

Ventura College Academic Senate
Agenda
Thursday, October 2, 2014
2:00-3:30 pm
Multidiscipline Center West (MCW) – 312

- I. Call to Order
- II. Public Comments
- III. Acknowledgement of Guests
 - a. Debbie Newcomb – SLO Facilitator (2:15 pm – Time certain; Discussing Agenda Item VI.d.)
 - b. Patrick Jefferson – EVP (2:30 pm – Time certain; Discussing Agenda Item VI.f.)
- IV. Approval of minutes
 - a. September 25, 2014
- V. Study Session
 - a. Development of questions for future Senate visits by College President & District Chancellor
- VI. Action Items
 - a. Approval of faculty membership of College and District committees
 - b. AP 7120 F – Interim Managers: Recruitment and Selection (Second Reading)
 - c. Basic Skills report (First Reading)*
 - d. ISLO-3 – Critical Thinking and Problem Solving [Revision] (First Reading)*
 - e. VCCCD Mission Statement [Revision] (First Reading)
 - f. Ventura College Academic Senate Goals for 2014-2015 (First Reading)
 - g. Student Success and Support Program Plan** (First Reading)
- VII. President’s Report
- VIII. Senate Subcommittee reports
 - a. Curriculum Committee report
 - b. Other Senate Committees reports
- IX. Campus Committee reports
 - a. Campus Committees reports
- X. Announcements for the Good of the Order
- XI. Requests for Future Agenda Items
- XII. Adjournment

*Requesting First and Second Reading

**Due Oct. 17, 2014

According to Title 5, Section 53200, each California Community College shall have an Academic Senate, an organization of faculty whose primary function is to make recommendations with respect to academic and professional matters.

“Academic and Professional matters” means the following policy development and implementation matters that cover the following areas:

- | | |
|---------------------------------------------------------------------|------------------------------------------------------------------|
| 1. Curriculum, including establishing prerequisites. | 6. College governance structures, as related to faculty roles. |
| 2. Degree and certificate requirements. | 7. Faculty roles and involvement in accreditation processes. |
| 3. Grading policies. | 8. Policies for faculty professional development activities. |
| 4. Educational program development. | 9. Processes for program review. |
| 5. Standards or policies regarding student preparation and success. | 10. Processes for institutional planning and budget development. |

AND Other academic and professional matters as mutually agreed upon.

Ventura College Academic Senate

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**V. a. Faculty membership on
College and District committees**

Committees that require Senate approval:

College Planning Council:

- Current Senate Exec (4): Peter H. Sezzi, Colleen Coffey + **2 VACANCIES**
- Past Senate President (1): **1 VACANCY**
- Student Services (2): Marian Carassco-Nungaray, Patricia Wendt
- CTE (2): Ralph Fernandez, Sandy Melton
- Gen Ed*(6): Alex Kolesnik, Bob Moskowitz, Eric Martinsen, Mark Pauley, Will Cowen +**2 VACANCIES**

*One of whom shall be an instructor in a basic skills area

Staffing Priorities Committee:

- Senate Exec (4): Peter H. Sezzi, Colleen Coffey + **2 VACANCIES**
- Past Senate President (1): P. Scott Corbett
- Gen Ed reps (2): Steve Turner (2nd year) + **1 VACANCY**
- CTE (1): Mary Zacharias (2nd year)
- At-Large (2): Marian Carassco-Nungaray (2nd year) + **1 VACANCY**
- Student Services (1): Corey Wendt (2nd year) + **1 VACANCY**

DTRW-I:

- Academic Senate President**(1): **1 VACANCY**
** Or designee. As the current Senate President also serves as the Curriculum Committee co-chair and already has a seat at DTRW-I, there exists a vacancy on this committee for the remainder of the fall 2014 semester.

DTRW-SS:

- Non-instructional (1): Marian Carassco-Nungaray

Student Grievance Committee:

(Undefined membership): Gary Anglin, Philip Clinton, Elizabeth Kraus, Lydia Matthews, Saliha Sha, Stacy Sloan Graham, Patty Wendt

Student Conduct Committee:

(Undefined membership): Gary Anglin, Philip Clinton, Elizabeth Kraus, Lydia Matthews, Saliha Sha, Stacy Sloan Graham, Patty Wendt

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**V. b. AP 7120 F – Interim Managers:
Recruitment and Selection**

DRAFT AP 7120 F – Recruitment and Hiring: Interim Managers

Interim managers will only serve for the time necessary to allow for full and open recruitment for a vacant position, provided that the acting or interim appointments or series of acting or interim appointments shall not exceed one year pursuant to Title 5, nor shall individuals appointed to these Interim Executive management positions be considered for the permanent position. Management positions at the college below that of Vice President, Business Services (i.e., Deans, etc.) may be filled with an interim appointment at the discretion of the supervisor provided that the acting or interim appointment or series of acting or interim appointments shall not exceed one year, pursuant to Title 5.

The remainder of this procedure shall apply to following executive management positions within the District and its Colleges:

- Vice Chancellor
- Associate Vice Chancellor
- President
- Executive Vice President
- Vice President Business Services

Within one (1) month of the formal notice of the vacancy of an executive management position within the VCCCD, the hiring manager (e.g., the Chancellor for Vice Chancellor, Associate Vice Chancellor and President positions; the President for Executive Vice President and Vice President of Business Services positions) shall indicate if the position is to be refilled or shall remain vacant for a specific duration. If the position is to be refilled, the hiring manager shall indicate when a full recruitment shall commence for the position for which the hiring manager has received formal notice. The hiring manager shall fill a vacant or soon to be vacant position following the appropriate hiring Administrative Procedure (e.g., AP 7120 A-??; Recruitment and Selection of Vice Chancellor; Recruitment and Selection of President... etc.) or alternatively, the hiring manager may indicate that an interim selection shall occur.

The purpose of an interim selection shall be to ensure that the needs of the District/College are met until a permanent selection for a position may be made. Interim selections shall be open to both internal and external recruitment.

Interim positions shall be posted on the Human Resources website for fifteen (15) business days, and also announced through district-wide announcement, and posted to the CCC Registry. The Human Resources Department and two members of the committee described below will review all applications to ensure that the applicants meet minimum qualifications as stipulated in the Board of Governor's approved "Minimum Qualifications for Faculty and Administrators in California Community Colleges" and using VCCCD AP ##### on Determining MQs

The committee composition for all District-level executive management positions shall include:
3 administrators (1 from each campus; appointed by the hiring supervisor)
1 administrator from the District Office (appointed by the hiring supervisor)
3 faculty members (1 from each campus; appointed by each academic senate)

The committee composition for all College-level executive management positions shall include:
4 administrators from the college with the vacancy (appointed by the hiring supervisor)
1 administrator from the District Office or another college from within the District (appointed by the hiring supervisor)
2 faculty members (appointed by the academic senate of the college with the vacancy)
2 classified members (appointed by the classified senate of the college with the vacancy)

The Selection Committee will interview applicants, and recommend at least two candidates

(when/if possible) to the hiring manager for second level interviews.

The Board of Trustees shall be informed with through an agenda item whenever the term of an executive management interim appointment approaches is within two three (23) months of the maximum allowed by statute and regulation and (1) if the College/District is planning to fill the position with a full-time employee hired via the appropriate AP or (2) if the position will not be filled due to College/District reorganization.

AP 7125 Peralta Community College District

1.

2. Interim Manager Selection and Appointment Process

An interim appointment is a temporary appointment to a management position that has been vacated and is deemed necessary to fill on an interim basis until a regular appointment is made. An interim appointment will be made either by appointment or through a recruitment process. An interim appointee will serve for the time necessary to allow for full and open recruitment for the position, provided that the acting or interim appointment or series of acting or interim appointments not exceed one year pursuant to Title 5. The following are the options for selecting an interim administrator:

0. **A. Direct Appointment.** The Chancellor may make a direct appointment based on the immediate needs of the District and upon the approval of the Board.

0. **B. Internal Recruitment.** The Chancellor may authorize the following internal recruitment and selection process open only to regular district employees if the appointment duration is limited to the minimum time necessary to allow for open recruitment.

1. 1. Eligible district employees include administrators, full-time (tenured, tenure-track and categorical) faculty and classified staff.

2. 2. Internal applicants must submit an application, cover letter, resume, and other supporting documentation following the posted application procedures.

3. 3. The Position shall be posted on the Human Resources website and through district-wide announcement for five business days. The Human Resources Department will review all applications to ensure they meet minimum qualifications.

4. 4. The committee composition shall include one administrator as chair appointed by the hiring manager; one faculty member appointed by the district/college (as appropriate) academic senate, one faculty member appointed by PFT; and one classified member appointed by the district/college (as appropriate) classified senate. If the appointing body fails to appoint a member available for scheduled committee activities within five (5) business days, the hiring manager may instruct the committee to proceed without the member.

5. 5. The Selection Committee will interview applicants, and recommend at least two candidates, if possible, to the hiring manager for second level interviews

6. 6. The Chancellor will review the hiring manager's recommendation, and if acceptable, submit it for approval by the Board.

AP 6300 Pasadena Community College Area District

1. When a vacancy or other necessity requires it, the Superintendent/President will conduct appropriate consultation within the college and then recommend to the Board of Trustees the appointment of an acting position, without a search, for up to six months.

2. After six months, the Superintendent/President may exercise discretion to continue an acting position as an interim position for up to an additional year.

Ventura College Academic Senate

Oct 2, 2014

V. c. Basic Skills Report



2013-2014 ESL/Basic Skills Allocation End-of-Year Report 2014-2015 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Submission Deadline: October 10, 2014

Please find attached the instructions and form templates for submission of your 2013-2014 Basic Skills Allocation End-of-Year Report and your 2014-2015 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be received (not postmarked) at the Chancellor's Office on or before October 10, 2014.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please send your questions to basicskills@cccco.edu.

[1]. 2011-2012 | 2012-2013 | 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2013-2014

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2014 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

[2]. Narrative Response

- **How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?**

While steps have been taken to attempt to institutionalize projects and programs funded by BSI, the limited availability of general funds in the college budget have placed significant restraints on any efforts to move BSI efforts to more permanent budget lines.

