advisor, provides DSPS counseling, 19 counseling hours per week x 44 weeks (10 months) = 836 hours

Summary:

David Silva, 1320 hours
Hortensia Rivera, 1320 hours
Maria "Machi" Rivera, 624 hours
Victor Hernandez, 1320
Lorenzo Lujano, 1320
Irma Dagnino, 1320 hours
Maria Lopez, 1320 hours
Peter Martinez, 120 hours
Eva Munguia, 780 hours
Omar Pena, 836 hours
Maria Gonzalez, 836 hours

Total counseling hours per year = 11,116
Divide by 2080 hours = 11,116 hours/2080 hours = 5.34 full-time equivalent counselors

6. Identify any technology tools used for education planning. For second-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 second-party tools, be specific about the product and how it is used.

Counselors and student support staff use a software program called SARS, which enables them to share and retain appointment scheduling and contact data. This shared data collection program for scheduling counselor appointments with students is used also for tracking student contacts.

Both the abbreviated plan and comprehensive plan are prepared by the counselor with the student and is either in paper or electronic form. The paper form is scanned for record-keeping and may be subsequently updated or changed by the counselor with the student's participation. The electronic version is based on a software program called Degree Audit, the purpose of which is to inform students of courses remaining to complete his or her program of study. Both the counselor and student have access to the student's course progress at any time. The student may, at his or her option, conduct "what-if" scenarios if he or she is considering a change in major or program of study.

The college is preparing to convert to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation. The college expects this system to be operational in 2014-15.

The program will be an improvement over Degree Audit in that the student may plan out his or her entire college program at least two years in advance, showing specific days, times, modes of delivery and semesters for each course in his or her program of study. Once the system is implemented, the student's course data collected through Degree Audit will be transferred automatically into the new 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 technology tools specifically for counseling, advising and other education planning services.

See 2014-15 Budget, attached to this plan.

FUTURE GOALS FOR COUNSELING, ADVISING AND OTHER EDUCATIONAL PLANNING SERVICES

1. Convert fully to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation.

2. Review the need for additional staffing to meet support needs in counseling and education plan documentation.

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.

Students who will be provided at-risk follow-up services are identified principally by progress checks and reports supplied by faculty to counselors, as described below. Follow-up services consist of various interventions, including counselor review of the student's progress, identification of areas needing improvement, review of instructor's recommendations and review of student's education plan.

The following chart reports 430 students received at-risk follow-up services in 2013-14.

	Fall 2013	Spring 2014
	Student Count (Credit)	Student Count (Credit)
Palo Verde		
Academic Follow-up Services Received During The Term	424	6

Source: Data Mart, CCCCO

The college estimates a 15% to 20% increase in enrollment during the current year. The college thus estimates that that between 495 and 516 students will receive at-risk follow-up services in the current year.

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

The college has several follow-up services to identify students who are experiencing academic difficulty and to arrange for interventions to assist them.

EOPS/CARE has one director and a full-time counselor and staff dedicated to working with students enrolled in this program, including students enrolled at the Blythe campus and Needles Center. The EOPS/CARE program uses an "early alert" system to identify students who require academic help (See attachment T, EOPS Early Alert Referral Form.) Students are required to read and agree to terms of the "Mutual Responsibility Contract" (Attachment M). During each semester, each EOPS student is required to provide counselors with three signed progress reports from instructors. Students whose instructors indicate that the student needs help are immediately contact by a counselor for counseling. The instructor's comments and suggestions are incorporated into the student's improvement plan.

DSPS/TRIO has one counselor/director, support staff and technical staff to serve students who require accommodations for physical or learning disabilities, including students enrolled at the Blythe campus and at the Needles Center. During the matriculation process, including orientation, assessment and counseling, students may identify themselves as needing educational accommodation. The student's disability is verified by the DSPS counselor/director, and accommodations are arranged. Faculty members are notified early in each semester about a particular student's need for accommodations (Attachment N, DSPS Notification). As for follow-up, DSPS maintains continuous contact with

students enrolled in the DSPS program and maintains a detailed log of contacts with each student (Attachment L-DSPS Program contact log). The DSPS counselor/director works directly with faculty to ensure that each student is provided the needed accommodations.

CalWORKS staff meets with students periodically during the semester to evaluate progress and provide counseling for students experiencing academic difficulty. CalWORKS staff works collaboratively with Admissions and Records, EOPS/CARE and DSPS staff in identifying students experiencing academic difficulty and developing solutions to help them.

