

Ventura College Academic Senate
Agenda
Thursday, October 16, 2014
2:00-3:00 pm
Multidiscipline Center West (MCW) – 312

- I. Call to Order
- II. Public Comments
- III. Acknowledgement of Guests
 - a. Greg Gillespie – President (2:15 pm – Time certain)
- IV. Approval of minutes
 - a. September 25, 2014
 - b. October 2, 2014
- V. Consent Items*
- 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. VCCCD Mission Statement [Revision] (Second Reading)
 - d. Ventura College Academic Senate Goals for 2014-2015 (First Reading)
 - e. Student Success and Support Program Plan** (First Reading)
- VII. President’s Report
- VIII. Senate Subcommittee reports
 - a. Elections Committee report
 - b. Curriculum Committee report
 - c. 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

*Consent Agenda items are action items that are presented for first and second reading. Approval of the Consent Agenda indicates approval of all items presented thereon. Any Senator may pull an item off of the Consent Agenda for review under our normal process of separate first and second reading at two Senate meetings as a regular Action item.

**Due Oct. 17, 2014

Ventura College Academic Senate

Oct 16, 2014

IV. a. & b. Senate Minutes from Sept 25 & Oct 2, 2014

**Ventura College Academic Senate
Minutes
Thursday, September 25, 2014
2:00–3:30 p.m. in MCW 312**

I. Call to Order: 2:05p.m. Senators in attendance were as follows:

Senator	Division Represented	Initials	Present	Absent
Algiers, Kammy	Mathematics & Sciences	KA	X	
Carrasco-Nungaray, Marian	Student Services	MCN	X	
Coffey, Colleen M.	Senate Secretary	CMC	X	
Forde, Richard	Career & Technical Education	RF	X	
Hendricks, Bill	Social Sciences & Humanities	BH	X	
Horigan, Andrea	Social Sciences & Humanities	AH		X
Kim, Henny	English & Learning Resources	HK	X	
Kolesnik, Alex	Mathematics & Sciences	AK	X	
Martin, Amanda	English & Learning Resources	AM	X	
McCain, Mike	Mathematics & Sciences	MM		X
Morris, Terry or Anglin, Gary	Athletics, Kinesiology & Health	TM / GA		X
Mules, Ron	Social Sciences & Humanities	RM		X
	Mathematics & Sciences	RP		X
Reyes, Tony	ASVC External Affairs Director	TR	X	
Sezzi, Peter	Senate President	PS	X	
Sha, Saliha	Mathematics & Sciences	SS	X	
Wendt, Patty or Paula Munoz	Student Services	PW / PM	PM X	
Zacharias, Mary	Career & Technical Education	MZ	X	

II. Public comments: None.

III. Guests: Jay Moore is here. He speaks first to the issue of tables & chairs kept in staging areas around campus that go missing. We're now missing great numbers of tables & chairs. They're now backing away from staging this equipment and making requestors secure them. Then speaks about campus equipment that is no longer needed and process (or lack thereof in some cases) to find new homes and/or dispose of such equipment. CC suggests the need for a creation of a district-wide "Craigslist" to find homes for some of this equipment that is no longer needed at one location. MCN asks about finding out how many tables we do have (thinking about our large events such as Transfer Day, etc.). Jay says we have more than enough to handle almost any event. Problems arise when we have multiple events scheduled simultaneously or backed up against one another (i.e. difficult to move equipment quickly from one event to another with limited staff available). PS asks about how faculty can access the EMS system—Jay says they need to go through their Dean's admin to access this. Eloisa can also answer questions about EMS—probably the quickest way to get an answer. MZ asks about whether they inventory the warehouse. Jay says they

started an inventory for the whole campus awhile back but there is no one to do it anymore. He says we have an architecture firm (STV) that's going to work on our 5-year master plan. In concert with that, we will be implementing a much more robust facilities management database.

IV. Approval of minutes from May 1st: AM's name needs to be added to these minutes. Motion by AM to approve minutes with that change; MZ seconds. Vote is 11-0-2 (MCN and CC abstain).

Approval of minutes from Sept 4th: Change attendance so that MM is not listed as a substitute (he is senator for M&S now). Motion by AK, KA seconds. Vote is 11-0-4 (CC, MZ, HK, and Tony Reyes abstain).