For the past several years, a significant amount of BSI funds has been spent to support tutoring services for basic skills students in Math, English, and ESL. We plan to continue to utilize BSI funds to support tutoring and supplemental instruction (SI) for basic skills and accelerated basic skills courses because there is no general funding available for these essential and highly effective programs.

The unduplicated number of basic skills students who attended tutoring sessions increased by 26 percentage points from spring 2013 to spring 2014. In spring 2014, the overall success rate for students who received any tutoring in basic skills courses was more than 2 percentage points higher than the corresponding rate for non-tutored students in the same sections. (Basic skills courses in which tutoring was provided: ENGL V02 / V03 / V07, and MATH V01 / V11A / V11B / V10.), The overall success rate for MATH V01 students who received at least five tutoring sessions was more than 12 percentage points higher than other students in the same sections in 2013-2014.

Supplemental instruction (SI) has returned even more dramatic results than tutoring sessions. For students in fall 2013 who attended at least six SI sessions, Math V01 students outperformed their peers by 28 percentage points and ENGL V03 students by 18 percentage points.

In addition, Basic Skills funds will continue to support the availability of basic skills textbooks in the Lending Library because if students cannot afford the book, then their chances of success will be negatively affected. We plan to spend money (as we have previously with BSI funds) to support a Reading software program entitled Reading Plus. Our goal is to have students using this program move up two grade levels in reading during the course of the semester. We can track this through the Reading Plus program.

We also plan to continue to provide funding for professional development for basic skills instruction and to encourage in-class strategies to improve progression rates in basic skills Math and English courses.

- **How are you scaling up successful projects and programs?**

Our tutoring and supplemental instruction programs have been some of our most successful projects to date, but because of the expense of sustaining these programs, we do not see much room for expansion without additional funding.

Integrated Counseling is a promising new initiative from the 2013-2014 academic year that we plan to scale up because it has proven to be both helpful for basic skills students and cost effective. In spring 2014, with financial support from our Basic Skills funds, two counselors set aside time to visit 10 sections of basic skills Math and English classes in a pilot program.

Counseling faculty deliver two presentations in each class. The first presentation covers counseling, career, and transfer services as well as helpful strategies to maximize goal completion. The second presentation focuses on DegreeWorks and provided students with an overview of the web-based degree audit and educational planning system at Ventura College. Classroom presentations ranged from 10-20 minutes and provided an opportunity for students to ask follow up questions.

In spring 2014, during the second presentation students completed an anonymous survey. An overwhelming majority (81%) of students recognized the importance of meeting with a Counselor to create an Education Plan that reflected their program of study. In all, 50.7% of the students felt comfortable using Degree works and navigating the web-based system on their own.

In fall 2014, five counselors are expanding Integrated Counseling to provide this service for students in at least 25 basic skills classes.

- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?**

The overlapping charges of our Basic Skills committee with the new Student Equity Planning Committee and the Student Success & Support Program (SSSP) are clear. All three committees focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for students as measured by success indicators linked to the CCC Student Success Scorecard.

To ensure coordination, we have worked to be sure there are committee members in common between the Basic Skills committee and the other two groups: SSSP and Student Equity. With common membership, we are able to work in concert rather than at cross-purposes.

To support the goals of SSSP, the Basic Skills fund has piloted Integrated Counseling to bring counselors into the classroom, increase student access to information about DegreeWorks and provide an overview of the web-based degree audit and educational planning system at Ventura College

While the college's Student Equity plan is still in development, the Basic Skills committee has ongoing coordination with the director of the college's Title V Velocidad grant, a grant that "proactively works toward closing the differential in course success and transfer outcomes for Hispanic students." This collaboration includes work with USC's Center for Urban Education (CUE), using the center's "Equity Scorecard."

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering the question below, you need to access the Basic Skills Cohort Progress Tracking Tool on the Chancellor’s Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx). Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>. Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

- **Was your college’s basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.**

Using the Cohort Tracker, we compared the Fall 2009 Math and English cohorts (one and two levels below transfer level) with their respective Fall 2011 cohorts.

From 2011-2013, Math results are stronger in areas such as an improved continuation rate at the earliest stage of the sequence and increased success in the courses one level below transfer while the percentage of the cohort to pass a transferable Math class remains low. In English, the percent of the basic skills cohorts to pass a transferable class has increased, largely due to increased success rates below the transfer level and significantly improved continuation rates from courses one level below transfer into the transferable English courses.

MATH (TWO LEVELS BELOW): The Fall 2011 cohort had a small reduction in the overall success rate but an improved success rate (58.4%) for Hispanic students. 78 students passed the next level (59.1% for all students; 54.4% for Hispanic students), and 43 enrolled in transferable math. 25 students (8.1% for all students; 7.9% of Hispanic students) passed a transfer-level Math course by spring 2011.

MATH	Two levels below transfer			
	Students	Attempts	Success	Continuation
2009-2011	488	729	294	66.7%
2011-2013	310	434	180	73.3%
Hispanic 09-11	284	411	158	69.6%
Hispanic 11-13	178	250	104	76.0%

MATH (ONE LEVEL BELOW): In 2011-2013, there was significantly improved success rates from 2009-2011 for students originally placed one level below transfer.

Cohort	One level below transfer				Transfer Level				Change
	Students	Success	Percent	Continuation	Students	Success	Percent	Cohort	
2009-2011	480	253	52.7%	66.4%	168	116	69.0%	24.2%	
2011-2013	570	367	64.4%	54.0%	198	135	68.2%	23.7%	-0.5%
Hispanic 09-11	255	123	48.2%	72.4%	89	59	66.3%	23.1%	
Hispanic 11-13	344	206	59.9%	57.8%	119	79	66.4%	23.0%	-0.2%

The percent of students in the two-year cohorts who persist and pass a transfer level Math course remains low and dipped slightly within the margin of error in the 2011-2013 period. For the cohort beginning two levels below, the percent dropped from 9.8% in 2009-2011 to 8.1% in 2011-2013. The rates for the cohort one level below remained relatively steady.

ENGLISH (TWO LEVELS BELOW): In the Fall 2011 English cohort at two levels below transfer, success rates jumped 15.5 percentage points for all students and 13.1 percentage points for Hispanic students. The transfer-level success rate is lower overall; however, because of increased persistence and success rates earlier in the sequence, 32.1% of the fall 2011 cohort completed English V01A, a 7.4 percentage point increase for all students and 6 percentage point increase for Hispanic students.

ENGLISH (ONE LEVEL BELOW): We see a notable improvement in the continuation from one level below transfer into the transferable English course, increasing from 66.1% for the 2009 cohort (two levels below) to 78.9% for the 2011 cohort.

Cohort	One level below transfer				Transfer Level				Change
	Students	Success	Percent	Continuation	Students	Success	Percent	Cohort	
2009-2011	586	453	77.3%	70.6%	320	263	82.2%	44.9%	
2011-2013	572	447	78.1%	73.8%	330	268	81.2%	46.9%	+1.97%
Hispanic 09-11	379	297	78.4%	70.7%	210	171	81.4%	45.1%	
Hispanic 11-13	392	305	77.8%	74.4%	227	181	79.7%	46.2%	+1.05%

In the 2011-2012 academic year, English instructors in courses one level below transfer began actively encouraging students to enroll immediately in the transfer course through in-class activities and worksheets, and continuation rates have steadily improved. We note that this same practice should be extended to the courses two levels below transfer in which continuation rates have slumped from 87.0% to 79.4%.

In English, there is very little achievement gap for Hispanic students (who in some cases outperform the overall success rates). We did mark a remarkable increase in the success rates of women. The percent of the cohort of women who passed a transferable course grew by over 13 percentage points from 23.4% in 2009-2011 to 36.5% in 2011-2013.

ENGLISH	Two levels below transfer			One level below transfer			Transfer Level		
	Students	Success	Success Percent	Students	Success	Success Percent	Students	Success	Success Percent
Women 09-11	141	91	64.5%	79	60	75.9%	41	33	80.5%
Women 11-13	156	141	90.4%	116	95	81.9%	70	57	81.4%

ESL (DATA PROBLEMS WITH TRACKER): For ESL, we have had numerous changes to curriculum as well as name changes (higher-level courses are now designated ENGM – English for Multilanguage Students). We have also changed from an integrated program into separate skills (Reading, Writing, Speaking, Listening). The current Cohort data for ESL does not appear to be accurate. We are in the process of re-evaluating our coding. We understand that it must be accurate for us to be able to track success appropriately.

[4a]. Long-Term Goals (5 yrs.) for ESL/Basic Skills

Refer to your last year’s report. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2014-2015 action plan. Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include only the funds from 2014-2015 that are allocated to each goal.

[4b]. 2014-2015 ESL/Basic Skills Action Plan

Your Long-Term Goals from the report submitted by October 10, 2013 inform your Action Plan for 2014-2015. How will you make progress towards attaining your long-term goals? What are your intermediate steps to bring you to that point? What will you do in 2014-2015 to move you along that trajectory? These questions are to guide you in developing your Action Plan.

Using the action plan template, provide a maximum of five activities. All activities should be related to attainment of the long-term goals you set down in section 4a. Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals. In addition, some of your outcomes should be focused on student success (e.g. successful completion

and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

Here are specific instructions for each section of the action plan.

- a. Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- b. Associated Long-Term Goal ID: Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- c. Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- e. Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
- f. Funds: Include only the funds from your 2014-2015 allocation that will be spent on conducting this item.

[5]. 2014-2015 ESL/Basic Skills Allocation Expenditure Plan

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2014-2015 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August 2014.)