The Admissions and Records office requests notification of student grade deficiencies from instructors mid-way the semester. The request applies to students who are at a grade of D or F at the semester mid-point. The Admissions and Records office compiles a list of students with deficiencies to counselors and sends out notices to the affected students (Attachment P, Grade Deficiency Letters).

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

Counselors assist all students in several areas including but not limited to: 1) deciding upon an educational objective; 2) determining the courses required to achieve this objective by formulating an educational plan; 3) determining the support services needed to assist students in achieving their objectives; and 4) assisting students in course selection appropriate to their goals. All of the aforementioned activities are designed to help promote student success.

In cases in which a student is undecided as to an educational pathway, the counselor will suggest a major program of study the student might pursue, with the understanding the students may want to change their majors as they gain greater experience attending college classes.

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

Counseling sessions are frequently conducted face-to-face, though alternate arrangements are available depending on students’ needs. Other arrangements include counseling by telephone, email and interactive television.

d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

During each semester, instructors are asked to provide signed progress reports for each EOPS student. Students whose instructors indicate that the student needs help are immediately contact by a counselor for counseling. The instructor’s comments and suggestions are incorporated into the student’s improvement plan.

During each semester at mid-term, instructors are asked by the Admissions and Records office to provide names of students who are earning a grade of D or F. The names are forward to counselors for follow-up, and the Admissions and Records department mails notices of academic deficiency to students.

Faculty members are notified early in each semester about a particular student's needs for educational accommodations on account of physical or learning disabilities (see Attachment N, DSPS Notification).

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

David Silva, Counselor, provides general counseling services to students, full-time counselor

Hortensia Rivera, DSPS Director/Counselor, DSSS Director, provides counseling services to students and coordinates DSPC/TRIO programs, full-time counselor

Maria "Machi" Rivera, Director EOPS/CARE, provides counseling services to students and is director of the EOPS/CARE programs, full-time counselor

Victor Hernandez, Counselor, Distance Learning Coordinator, provides counseling services to students and coordinates the distance learning program, full-time counselor

Lorenzo Lujano, EOPS Counselor, provides general counseling services and specialized EOPS counseling, full-time counselor

Irma Dagnino, Counselor, Articulation Officer, provides counseling services and serves at the college articulation officer

Maria Lopez, Temp Interim Cooperative Work Experience/Vocational Career Specialist, provides counseling services to vocational students and outreach services to local high schools

Eva Munguia, Director, Needles Center, provides counseling and educational plan development services at the Needles Center

Ms. Shelley Hamilton, Director of Admissions and Records, maintains all student records, issues deficiency letters as part of the follow-up process

Omar Pena, EOPS Advisor, part-time, provides EOPS counseling

Maria Gonzalez, DSPS/Trio Advisor, part-time, provides DSPS counseling

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

Follow-up is conducted mainly by personal contact between counselor and student. Forms used are, for the most part, paper versions.

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 2014-15 Budget, attached to this plan.

FUTURE GOAL IN THE AREA OF FOLLOW-UP FOR AT-RISK STUDENTS:

The college's Basic Skills Initiative Committee will evaluate ways to improve the efficiency and effectiveness of follow-up and intervention services for at-risk students.

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

i. Institutional Research

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

The college institutional researcher is a member of the SSSP and Student Equity Committee and participated closely in the development of the SSSP plan. The researcher will work with the committee in providing analytical reports on SSSP services. Examples of these kinds of analytical reports are:

1. Provide interpretive assessments of annual Scorecard reports.

2. Provide periodic reports on the progress of student cohorts and subgroups identified in the Student Equity Plan as subject to disproportionate impact.

3. Provide periodic reports that evaluate the effectiveness of the core services and provide recommendations to the SSSP and Student Equity Committee for improvement of services.

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.

Online Orientation

The online orientation video was commercially produced and was purchased by the college. The college IT department maintains the video on the college website.

The college website on which orientation and other matriculation materials are found is serviced by the college IT department.

Assessment and Placement

The college uses Accuplacer, which is administered in person and online.

Counseling, Advising, Educational Planning

For scheduling appointments and tracking student contacts the college uses SARS, a program owned and supported by the college.

For education plans, counselors and students use a software program called Degree Audit, the purpose of which is to inform students of courses remaining to complete his or her program of study

The college is preparing to convert to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation. The college expects this system to be operational in 2014-15.