Note that this advance allocation may change at P-1 reporting, which is based on the college's 2013-2014 - 320 reports that are due at the Chancellor's Office on November 1, 2014, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2014-15 State Budget language. A copy of Chapter 489 is posted on the Chancellor's Office website. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

ACTION REQUIRED:

- 1. Email an electronic copy of Sections [2] & [3] of your report to:**

basicskills@cccco.edu

- 2. Mail the signed Reports and Plans to:**

Basic Skills Reporting/Academic Affairs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

ACCOUNTABILITY

The \$19.07m is allocated pursuant to referenced Fiscal Year 2014-2015 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2014-2105 and the items purchased/funded that were specified in the Expenditure Plan. The 2014-2015 End-of-Year report is tentatively scheduled to be due on October 10, 2015.



**[1a] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: Ventura College

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, revert back to the State Budget. Enter from the 2011-2012 allocation the total expenditures from 7/1/2011 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor’s Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/14	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		0	
B. Student Assessment		0	
C. Advisement and Counseling Services		0	
D. Supplemental Instruction and Tutoring		53,790.81	
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		18,986.01	
G.1 Coordination		1,047.02	
G.2 Research		8,794.88	
G.3 Professional Development		7,377.55	
TOTAL:	90,000	89,996.27	3.73

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date



**[1b] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: Ventura College

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015 will revert back to the State Budget. Enter from the 2012-13 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		0	0
B. Student Assessment		0	0
C. Advisement and Counseling Services		0	0
D. Supplemental Instruction and Tutoring		46,425.15	40,000
E. Course Articulation/ Alignment of the Curriculum		0	0
F. Instructional Materials and Equipment		83.98	10,000
G.1 Coordination		0	10,000
G.2 Research		8,794.80	20,000
G.3 Professional Development		148.08	10,000
TOTAL:	90,000	55,452.01	90,000

0
0

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date



**[1c] 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: Ventura College

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated for one year with any remaining balance then reverted to the State Budget. Enter from the 2013-2014 allocation the total expenditures and planned amounts from 7/1/2013 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2013-2014 funds (refer to the final 2013-2014 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		0	0
B. Student Assessment		0	0
C. Advisement and Counseling Services		0	0
D. Supplemental Instruction and Tutoring		0	47,000
E. Course Articulation/Alignment of the Curriculum		0	0
F. Instructional Materials and Equipment		0	7,000
G.1 Coordination		0	9,000
G.2 Research		0	21,000
G.3 Professional Development		0	6,000
TOTAL:	90,000	0	90,000

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Due October 10, 2014

College Name: Ventura College

REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Goal ID	Long-Term Goal
A	The success rates of students receiving a minimum of five tutoring sessions and/or supplemental instruction for math, English, and ESL in 2013/2014, 2014/2015, 2015/2016 will be 5 percentage points higher than for MATH V01, ENGL V03, and ESL V41 and ENGM V50A students in those same classes who do not receive tutoring and/or supplemental instruction.
B	The remedial success rates on the state Scorecard for Math, English, and ESL will be 5 percentage points above the 2011/2012 levels by 2015/2016.
C	Using the cohort tracker, 44% of successful ENGL V03 students will enroll in ENGL V01A within two semesters (from a baseline of 35% in 2011/2012) by 2015/2016. Using the cohort tracker, 65% of successful MATH V01 students will enroll in MATH V03 in the succeeding semester (from a baseline of 56% in 2011/2012) by 2015/2016.

Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	The success rates of students receiving a minimum of six tutoring sessions and/or supplemental instruction for math, English, and ESL in 2013/2014, 2014/2015, 2015/2016 will be 5 percentage points higher than for MATH V01, ENGL V03, and ESL V41 and ENGM V50A students in those same classes who do not receive tutoring and/or supplemental instruction.	\$41,000
B	The remedial success rates on the state Scorecard for Math, English, and ESL will be 5 percentage points above the 2011/2012 levels by 2015/2016.	\$25,000
C	Using the cohort tracker, 40% of successful ENGL V03 students will enroll in ENGL V01A within two semesters (from a baseline of 35% in 2011/2012) by 2015/2016. Using the cohort tracker, 65% of successful MATH V01 students will enroll in MATH V03 in the succeeding semester (from a baseline of 56% in 2011/2012) by 2015/2016.	\$15,000
	TOTAL ALLOCATION:	\$81,000

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Instructional Officer

Date

Signature, Chief Student Services Officer

Date

[4b] 2014-2015 ESL/Basic Skills Action Plan

Due October 10, 2014

College Name: Ventura College

Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Tutoring for basic skill Math, English, and ESL courses. Activity also includes research to track success	A, B, C	June 2015	LRC Administrator, supervisor, and staff and Basic Skills Committee	Students who attend a minimum of 6 tutoring sessions per discipline will have success rates 5 percentage points higher in that discipline than the success rates for all other students.	\$35,000
Supplemental instruction for basic skill Math, English, and ESL courses. This activity also includes the research to track success.	A, B, C	June 2015	LRC Administrator, supervisor, and staff and Basic Skills Committee	Success rates for students participating in SI activities will be 5 percentage points higher than for students who do not participate in a minimum of five SI activities.	\$16,500
Supplemental instruction for accelerated basic skill English and Math classes. Activity includes research to track success.	A			Success rates for student in accelerated courses will 5 percentage points higher than for students in non-accelerated sections.	\$4,500
In class strategies to improve progression rates in basic skills Math and English courses.	C	2015/2016	Math and English faculty and Basic Skill Committee, Basic Skills Coordinators.	40% of successful ENGL V03 students will enroll in ENGL V01A within 2 semesters. 65% of successful MATH V01 students will enroll in MATH V03 within 2 semesters.	\$1,500
In class counseling visits (Integrated counseling) is provided to make students aware of counseling, career, and transfer services, as well as to inform them about Degree Works.	B, C	2105/2016	Counselors, Math and English faculty, Basic Skills Coordinators.	40% of successful ENGL V03 students will enroll in ENGL V01A within 2 semesters. 65% of successful MATH V01 students will enroll in MATH V03 within 2 semesters.	\$6,500

Professional Development	A, B, C	June 2015	Basic Skill Committee, English, Math, Counselors, and ESL faculty	Faculty will attend conferences and workshops to bring back information to share with their respective department faculty and the Basic Skills Committee.	\$4,000
Reading Plus Software	A, B	August 2015	Dean and English/Reading Faculty	Students utilizing Reading Plus software in a Reading class will, on average, increase two grade levels per semester (measured by Reading Plus).	\$6,000
Lending Library Basic Skills Textbooks	B, C	August 2015	Learning Resources Supervisor	A student's ability to be successful and retain in a course will be increased as a result of having access to textbooks through the lending library program. Students will indicate, through a survey, that the program promotes their success and retention in the course and/or school.	\$7,000
				TOTAL ALLOCATION:	\$81,000

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Instructional Officer

Date

Signature, Chief Student Services Officer

Date

EXAMPLE GOALS and ACTION PLAN ACTIVITIES

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within four years will increase by 2% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010.	\$40,000
B	The successful progression rate of students from beginning algebra to intermediate algebra will increase 5% by 2016-2017 over the 2010-2011 rate.	\$50,000
TOTAL ALLOCATION:		\$90,000

[4b] 2014-2015 ESL/Basic Skills Action Plan

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Continue support for the third year of the college's Puente program and related activities.	A	May 2015	Puente Coordinator	Percentage of Chicano students in Puente cohort who successfully complete Freshman composition will be 5% higher than the successful completion rate for Chicano students in 2010-2011.	\$40,000
Explore combining the two-semester before Freshman composition into a single-semester course.	A	March 2015	English Department Chair	English department will make a decision regarding whether or not to develop new course combining the two levels of English prior to English 100	\$0
Implement Supplemental Instruction for Beginning and Intermediate Algebra (developed in 2011-2012) using contextualized curriculum.	B	May 2015	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Fall 2014.	\$25,000
		May 2015	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Spring 2015.	\$25,000
		May 2015	Dean of College Learning & Instruction	Successful completion rate for algebra classes with SI support will be 10% higher than the average for the same algebra classes taught by the same instructors over the previous four semesters.	
TOTAL ALLOCATION:					\$90,000



**[5] 2014-2015 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2014**

NOTES: Reminder that starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, will revert back to the Chancellor’s Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2016. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: Ventura College

2014-2015 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Dr. Eric Martinsen	Basic Skills Co-chair	emartinsen@vccd.edu
Mr. Dan Kumpf	Dean of Sciences and Mathematics	dkumpf@vccd.edu
Mr. Peter Sezzi	Academic Senate President	psezzi@vccd.edu
Dr. Greg Gillespie	College President	ggillespie@vccd.edu
Mr. David Keebler	Vice President, Business Services	dkeebler@vccd.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	\$13,000
Student Assessment	0
Advisement and Counseling Services	\$8,000
Supplemental Instruction and Tutoring	\$46,000
Coordination & Research	\$10,000
Professional Development	\$4,000
TOTAL:	\$81,000

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

Ventura College Academic Senate

Oct 2, 2014

V. d. ISLO-3 – Critical Thinking and Problem Solving

ISLO-3 RUBRIC FOR CRITICAL THINKING AND PROBLEM SOLVING

Students will recognize and identify the components of problems or issues, examine them from multiple perspectives and investigate the ways to resolve them using reasoned and supportable conclusions while differentiating between facts, influences, opinions, and assumptions.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Points	2	1	0
Recognition of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated without clarification or description.
Examination of issues from multiple perspectives	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Use of critical thinking to make an informed decision	Analyzes situation from relevant and/or safety considerations and selects appropriate action.	-----	Does not analyze situation from relevant and/or safety considerations and does not select appropriate action.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Ventura College Academic Senate

Oct 2, 2014

V. e. VCCCD Mission Statement

**MISSION STATEMENT
(DISCUSSION DRAFT)
VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**

Ventura County Community College District (VCCCD) commits to serving students in diverse communities and assisting students in the attainment of educational, career, and personal goals.

VCCCD provides accessible, high quality, educational opportunities that produce student learning and student success in educational, career and vocational associate degrees and certificate programs and transfer preparation to universities. Effective, efficient student support services are offered to assist in the accomplishment of the District's mission.

VCCCD works to enhance local, regional, and state economic growth and global competitiveness within the pursuit of its mission.

VCCCD programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

Ventura College Academic Senate

Oct 2, 2014

**V. f. Ventura College Academic Senate Goals
for 2014-2015**

Senate Goals (Draft comments from Sept 25, 2014 meeting)

- More open forum among faculty
- Outreach to the local community
- More voting influence on program review
- Let's have Senate meetings that go for 75 min
- Clarify our rights as Academic Senate to support faculty goals
- More discussion about pre-/co-requisites
- Work with streamlining whole campus communication (i.e., weekly memo/master calendar)
- Work to condense committees
- Shorter meetings – 1 hour
- Would like us to take positions on issues that affect faculty & address with the administration and the Board of Trustees
- Improve program review & accreditation
- Improve communication across campus
- Communication on campus
- Program review
- Increase communication across campus especially between management & faculty (shared) governance
- Grading policies
- Faculty input into budget
- Streamline process for program review
- I would like more communication from the President and EVP
- Bring realistic academic standards
- Install clear guideline for teach student authority
- Try to relieve school book cost by keeping curriculum similar to previous or apply for grants to supplement costs
- Schedule of classes
- Better communication
- Committee on campus
- Make clear expectations on the 10+1 (new senator so need this info more clear)
- Faculty governance strengthened on campus in preparation for accreditation
- Revisit program review
- I would like Senate to address the issue of the unequal distribution of committee work (i.e., a few faculty doing all the work)

Ventura College Academic Senate

Oct 2, 2014

V. g. Student Success and Support Program Plan

TO: Chief Student Services Officers
Chief Business Officers
Student Success and Support Program Coordinators

CC: Chief Executive Officers
Chief Instructional Officers

FROM: Linda Michalowski
Vice Chancellor, Student Services and Special Programs

SUBJECT: Credit Student Success and Support Program (SSSP) Allocations for 2014-15

This email contains the 2014-15 Credit Student Success and Support Program (SSSP) allocations, with references to information on the allowable use of SSSP funds and the Credit SSSP match requirements.

2014-15 State Budget and SSSP Funding: The 2014-15 State Budget increased funding for the Student Success and Support Program (SSSP) by \$100 million, bringing the program's funding available for allocation to colleges for the Credit SSSP to \$173,727,000. The 2014-15 allocations were generated by the formula in effect for 2013-14 and historically for the Credit Matriculation program, based solely on 2013-14 unduplicated student headcount weighted for new and continuing students. That formula will now be retired. For 2015-16, the allocations will be based on the new SSSP funding formula, using 2014-15 year-end MIS data on unduplicated student headcount and the provision of SSSP core services.

Allowable Use of SSSP Funds: SSSP funds are for the sole purpose of providing the core services of orientation; assessment; counseling, advising, and other education planning services; and follow-up interventions for at risk students (defined as students who are on academic or progress probation, facing dismissal, enrolled in basic skills courses, or who have not declared a specific educational goal and course of study). SSSP funds are provided to supplement district expenditures for student support and may not supplant or take the place of other resources. Colleges have the ability to move specific expenditures among funding sources as long as the net effect is an increase in allowable expenditures equal to the college's allocation and a comparable increase in the expenditure of matching funds. Please refer to the SSSP Handbook for SSSP title 5 regulations and Funding Guidelines, which include definitions and specific guidance on allowable and prohibited expenditures. The Handbook chapters and appendices can be found on our [website](#).

Match Requirements: For 2014-15, colleges are required to spend \$2 of district funds for every \$1 of Credit SSSP funds to meet the match requirement in support of the SSSP. (Please note that the 3:1 Credit SSSP match remains in effect for 2013-14 funds, which can be spent through December 31, 2014 as a result of carryover authority.) Please refer to the SSSP Funding Guidelines for specific guidance on expenditures and funding sources that can be counted for SSSP match.

There are three attachments to this email, which can also be accessed on our [website](#).

- 2014-15 Student Success and Support Program allocations;
- Student Success and Support Program Funding Guidelines; and
- Student Success and Support Program title 5 regulations.

You will find the Student Success and Support Program Plan template and additional supporting material at this site as well.

Please note that the Noncredit SSSP allocations will be coming soon.

Contact: Please direct questions to one of the following:

Jeff Spano, Dean of Student Services at jspano@cccco.edu or 916-327-7252 or
Debra Sheldon, Student Success and Equity Specialist at dsheldon@cccco.edu or 916-322-2818.

You can also feel free to contact me directly.

Linda Michalowski
Vice Chancellor, Student Services and Special Programs
California Community Colleges Chancellor's Office
Office: (916) 327-5361
Cell: (916) 804-9392
Fax: (916) 327-8232
Email: lmichalo@cccco.edu



Student Success and Support Program Plan (Credit Students)

2014-15

District: Ventura County Community College District
College: Ventura 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

**VENTURA COLLEGE 2014-15 STUDENT SUCCESS AND SUPPORT
PROGRAM PLAN**



Ventura College will be a beacon of learning...a source of inspiration and guidance for our students and community

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Ventura College
District Name: Ventura County Community College District

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

Signature of College SSSP Coordinator: _____

Name: Victoria Lugo _____ Date: 9/22/14

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

Name: _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: _____ Date: _____

Signature of College Academic Senate President: _____

Name: _____ Date: _____

Signature of College President: _____

Name: _____ Date: _____

Signature of District Chancellor: _____

Name: _____ Date: _____

Contact information for person preparing the plan:

Name: Victoria Lugo
Email: vlugo@vcccd.edu

Title: Dean of Student Services
Phone: 805-289-6064

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 §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.

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.).**

Ventura College is a mid-sized college serving approximately 12,000 students. The diversity of students attending Ventura College consist of 2.65% African American, 5.19% Asian, 55.21% Hispanic, .35% Native American, .28% Pacific Islander, 3.67% Two or more races, 31.84% White and .71% unknown. Ventura College is a Federally Designated Hispanic Serving Institution.

The college serves approximately 3500-4000 incoming freshman and students returning after a long absence. We pay particular attention to our local high school population that includes Ventura High School, Buena High School, St. Bonaventure High School, Nordhoff High School (in Ojai), Fillmore High School and Santa Paula High School. Outreach and matriculation staff visits every high school in our local area to present workshops on applying to Ventura College. Students that apply are assigned a Student Identification number that they will need to set up their Ventura County Community College District student portal. During the Spring, the matriculation team visits each high school and provides assessment testing to those students that have applied and have a Student Identification number. Matriculation staff then returns to the high schools to disseminate students' assessment scores and discuss recommended placement into suggested courses. Although the three colleges of the District utilize different assessment tests, we do have reciprocal agreements between Oxnard and Ventura Colleges. Moorpark College uses a system of self-assessment, and students who have not met prerequisites through courses at Moorpark must take an assessment at Oxnard College or Ventura College.

This Summer, the Ventura College developed an inaugural First-Year Experience (FYE) Week, with approximately 100 participants. The week provided students with an extensive and extended college orientation which consisted of workshops highlighting various college programs and services, networking activities, free meals and an opportunity for student to truly get to know the college prior to the start of the Fall semester. Groups were led by student leaders, who really connected with the freshman and shared stories about their own first semester in college. They related to the students their own feelings of being lost and isolated during their first semester of college, and the in-coming

freshman truly connected with the student leaders. Student feedback about the event was overwhelmingly positive, and by the end of the week, students felt ready and confident to transition from high school to college. As a result of this experience, the Ventura College has instituted a peer mentoring program to follow the cohort of First-Year Experience students and to continue to support the students during their first year of college. Research will be conducted to determine if the FYE intervention was successful. Ventura College plans to hire a First-Year Experience Counselor to expand the program in future summers.

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

FACULTY

1. Guadalupe Moriel-Guillen, Counselor/Department Chair - Assists with General orientation/group counseling sessions/individual counseling and education planning
2. Scott Brewer, Counselor/Athletics – Assists with orientation for student athletes and general orientation/group counseling/ individual counseling and education planning
3. Marian Carrasco Nungaray, Counselor/Lead Counselor for Transfer – Assists with general orientation/group counseling/ individual counseling and education planning
4. Marcelino De Cierdo, Counselor/Lead Counselor for Career – Assists with general orientation/group counseling/ individual counseling and education planning
5. Helen Galindo, Counselor – Assists with general orientation/group counseling/ individual counseling and education planning
6. Angelica Gonzales- Counselor/Lead Counselor for Nursing – Assists with general orientation/group counseling/ individual counseling and education planning
7. Jose Gutierrez, Counselor – Assists with general orientation/group counseling/ individual counseling and education planning
8. Beatriz Herrera, Bilingual Counselor/Lead Counseling for Nursing – Assists with general orientation/group counseling/ individual counseling and education planning
9. Yia Vang, Counselor – Assists with general orientation/group counseling/ individual counseling and education planning
10. Daniel Walsh, Counselor – Assists with general orientation/group counseling/individual counseling and education planning
11. Corey Wendt, Counselor – Assists with general orientation/group counseling/ individual counseling and education planning

12. Lauren Wintermeyer – Counselor – Assists with general orientation/group counseling/ individual counseling and education planning
13. First Year Experience Counselor – (Currently Vacant) – Will develop programs and services for first time freshmen that include counseling, assessment, advising and follow up activities.
14. Pablo Diaz, Adjunct Counselor, assists with general orientation, group and individual counseling.
15. Gema Espinoza, Adjunct Counselor, assists with general orientation, group and individual counseling.
16. Trevor Hess, Adjunct Counselor, assists with general orientation, group and individual counseling.
17. Arthur Lara, Adjunct Counselor, assists with general orientation, group and individual counseling.
18. Jolene Martin, Adjunct Counselor assists with general orientation, group and individual counseling.
19. Aurora De La Selva, Adjunct Counselor, assists with general orientation, group and individual counseling.