The program will be an improvement over Degree Audit in that the student may plan out his or her entire college program at least two years in advance, showing specific days, times, modes of delivery and semesters for each course in his or her program of study. Once the system is implemented, the student's course data collected through Degree Audit will be transferred automatically into the new system.

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.

Admissions and Records

Admissions and Records serves students by accurately obtaining, processing, storing and reporting academic records in order to help facilitate student success and to maintain student confidentiality under FERPA. The Admissions and Records department serves all student populations at Palo Verde College including prospective students and alumni. Admissions and Records handles 4,000 to 5,000 registration applications per semester, processing as many as 150 transcript requests each month and 100 enrollment verifications each semester. The department also evaluates approximately 200 transcripts each year. The Admissions and Records Office is instrumental in monitoring student academic performance and notifies students who run the risk of probation or dismissal.

Institutional Research

Institutional research performs various data collection and analysis functions to keep faculty, staff and administration abreast of student performance trends to help in planning and decision-making, and thereby provide means for enhancing student success.

Transfer and Articulation Services

The college has faculty and support staff dedicated to ensuring that all courses have the maximum opportunity for articulation with four-year colleges and universities. The college's articulation function also ensures that the college college fulfills all requirements for C-ID and associate degrees for transfer to enhance the opportunities for students to transfer successfully to four-year institutions of their choice.

Career Services

The college provides career and technical education information to high school students, as well as to students attending Palo Verde College (Attachment G, Career and Technical Education Counseling Narrative). The goal is to help students transition from high school to Palo Verde College and from the college to the workforce or four-year institutions. Contacts with students consist of outreach activity, orientation, academic follow-up, financial aid advisement, transfer services, academic advising and related 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.

The college's policy for exempting students from participation in the required core services states that students "may be exempt from a specific SSSP component for any of the following reasons: they have earned a college degree; they have been previously served through the matriculation process at Palo Verde College or at another college; they will be enrolled in less than six (6) units and do not intend to earn a certificate or degree; they will be enrolled for high school credit only."

The policy is stated in the Student Handbook, 2014-15, page 10 (see Attachment E) and in the College Catalog, page 25 (Attachment F).

2. Appeal Policies

Describe the college's student appeal policies and procedures.

The college appeals procedure provides that "a student has the right to challenge or appeal any step in the SSSP." See Attachment E, Student Handbook, page 11, and Attachment F, College Catalog, page 27. The appeals process applies to: a review of assessment and placement decisions, assessment retesting, and challenging prerequisites and corequisites.

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 prerequisites and corequisites are established by faculty and are incorporated in the course outline of record for every course. Course outlines of record are reviewed by the appropriate academic division, by the Technical Review Committee, by the Curriculum Committee and by the Board of Trustees. The college requires that course outlines of record be reviewed and updated where necessary, including review and updating of prerequisites and corequisites, at least once every five years. Prerequisites and corequisites must be justified by satisfying one or more conditions listed on the Prerequisite/Corequisites/Advisory Justification form, consistent with the requirements provided for in Title 5 section 55003 (see Attachment Q).

4. Professional Development

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

SSSP and Student Equity Plan Committee members have attended during the past year several workshops and conferences, live and online, sponsored by the California Community College Chancellor's Office, California Academic Senate, and other organizations in order to learn what is required under the SSSP program. Participation in such conferences and workshops is expected to continue as the program evolves. The college also provides opportunities for professional

development in Flex Days and Institute Day, to which all college personnel are invited. These forums provide effective means of discussing the college's SSSP plan and goals.

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.

The SSSP and Student Equity Committee members prepared the SSSP plan and are in the process of completing the Student Equity Plan date by January 1, 2015. Coordination of the two plans is accomplished primarily by the fact that the same committee is responsible for both plans. Moreover, the College Council/Strategic Planning Steering Committee, the central planning body of the college comprising all college constituents, reviews and approves all college plans prior to adoption by the Board of Trustees. This review and approval process enables the college to provide for reasonable consistency in purpose among the various plans and adherence to the college's mission.

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.

Not applicable. Palo Verde College is a single-college district.