CLASSIFIED STAFF

- Richard Torres, Outreach Specialist, works in the Ventura College Welcome Center and assists first time and returning students with submitting their application and assisting with high school assessment activities.
- Barbara Barajas, Student Services Specialist, works in the Welcome Center and trains and supervises the Student Ambassador program.
- Rick Trevino, Student Activities Specialist, oversees student government and clubs, coordinated the First-Year Experience week.
- Alma Rodriguez, Financial Aid Officer, oversees the college's Financial Aid Office and co-coordinated the First-Year experience program.
- Allison Torres, Counselor Assistant for advising.
- Vacant, Counselor Assistant

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.**

Ventura college has developed its own online orientation. The link is:
<http://orientation.venturacollege.edu/college-orientation>.

Ventura College has a Welcome Center staffed with a full-time Student Outreach Specialist and Information Center Specialist. The college also utilizes student ambassadors to assist new and returning students with accessing the online orientation on their college portal, as well as assisting students to set up their student portal and retrieve their password. The college provides in-person orientation sessions for those students who chose to participate.

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 §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 §55031;
- (2) Maintaining registration priority pursuant to §58108;
- (3) Prerequisite or co-requisite challenge process pursuant to §55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to §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

Both the online orientation: <http://orientation.venturacollege.edu/college-orientation>, and on-ground orientations cover items (1) – (8).

During Spring, 2015, the College will bus high school seniors to the campus for their assessment testing. It is our philosophy that a student should become familiar with the campus prior to their first day of college.

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.

The college also covers the IGETC, CSUGE, AA degree requirements, ADT's, Certificates of Completion and Achievement and other relevant transfer information when providing orientation. This includes an overview of all of Transfer and Associate Degree forms and how they will be used. All new students are required to attend a mandatory counseling group, where a first semester abbreviated educational plan is developed using Degree Works software for each student. Every student is encouraged to return in September or October to complete a comprehensive electronic educational plan using Degree Works.

Workshops for undecided students have been developed with a focus on career exploration, assessment, major talks from faculty in the discipline, talks by professionals from industry and identification of an academic major and goal. In the past, the college had charged students a \$15 fee to take the Myers Briggs Type Indicator and Strong Interest Inventory (MBTI and SII). SSSP Funds will allow the college to test students free of charge which will assist students in working with a counselor to identify a major and goal.

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.

THIS INFORMATION IS ATTACHED IN THE BUDGET PLAN.

7.

ii. Assessment and Placement

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.).

Students tested by the Ventura College assessment office during the course of a school year are drawn from a demographically diverse pool of potential attendees. Although most are concentrated in the west side of Ventura County in areas such as the Santa Clara Valley, West and East Ventura and the Oxnard Plain, Ventura College attracts and assesses a good number of students from the Conejo Valley and the Simi Valley on the Eastern side of the county as well. The Ventura College assessment office typically assesses 3,500 to 4,000 students per school year. In terms of gender, students assessing through the Ventura College Assessment Office are evenly split at 50% males and 50% females. Although ages of the assessment population range widely from below 18 years to over 50 years, 30% to 40% of students taking the assessment test reported their age at 18 to 24 years, with an additional 20% reporting their age at 25 to 39 years. Ethnically, Ventura College has continued to be a strong Hispanic serving institution, with 44% to 49% of assessing students reporting Hispanic ethnic background, while 24% to 30% reported their ethnic background as White, not Hispanic. The remaining ethnic mix was split in 1% to 3% pockets among American/Indian, Asian, Pacific Islanders, Black, Filipino, and other.

In the past, assessment and placement services have been rendered through a matriculation process which began with the Outreach Specialist holding application workshops at high school campuses or on the Ventura College campus. Interested students could participate and complete an application which would give them a student ID number. The students could then use these ID numbers to sign up for the assessment test. Testing sessions were conducted on high school campuses and on the Ventura College campus in paper and pencil format. The tests were also conducted on a computerized basis in the Assessment testing office. After obtaining their test results and completing an on-line orientation, students were able to make an appointment to attend a counseling session during which they could receive assistance in selecting classes and developing an educational plan from a Ventura College counselor. These services are designed to be utilized by students during the incipient stages of becoming a student at Ventura College. Additionally, the college sponsors an Annual Counselor Exchange Conference for all high school counselors in the Ventura College service area. The conference covers program updates, changes to the Ventura Promise and any new practices regarding the matriculation process.

Although no formal partnerships have been developed to facilitate the process noted above, personnel in the Ventura College Assessment Office and Counseling Office and at the local feeder high schools have developed and maintained informal relationships and worked through these relationships to keep each other informed and to provide ready access for students who wish to participate in the process. We will implement assessment testing on campus during Spring, 2015 by busing students to the campus.

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.

1. Stephen Manriquez, Matriculation Specialist II, oversees the Assessment Center
2. Vacant, Matriculation Specialist II, oversees the Assessment Center
3. Margaret Dominguez, Matriculation Specialist I, assists in assessment testing
4. Angeles Rodriguez, Administrative Assistant, Matriculation, assists in assessment testing
5. Michael Callahan, Institutional Researcher

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 the College Test for College Placement (CTEP) assessment instrument for English and the Math Diagnostic Testing Project (MDTP) to assess math readiness. Both instruments are offered in formats both online and in person. During the spring semester, staff provides paper and pencil assessment testing at each feeder high school. By the time student's graduate from high school, they have completed their college applications, taken the assessment test and participated in an online orientation. We anticipate that we will assess approximately 3,000 new and incoming students during FY 14-15.

The college offers both English as a Second Language (ESL) courses, and English for Multilingual students (EML). The English as a Second Language program at Ventura College helps students develop proficiency in writing, grammar, reading, vocabulary and oral communication. Students improve language skills for work, life in the community, and for success in coursework for college degrees and occupational certificates. In a short time students will feel confident in their English language skills to pursue their academic and career goals. *English for Multilingual Students* are vocational and college preparatory courses designed for students who speak other languages besides English. Multilingual students may not consider themselves ESL yet they have challenges with English grammar, writing and reading comprehension. The courses are also for advanced ESL students who plan to further their education, such as obtain a certificate, Associates Degree or transfer to a university. Both programs use an assisted self-placement which is offered only in person.

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

Multiple measures employed for placement purposes include a ten-question multiple measure

questionnaire which is incorporated into the scoring process for the English test. Counselors may also decide to use their own discretion to assist them in appropriately placing students. Other sources counselors may use include but are not limited to AP test scores, IB test scores, SAT scores, EPT, ELM, CSU's EAP and the ACT tests. High school transcripts may also be used in this process.

In addition to the assessment tests described above, students may have counselors evaluate high school transcripts, AP Exams and other information using multiple measures to recommend course placement. These measures would be employed in the course of a counselor's interview process. After considering our own test scores, the counselor may note discrepancies in the student's performance on the tests when compared to his/her transcripts or other information noted during his/her interview of the student. A counselor may determine that a student's poor performance on the assessment test may be mitigated by information such as past performance on one of the noted tests. The counselor could then justify use of these multiple measures to elevate the student to a higher level based on those test scores.

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

Ventura College utilizes assessment tests for English and Math and an assisted self-placement for ESL and ELM courses.

(c) 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.)

Ventura College's English and math departments maintain strong preferences for test results obtained through the Ventura College assessment process. However, if a student requests it, the Assessment Office will accept test results from other colleges and universities as mandated in the Ventura College Catalog. Ventura College also accepts placement results from Oxnard College which currently uses the Compass On-line computerized assessment test. However, Ventura College does not accept placement results from Moorpark College as Moorpark's assessment is self-administered and the final placement results are essentially self-placement.

2. 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.

This question is addressed above.

3. 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?

a. Pre-test practice

The English department recently implemented a pre-test practice study guide. It is a double-sided document which briefly explains the test format and describes the three sub-tests, which together comprise the CTEP (College Tests for English Placement). The study guide also includes a number of sample questions, as well as some reading samples which are comparable to the reading selections included on the actual test. Students who do take the time to read the samples and attempt to answer the sample questions should be able to walk into the test with some realistic expectations of what the test will be like and the level of reading which will be presented on the actual test.

Students who wish to prepare for the math assessment are directed to free websites such as Khan Academy, as well as to practice sections posted on the Ventura College website. Efforts had been made to utilize the MyMathTest website for student preparation and remediation in preparation for taking the math assessment test. However, these efforts were abandoned after a trial period resulted in some confusing situations and frustration pertaining to access codes and students believing they needed to pay for the on-line services.

b. Retake

Ventura College assessment allows students to retake the assessment test **once only** unless they obtain permission from a counselor to make an additional attempt at the test. There is currently no set amount of time that a student must wait before he or she can retake the assessment test. There are no other requirements for taking the assessment test; however, the math department did enact such a policy when the MyMathTest was being used as the practice vehicle. At that time, the math department was requiring students, who wished to retake the math assessment, to remediate with MyMathTest prior to taking the test. This policy is no longer in effect since that website is no longer being recommended.

c. Recency

There is currently no recency policy in place with regard to assessment testing at Ventura College.

4. 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?

Other tests accepted for placement at Ventura College include, but are not limited to, AP test scores, IB test scores, SAT scores, EPT, ELM, and ACT tests. High school transcripts may also be used in this process. Ventura College does accept the EAP scores for English placement but not for the math scores.

5. 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.

Mathematic Diagnostic Testing Program (MDTP) license: \$800.00 annual
 College Test for English Placement (CTEP) license: \$1,296.00 annual
 Harland Tech. Services: Scanner Maint. Agreement: \$1484.00 annual
 Comp. Assess. Placement Program (COMASS) Assessment Placement Software
 Maintenance and Upgrade Agreement: \$1,800.00 annual
 COMASS- Scantron Answer Sheets: \$1,093.60 (depends on need)
 Printing budget: \$500.00 - \$1,000.00 annual

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) *Counseling* – Several college populations have been identified to receive counseling services. Ventura College matriculated nearly 3,500 newly graduated high school students who received group counseling and completed a first semester abbreviated education plan. Counselors also see students enrolled in basic skills, students seeking certificates or degrees, students seeking workplace skills/improvement. Over 10,000 students have been served by counselors including one-on-one appointments, group advisement and specialized workshops including transfer, nursing and other program specializations. Counselors also visit English, Math, Engineering, Child Development, Art and CTE classrooms to invite students to come in and develop their Student Education Plans.

(b) *Advising* – Advising is incorporated under counseling.

(c) *Other educational planning services* – This area includes financial aid appeals, appointments for students with 4-year transfer representatives, comprehensive audits of CTE students to determine how close they are to completing their programs of study, probation/dismissal workshops to improve study and time management skills, first year experience programs and other related educational services.

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.

Currently, the college offers limited offerings online. The orientation and some telephone counseling sessions are the only services that are available to students. A meeting was held recently with staff from the Distance Education department to make arrangements to train every counselor and develop both courses and core services such as probation/dismissal workshops on line. Most of the services are completed in person at the college. The counseling office offers both drop-in and counseling appointments.

During peak times, appointments are reserved for special circumstances such as financial aid appeals, developing education plans for Veterans and reviewing probation petitions. Newly matriculated students are seen in groups of no more than 15 to develop a first semester abbreviated education plan. All other services are offered in person on a drop-by basis and waits can be as long as one to two hours. The counseling center also offers students same-day appointments on a first come-first served basis. Students who arrive to the office in person are given priority for these same day appointments.

The SSSP additional funds have allowed the college to hire six adjunct counselors, which will shorten the wait time for students during peak. Additionally, the Counselor Assistant positions will be available to answer quick questions, complete petitions and verify and clear prerequisites. The college recently acquired Grades First software for booking student appointments. Students may book appointments no more than two weeks in advance. Grades first send the student both an email and text message reminding them of their appointment. This has greatly decreased our rate of “no shows” and most students attend their scheduled counseling appointments.

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

Newly matriculated students participate in small group workshops with counselors to develop abbreviated education plans. The plans are developed utilizing Degree Works software, which is a degree audit system. Students, with the assistance of counselors, develop abbreviated plans and these plans are approved by counselors. The student then has access to their education plans online through their my.vcccd student portal. These plans cover anywhere from one to two semesters.

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.

In order to develop a comprehensive education plan, a student must set up an appointment with a counselor. The counselor and the student review prior coursework taken both at Ventura College and other campuses outside the District. Counselors thoroughly explain to students all of the options that are available to them such as Associate Degrees for Transfer, California State and University of California transfer requirements, articulation agreements using ASSIST, and options for transfer to private colleges and universities. Depending on the students’ needs, an education plan is developed to assist the student to achieve their ultimate goal. Education plans are then saved in Degree Works so that if a student changes their mind or their major, they can go to any counselor and determine what has been completed to date. The college also has a Career and Transfer Center to assist students who are undecided about either their major or their ultimate transfer institution. The Career and Transfer Center staff facilitates many workshops and campus representatives both locally and nationally.

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).

15.65 FTE Counselors - Provide group and one on one counseling services, group and one on one orientation, follow up services, probation and dismissal workshops, teach Counseling courses, and conduct classroom presentations. Full time counselors work a 35 hour week, with 3 hours provided for professional development, 5 hours for committees and other governance activities leaving 27 hours weekly for direct student contact.

1.0 FTE Matriculation Specialist II – Assist with the assessment testing of students, validate prerequisites, and test at the local high schools. All classified positions are 12 months, 40 hours per week.

1.0 FTE Matriculation Specialist I – Assists with assessment testing, proctors assessment testing.

1.0 FTE Administrative Assistant – Assists coordinator and assessment center staff with reporting requirement, assessment testing assistance and high school testing.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

The college utilizes **Degree Works** software for the development of electronic education plans. Degree Works is a comprehensive academic advising, transfer articulation and degree audit system that allows students to track their progress, stay motivated and graduate on time. Degree Works allows both students and counselors clear visual indicators to show whether program requirements have been completed, what courses are currently in progress and what is needed to complete the students program of study. Students can also perform “what if” audits that can recalculate their progress in meeting requirements should they choose to change their major or program of study.

Recently, the District purchased **Grades First** software for scheduling. Grades First is an advising management program that allows students to schedule appointments. The software sends students both an email and text reminder of their appointment, resulting in a decrease of “no shows” for scheduled appointments. It also assists to identify and notify at-risk students so that counselors and instructional faculty can intervene earlier. Grades First tracks and records all notes, appointments, and communication so they can always be referenced. The District has mapped all of the MIS data elements to Grades First. When a counselor meets with a student, the MIS Data Code is reported electronically leading to better data management.

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.

All software pertaining to Grades First and Degree Works are financially supported by the District Office.

iv. Follow-Up for At-Risk Students

1. **Describe the target student audience according to Title 5 §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:**

Ventura College targets follow-up services to students identified at risk including students enrolled in basic skills course, students who have not identified an education goal or course of study, or students who are on academic progress probation or facing dismissal.

- a. **Types of services are available to these students; how they are notified and when.**

Basic Skills – During the fourth week of the semester, counselors visit selected basic skills English and Math courses and present information regarding counseling, tutoring, EOPS, DSPS, CalWORKs and other services available to students to assist them in achieving student success. Counselors give the phone number of the counseling office and encourage students to make half hour appointments for the purposes of individualized educational planning. Two to three weeks later, the counselor again visits the basic skills classes to follow up and determine if students have additional questions. A small survey is also disseminated and results calculated to determine the effectiveness of these visits.

Students on Academic Probation and Dismissal

The College currently has over 1800 students identified as being on academic sanction. Students will be identified using Grades First software and invited to attend student success workshops offered by counselors during days, evening and Saturdays. Each student's transcript will be reviewed and an individual plan will be developed for each student to ensure that they get back on track. Students are notified during the sixth week of the semester and provided appropriate interventions.

Students who have not identified an education goal or course of study

The College will identify student who have taken 15 units of degree applicable coursework and offer career development/major selection workshops to assist them to identify a goal.

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

Students will be tested and assessed using the Myers-Briggs Type Indicator, Strong Interest Inventory and other career related programs to assist students to select an education goal or course of study.

- c. **How the services identified in "a" and "b" above are provided (online, in groups, etc.).**

All services identified in a and b above will be offered in person both individually and in groups. Probation/Dismissal workshops will be offered in small groups with time allocated for education plan development. Career testing may happen in groups; however results will be shared with each student individually.

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

Teaching faculty play an essential role in identifying students at risk. Faculty can identify these students through their roster and send them a letter indicating the area of concern. Faculty are copied on the letter that is disseminated to the student through their student portal. Approximately 800 students per semester are identified through Early Alert. During 14-15, a Grades First campaign for midterm academic progress will be provided from faculty to counselors to identify students that may require follow up services.

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

15.65 FTE Counselors provide follow-ups services including workshops for students on probation.

2.0 FTE Classified Matriculation Specialists I/II implement and oversee the Early Alert program.

1.0 SSSP Administrative Assistant coordinates Early Alert program.

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

Currently the BANNER system provides faculty with the ability to identify at risk students by clicking on their rosters online. The college plans to utilize Grades First software to identify students on academic and progress probation and provide them with student success workshops including study skills, time management and how to calculate their Grade Point Average.

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.

Included in budget

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 institutional researcher provides reports on the needs of students disaggregated by race, gender and ethnicity. The Grades First program will allow the researcher to design reports on the numbers of education plans being developed, follow up services rendered and other relevant information about SSSP implementation. In addition, the College will hire a Dean of Institutional Effectiveness who will assist the college in identifying research priorities for the institution that will include SSSP and Student Equity studies.

ii. SSSP Technology

1. Describe the types of services provided through the use of technology that directly relates to the delivery of services, such as online orientation, advising and student educational planning.

Ventura College was the first college in the District to create and go live with an online new student orientation program <http://orientation.venturacollege.edu/college-orientation>. The online orientation was funded with the assistance of a Title V Hispanic Serving Institutions grant. Approximately two years ago, the District purchased Degree Works software, which allows counselors and students to develop online comprehensive and abbreviated education plans. In addition, the District recently purchased Grades First software, which allows students to be tracked in cohorts and provide the necessary support and follow up activities that will ensure their success. The software was piloted last

Fall semester with student athletes and proved to be very successful. Grades First software allows counselors to set up appointments using both email and text messaging.

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.

The College is using 5.25 transitional Admissions and Records positions as part of the District match totaling \$362,299.

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 §55520 consistent with the requirements of §55532.

The college provides an online petition for students requesting exemptions from SSSP services. Students can be exempted if they have earned an associate’s degree of higher, taking a course that is either legally required in order for each student to get or keep a paid volunteer or, or required by the students employer to meet current licensing or software standards, are enrolled at another college and are taking a class to fulfill that college’s requirements, or continuing students that have successfully completed a college level math and English class.

2. Appeal Policies
Describe the college’s student appeal policies and procedures.

Students may appeal participation in one or more 3SP activities by provide a letter and supporting documentation to the College Registrar who will make the final decision on whether the appeal is warranted.

3. Prerequisite Procedures
Provide a description of the college’s procedures for establishing and periodically reviewing prerequisites in accordance with Title 5 §55003 and procedures for considering student challenges.

Steps to Completing a Petition to Challenge a Prerequisite or Co-requisite

Students may download the Petition to Challenge a Prerequisite or Co-requisite off of the Student Services website, or pick up the petition at the Ventura College Information Desk or Assessment Office. Both offices are located inside the SSC building. To challenge a Spanish prerequisite, students

complete and submit the supplementary form available by on the assessment center website.

Students then deliver the completed petition and documentation to the Assessment Office for processing. The student should request a dated copy of the petition from the Assessment Office staff upon submission. The Assessment office will forward the petition to the appropriate Division Office for review by a department representative.

Within five working days (commencing at 8 am on the first work day following submission of the petition), the Division Office will notify the student, via email, if the petition has been approved or denied.

If approved, the Division Office will release the block on the registration system. The student may then register (on his/her designated registration date) via online or in-person.

If denied, the student must complete prerequisite/co-requisite as stated in the college catalog.