SECTION IV. ATTACHMENTS

LIST OF ATTACHMENTS

A. Student Success and Support Program Plan Participants
B. Organizational Chart, highlighting participants in the SSSP program
C. SSSP and Student Equity Committee, which provides advisory support to the SSSP plan and equity plan
D. Getting Started, online registration process from the college website
E. Palo Verde College Student Handbook, 2014-15, excerpts, showing campus map, orientation dates, first-time enrollment, assessment testing, SSSP appeals procedure, sample student services
F. Palo Verde College Catalog, 2013-14, pages 25-27, outlining the SSSP process and appeals procedures
G. Career and Technical Education Counseling Narrative, local high schools and Palo Verde College students
H. Palo Verde College Admissions Procedures for High School Students
I. Matriculation/Multiple Measures Record
J. Educational Plan Template, sample templates
K. EOPS, Student Education Plan, template
L. DSPS program contact record
M. EOPS/CARE Mutual Responsibility Contract, and Continuing Contract
N. DSPS Educational accommodation notification to teaching faculty
O. EOPS Progress Report
P. Admissions and Records Midterm Deficiency letters
Q. Prerequisite/Corequisite/Advisory Justification
R. Prerequisite/Corequisite Challenge
S. Needles Center Orientation Announcement
T. EOPS Early Alert Referral Form
U. Accuplacer Testing Summary July 1, 2013 to June 30, 2014
V. Orientation Video Script
W. Orientation Agenda
X. Trio Orientation, Summer Readiness