4. Professional Development

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

The college has held two college wide workshops/information sessions on the implementation of 3SP. During mandatory flex day, updates on the status of 3SP are provided by the college President and Executive Vice President. In addition, professional development workshops on the 3SP are offered during flex week and at other times during the semester.

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 Executive Vice President of Student Learning who oversees both Student Services and Instruction will spearhead the Student Equity effort on the Ventura College campus. This oversight will ensure that student equity, 3SP, Basic Skills Initiative, Accreditation Self Study and the educational master plan will be integrated with all college planning efforts. In addition, the EVP serves on the District Student Success Task Force which ensures District coordination in the planning and execution of all 3SP and Equity initiatives.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

The District created a District-wide committee with member from all three campuses to work efficiently and collaboratively to develop MIS data tracking system and ensure consistency in reporting across the three campuses. Members also shared best practices on how they were implementing student success activities across each campus. This allowed us to learn from each other and focus IT support effort on developing the computer programming and other technology-based support to ensure all the colleges were able to meet the SSSP guidelines for implementation and communication of online orientations, education plans, etc. The taskforce will be on-going as a way to continue monitoring and implementation of the student success and support program across the district, and to troubleshoot problems that may arise as well as to continue refining or collaboration. In

addition, the District Technical Review Workgroup for Student Services, which includes members from all three campuses, also worked together to update the district policies and procedures to implement the new registration priorities.

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

Name: Dr. Patrick Jefferson Title: Executive Vice President, Student Learning

Stakeholder Group: CIO/CSSO

Name: Alex Kolesnik Title: Department Chair, Math

Stakeholder Group: Department Chairs/ Math Department

Name: Karen Harrison Title: Department Chair, ESL

Stakeholder Group: ESL/Basic Skills

Name: Guadalupe Moriel-Guillen Title: Department Chair, Counseling

Stakeholder Group: Counseling/Student Services

Name: Susan Bricker Title: Registrar

Stakeholder Group: Student Success Team

Name: Leslie Drayton Title: Music Instructor

Stakeholder Group: Faculty Senate

Name: Kim Karkos Title: Child Development Instructor

Stakeholder Group: Faculty Senate

Name: Gloria Arevalo Title: Articulation Officer

Stakeholder Group: Curriculum Committee/Faculty Senate

Name: Michael Callahan Title: Institutional Researcher

Stakeholder Group: Institutional Effectiveness/Accreditation Steering Committee

Name: Corinna McKoy Title: Political Science Instructor

Stakeholder Group: Faculty Senate

Name: Kelly Peinado Title: English Instructor

Stakeholder Group: English Department/Faculty Senate

Name: Kay Snow

Title: Financial Aid Technician

Stakeholder Group: Classified Senate

Name: Barbara Barajas

Title: Information Specialist, Welcome Center

Stakeholder Group: Classified Senate

Name: Sabrina Canola

Title: Administrative Assistant, East Campus

Stakeholder Group: East Campus/Classified Senate

Name: Stephen Manriquez

Title: Matriculation Specialist II

Stakeholder Group: 3SP Staff

Name: Margaret Dominguez

Title: Matriculation Specialist I

Stakeholder Group: 3SP Staff

Name: Angeles Rodriguez

Title: Administrative Assistant, 3SP

Stakeholder Group: 3SP Staff

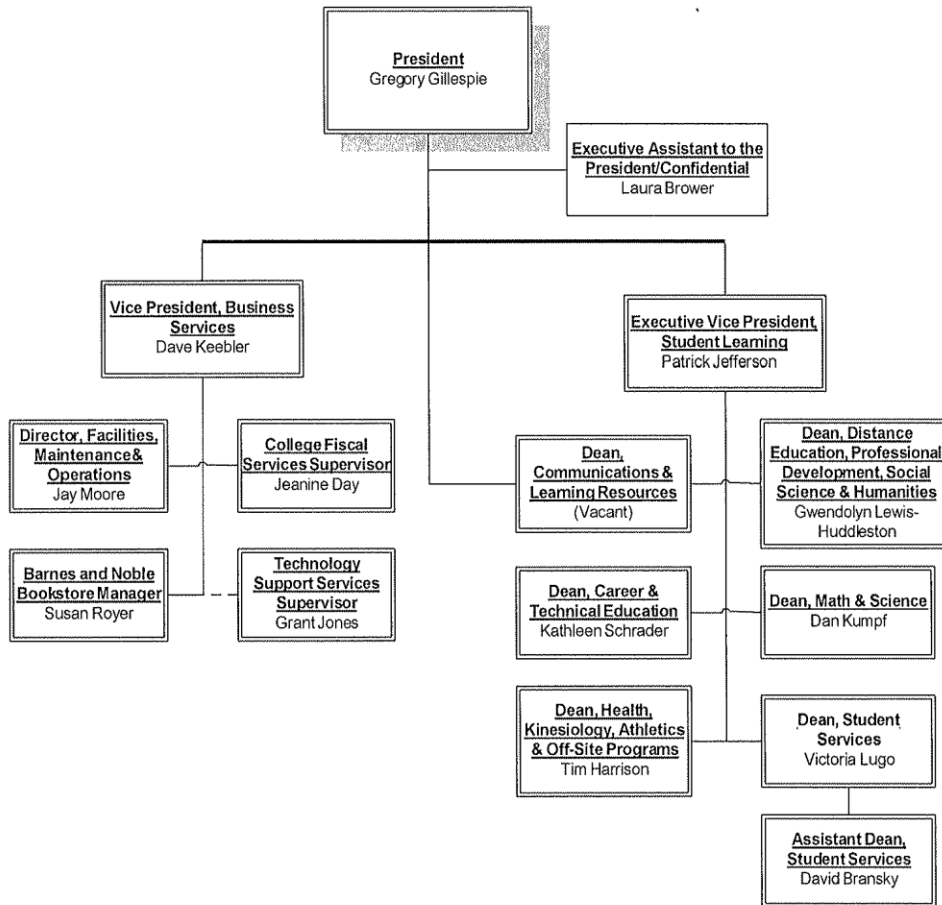
Name: Victoria Lugo

Title: Dean of Student Services/3SP Coordinator

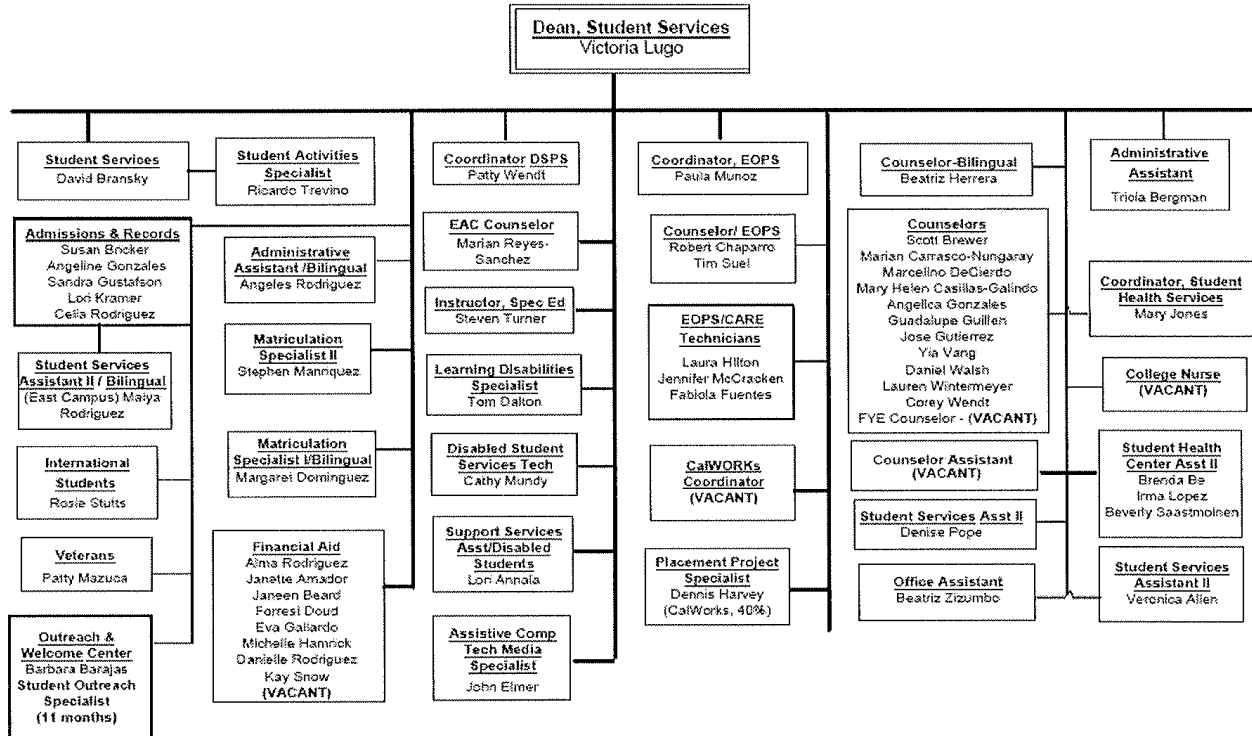
Stakeholder Group: Administrative Council/3SP

ATTACHMENT B: ORGANIZATIONAL CHART

**Ventura College, Campus Administration
FY 2015**



Ventura County Community College District
Ventura College
Student Services Division
FY 2015



ATTACHMENT C: STUDENT SUCCESS AND SUPPORT ADVISORY COMMITTEE

Members of the Ventura College Student Success and Support Advisory Committee

Dr. Patrick Jefferson, Executive Vice President for Student Learning

Victoria Lugo, Dean of Student Services

Alex Kolesnik, Department Chair, Math

Guadalupe Moriel-Guillen, Department Chair, Counseling

Karen Harrison, Department Chair, ESL

Susan Bricker, Registrar

Leslie Drayton, Music Faculty

Corinna McKoy, Political Science Faculty

Jenna Garcia, English Faculty

Heather Aguailar, English Faculty

Kelly Peinado, English Faculty

Kim Karkos, Child Development Faculty

Gloria Arevalo, Articulation Officer

Michael Callahan, Institutional Researcher

Steven Manriquez, Matriculation Specialist II

Margaret Dominguez, Matriculation Specialist I

Kay Snow, Financial Aid

Sabrina Canola, East Campus

Barbara Barajas, Welcome Center



CREDIT
Student Success and Support Program

2014-15

Budget Plan

Ventura Community College

Ventura 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

Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015

District: Ventura Community College
College: Ventura College

Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form**. The form can be found on the Chancellor's Office website at: <http://extranet.cccco.edu/Divisions/StudentServices.aspx>.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and mail*, postmarked no later than **Friday, October 17, 2014**.

Email to: cccmatric@cccco.edu
and

Mail to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheldon@cccco.edu - (916) 322-2818


This workbook contains 6 protected spreadsheets in the following order:

- | | | |
|--------------|-----------------------------------|-----------|
| 1 Cover Page | 3 Part I Funding | 6 Summary |
| 2 Do First | 4 Part II Planned Expenditures | |
| | 5 Part III Planned District Match | |


Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

 Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.

 Blue colored cells indicate a pre-populated cell and cannot be modified.

 Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

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Part I: Funding

Enter whole numbers only

Total 2014-15 Student Success and Support Program Allocation \$ 898,195

Did your college move Credit SSSP funds to Non-Credit? If yes, how much? \$ -

Total SSSP Funds Available for Planned Expenditures \$ 898,195

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	\$ 898,195
District Match (Part III: Planned District Match)	\$ 2,207,723
2:1 Calculated required match for credit: \$ 1,796,390	

Total Planned Expenditures in the SSSP \$ 3,105,918

Balance 2014-15 Student Success and Support Program Allocation: \$ -

2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

- cell:**
- F10 Enter your college's 2014-15 Student Success and Support Program Allocation
 - F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.
 - F13 This cell will populate with the funds available for expenditure in the Credit SSSP.
 - F18 This cell will populate once the Part II Planned Expenditures section has been completed.
 - F19 This cell will populate once the Part III Planned District Match section has been completed.
 - E20 This cell will display your calculated required district match for your *credit* program.
 - F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."
 - F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".
 - 0 If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.
 - If the balance is positive, then the planned expenditures do not fully expend the allocation.
 - + The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.
 -

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Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordinator	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions						
	Full Time Counselors	1.00	\$ -	\$ -	\$ 70,000	\$ -	\$ -	70,000
	Adjuct Counseling General	1.65	\$ 30,000	\$ -	\$ 46,505	\$ 20,000	\$ -	96,505
	Researcher	0.1	\$ -	\$ -	\$ -	\$ 9,000	\$ -	9,000
								-
		Subtotal		\$ 30,000	\$ -	\$ 116,505	\$ 29,000	\$ -
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions						
	Matriculation Specialist II	1.00	\$ -	\$ 67,637	\$ -	\$ -	\$ -	67,637
	Outreach Specialist	0.08	\$ -	\$ -	\$ 6,000	\$ -	\$ -	6,000
	Counselor Assistants	2.00	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	130,000
	Student Ambassadors/Peer Advisors	1.80	\$ -	\$ -	\$ -	\$ 50,000	\$ -	50,000
	Director of 3SP	1.00	\$ -	\$ -	\$ -	\$ -	\$ 90,000	90,000
	Matriculation Specialist I	0.25	\$ -	\$ 16,600	\$ -	\$ -	\$ -	16,600
	Administrative Assistant	1.00	\$ -	\$ -	\$ -	\$ -	\$ 59,497	59,497
	Subtotal		\$ 65,000	\$ 84,237	\$ 71,000	\$ 50,000	\$ 149,497	\$ 419,734
3000	Employee Benefits							
	Full Time Counselors		\$ -	\$ -	\$ 30,000	\$ -	\$ -	30,000
	Counselor Assistants		\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	60,000
	Adjuct Counseling General		\$ 2,000	\$ -	\$ 7,668	\$ 2,000	\$ -	11,668
	Director of 3SP		\$ -	\$ -	\$ -	\$ -	\$ 30,000	30,000
	Matriculation Specialist II		\$ -	\$ 36,011	\$ -	\$ -	\$ -	36,011
	Student Ambassadors/Peer Mentors		\$ -	\$ -	\$ -	\$ 2,875	\$ -	2,875
	Researcher		\$ -	\$ -	\$ -	\$ 950	\$ -	950
Matriculation Specialist I		\$ -	\$ 8,900	\$ -	\$ -	\$ -	8,900	

Outreach Specialist	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ 3,000
Administrative Assistant	\$ -	\$ -	\$ -	\$ -	\$ 33,674	\$ 33,674
Subtotal	\$ 32,000	\$ 44,911	\$ 70,668	\$ 5,825	\$ 63,674	\$ 217,078

Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordinator	Total
4000	Supplies & Materials						
	3SP outreach and Assessment	\$ 5,000	\$ 1,000	\$ 8,248	\$ -	\$ -	\$ 14,248
	Transfer Center Supplies/Materials	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 20,000
	Food/Beverage for First Year Experience/Assess	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ 2,500
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 27,500	\$ 1,000	\$ 8,248	\$ -	\$ -	\$ 36,748
5000	Other Operating Expenses and Services						
	Buses for on campus assessment testing	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
	Licenses and Fees	\$ -	\$ 12,000	\$ -	\$ -	\$ -	\$ 12,000
	Employee Travel	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ 2,000
	Mileage	\$ -	\$ 300	\$ -	\$ -	\$ -	\$ 300
	Dues/Memberships	\$ -	\$ 100	\$ -	\$ -	\$ -	\$ 100
	Maintance/Repair	\$ -	\$ 1,600	\$ -	\$ -	\$ -	\$ 1,600
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ -	\$ 19,000	\$ -	\$ -	\$ 2,000	\$ 21,000
6000	Capital Outlay						
	Computers for Career Workshops	\$ -	\$ -	\$ 28,130	\$ -	\$ -	\$ 28,130
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ -	\$ -	\$ 28,130	\$ -	\$ -	\$ 28,130
7000	Other Outgo						
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Grand Total	\$ 154,500	\$ 149,148	\$ 294,551	\$ 84,825	\$ 215,171	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation						\$ 898,195

Student Success and Support Program 2014-15 Budget Plan
"Part II: Planned Expenditures"
Other Instructions

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation

- (a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved Student Success and Support Program Plan per Title 5, section 55510.
- (b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.
- (c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college's approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed (See handbook for more detail)

Student Success and Support Program allocation funds shall not be expended for:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.

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Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Research	Technology	Transitional Services (See #8 below)	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions								
	Counselors	13.00	\$ 575,349	\$ -	\$ 575,348	\$ -	\$ -	\$ -	\$ -	1,150,697
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 575,349	\$ -	\$ 575,348	\$ -	\$ -	\$ -	\$ -	\$1,150,697
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions								
	Classified Matriculation/Counseling	3.62	\$ 50,000	\$ 102,914	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	202,914
	Classified Transitional (A&R)	5.25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 362,399	362,399
	Student Workers	2.00	\$ 21,551	\$ -	\$ 21,551	\$ -	\$ -	\$ -	\$ -	43,102
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 71,551	\$ 102,914	\$ 46,551	\$ 25,000	\$ -	\$ -	\$ 362,399	\$ 608,415
3000	Employee Benefits									
	Classified Matriculation/Counseling		\$ 30,569	\$ 61,148	\$ 15,281	\$ 15,281	\$ -	\$ -	\$ -	122,279
	Classified Transitional (A&R)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 249,650	249,650
	Student Workers		\$ -	\$ -	\$ 2,341	\$ 2,341	\$ -	\$ -	\$ -	4,682
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal		\$ 30,569	\$ 61,148	\$ 17,622	\$ 17,622	\$ -	\$ -	\$ 249,650

Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Research	Technology	Transitional Services (See #8 below)	Total
4000	Supplies & Materials								
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000	Other Operating Expenses and Services								
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000	Capital Outlay								
	Grades First Software	\$ -	\$ -	\$ 72,000	\$ -	\$ -	\$ -	\$ -	72,000
	Subtotal	\$ -	\$ -	\$ 72,000	\$ -	\$ -	\$ -	\$ -	\$ 72,000
7000	Other Outgo								
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total		\$ 677,469	\$ 164,062	\$ 711,521	\$ 42,622	\$ -	\$ -	\$ 612,049	
Total Planned Expenditures must be at least equal to or exceed the Required District Match									\$ 2,207,723

Student Success and Support Program 2014-15 Budget Plan
"Part III: Planned District Match"
Other Instructions

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed for Credit and Noncredit District Match

District Match must directly benefit the SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:

- (a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
- (b) Indirect costs (i.e., heat, lights, power or janitorial services).
- (c) Political or Professional Dues, Memberships or Contributions
- (d) Construction, or Vehicles
- (e) Travel unrelated to SSSP activities or functions

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.

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Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation \$ 898,195

Did your college move Credit SSSP funds to Non-Credit? If yes, how much? \$ -

Total SSSP funds Available for Planned Expenditures \$ 898,195

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures) \$ 898,195

District Match (Part III: Planned District Match) \$ 2,207,723

2:1 Calculated required district match for credit: \$ 1,796,390

Total Planned Expenditures in the SSSP \$ 3,105,918

Balance 2014-15 Student Success and Support Program Allocation: \$ -

The required District Match was met: Yes

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Program Plan per title 5, section 55510.

Victoria Lugo, Dean of Student Services	vlugo@vccd.edu	(805) 289-6064	
College SSSP Coordinator (Typed name and signature)	Email address	Phone Number	Date
Dr. Patrick Jefferson, Executive Vice President of Student Learning	pjefferson@vccd.edu	(805) 289-6464	
SSSP Supervising Administrator or CSSO (Typed name and signature)	Email address	Phone Number	Date
District Business Manager (Typed name and signature)	Email address	Phone Number	Date
College President (Typed name and signature)	Email address	Phone Number	Date
District Chancellor (Typed name and signature)	Email address	Phone Number	Date