Attachment A

Student Success and Support Program Plan Participants

Name: Dr. Sean Hancock

Title: Vice President of Instruction and Student Services

Stakeholder Group: Administration

Name: Dr. Eva Margarita Mungia

Title: Director of the Needles Center

Stakeholder Group: Administration

Name: Mr. Brian Thiebaux

Title: Instructor, English and Business, Institutional Researcher

Stakeholder Group: Faculty and Institutional Research

Name: Mr. David Silva

Title: Counselor

Stakeholder Group: Counseling and Student Services

Name: Ms. Hortensia Rivera

Title: DSPS Director/Counselor, DSSS Director

Stakeholder Group: Counseling and Student Services

Name: Ms. Irma Dagnino

Title: Counselor, Articulation Officer

Stakeholder Group: Counseling and Student Services

Name: Mr. Victor Hernandez

Title: Counselor and Distance Education Coordinator

Stakeholder Group: Counseling and Student Services

Name: Ms. June Turner

Title: College Librarian

Stakeholder Group: Faculty and Student Services

Name: Mr. Lorenzo Lujano

Title: EOPS Counselor

Stakeholder Group: Counseling and Student Services

Name: Mr. Bjiu Raman

Title: Instructor, Math and Chemistry and Academic Senate President

Stakeholder Group: Faculty and Academic Senate

Name: Ms. Shelley Hamilton

Title: Director of Admissions and Records

Stakeholder Group: Management and Student Services

Name: Ms. Maria "Machi" Rivera

Title: Director EOPS/CARE

Stakeholder Group: Management and Student Services

Name: Maria Lopez

Title: Interim Cooperative Work Experience/Voc Career Specialist

Stakeholder Group: Student Services Support Staff

Name: Ms. Esther McBroom

Title: Instructional Services Secretary

Stakeholder Group: Instruction

Name: Ms. Russi Eagan

Title: Chief Business Office

Stakeholder Group: Administration

Name: Mr. Adam Houston

Title: Director of Information Technology

Stakeholder Group: Administration

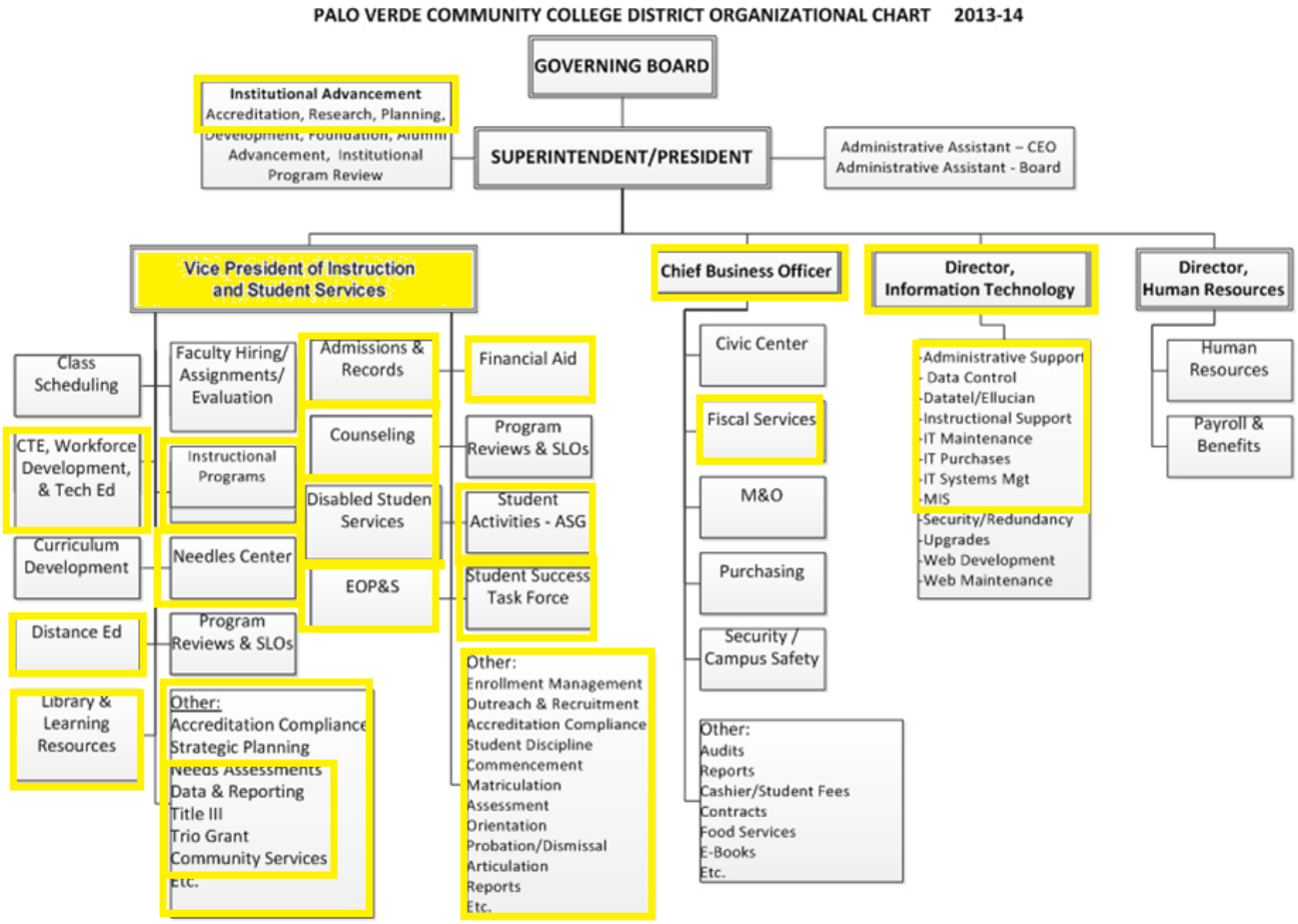
Name: Jonathan Martin

Title: Network and Systems Security Specialist

Stakeholder Group: Student Support Staff

Attachment B

The following chart highlights the offices and functions with involvement in the SSSP program. The "Student Success Task Force" identified in the chart is now called the SSSP and Student Equity Committee and is chaired by the Vice President of Instruction and Student Services. The coordinator of the SSSP program is the institutional researcher and is a member of the SSSP and Student Equity Committee.



Attachment C

The SSSP and Student Equity Committee listed here are the same individuals listed in Attachment A, which lists the persons who participated in the formulation of the SSSP Plan. The committee is instrumental in preparing both the SSSP Plan and Equity Plan for Palo Verde College.

Membership of the SSSP and Student Equity Committee

Dr. Sean Hancock, Chair, SSSP and Student Equity Committee/SSSP Coordinator and Vice President of Instruction and Student Services

Dr. Eva Margarita Munguia, Director of the Needles Center

Mr. Brian Thiebaux, SSSP Coordinator, and Instructor of English and Business and Institutional Researcher

Mr. Biju Raman, Instructor, Chemistry and Mathematics

Mr. David Silva, Counselor

Ms. Hortensia Rivera, DSPS Director/Counselor, DSSS Director

Ms. Irma Dagnino, Counselor, Articulation Officer

Mr. Victor Hernandez, Counselor and Distance Education Coordinator

Ms. June Turner, College Librarian

Mr. Lorenzo Lujano, EOPS Counselor

Mr. Biju Raman, Instructor of Math and Chemistry and Academic Senate President

Ms. Shelley Hamilton, Director of Admissions and Records

Ms. Maria “Machi” Rivera, Director EOPS/CARE

Maria Lopez, Interim Cooperative Work Experience/Vocational Career Specialist

Ms. Esther McBroom, Instructional Services Secretary

Ms. Russi Eagan, Chief Business Officer

Mr. Adam Houston, Director of Information Technology

Mr. Jonathan Martin, Network and Security Systems Specialist