V. Study Sessions

- a. **VC Senate Goals:** PS hands out pieces of paper for senators to submit proposed senate goals for 2014/2015 year. PS reviews the 10+1 with senators. Senators have a brief discussion about potential goals and submit their suggestions.
- b. **Adult Education (AB86 grant):** Senators have a discussion about extent of faculty involvement in this grant. There was a survey about Adult Ed that was sent out for faculty input a few weeks back. PM raises the issue that there needs to be more discussion about credit/non-credit/not-for-credit classes. (NOT-For-Credit would remove the classes entirely from our salary schedule, etc.; NON-Credit would be subject to all regular union rules, salary, etc).
- c. **3SP and Support Program Plan (due 10/17/14):** Senators discuss how late this program plan has been in coming. Short discussion about particulars. For next meeting, the draft 3SP plan will be a primary agenda item. PS asks senators to review the draft, take it to their constituencies, and come prepared to next meeting with additions, changes, etc. For example: implementing high-impact learning strategies that we know work such as learning communities and S.I.'s. PM says that faculty need to speak up about how they want Student Equity and 3SP monies used. PS says this plan is due 10/17. Tonight he will send senators the draft plan.
- d. **Student Equity Plan:** Deadline has been moved to January so senate will take this up in November. KA gives senators an update. They (the Equity Committee) have received the data from Michael. Where they need faculty input is in the interpretation in this data. There is a college forum coming up on 10/24 for this issue. PM asks if KA can send the data she has on student equity to the senators so that everyone can check back with their constituencies. KA says she can. PS says we need to wait on equity and focus on 3SP at this moment. AK makes suggestion that Patrick (changed to PS) should send out the 3SP plan, the equity form, and the equity data out to all faculty, not just to senators. All faculty will be instructed to take concerns, questions, suggestions to their senate reps for discussion at next meeting.

VI. Action items

- a. Approval of faculty membership of college and District committees—PS will send a list of senate committees out to the faculty & committee chairs to try and identify incorrect information and committee vacancies. We can take this up at the next senate meeting.
- b. **AP 7120 F—Interim Managers: Recruitment and Selection (1st Reading)**—Motion to move to a 2nd reading at the next senate meeting. Motion by CC, AK seconds. Unanimously agreed.
- c. **MOU Defining “Mutually Agree” between the MC, OC, and VC Academic Senates (First Reading)**: This regards what to do when the 3 college senates do not agree on an issue relevant to all campuses. Senators discuss and decide to table for now.

VII. Notification of VC Academic Senate Elections

- a. **Establishment of Senate Elections Sub-Committee and Voting Days**: Voting days will be Nov. 3rd, 4th, and 5th. Ballot will close at 5pm on 11/5. We need a sub-committee to count the ballots. AM and PW will count ballots. They will announce at Senate on 11/6.

VIII. President’s Report: Chancellor will be invited to come to 10/30 or 11/6 senate meeting. Dr. Gillespie has also requested to attend. Senators decide to invite both but to take time ahead to formulate questions. Greg will be invited to 10/16 or 10/30. Next agenda item to formulate questions. MCN wants to ask about longer hours for student services. Suggests staying open until at least 8 Mon thru Thurs and open until 5 on Friday.

IX. Adjournment: 3:40p.m.

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

I. Call to Order: 2:00pm. Senators in attendance as follows:

Senator	Division Represented	Initials	Present	Absent
Algiers, Kammy	Mathematics & Sciences	KA	X	
Carrasco-Nungaray, Marian	Student Services	MCN	X	
Coffey, Colleen M.	Senate Secretary	CMC	X	
Forde, Richard	Career & Technical Education	RF	X	
Hendricks, Bill	Social Sciences & Humanities	BH		X
Horigan, Andrea	Social Sciences & Humanities	AH		X
Kim, Henny	English & Learning Resources	HK	X	
Kolesnik, Alex	Mathematics & Sciences	AK	X	
Martin, Amanda	English & Learning Resources	AM	X	
McCain, Mike	Mathematics & Sciences	MM		X
Morris, Terry or Anglin, Gary	Athletics, Kinesiology & Health	TM / GA	TM X	
Mules, Ron	Social Sciences & Humanities	RM	X	
Sanchez, Robert (ASVC PR Director) filling in for Reyes, Tony	ASVC External Affairs Director	TR	X	
Sezzi, Peter H.	Senate President	PHS	X	
Sha, Saliha	Mathematics & Sciences	SS	X	
Wendt, Patty or Paula Munoz	Student Services	PW / PM	PW X	
Zacharias, Mary	Career & Technical Education	MZ	X	

Guests Present: Gloria Arevalo (Articulation Officer); Dan Kumpf (Dean of Math & Sciences); Paula Munoz (Student Services)

II. Public Comments: PM encourages Senate to ask a lot of questions about the presentation about 3SP funds being made, particularly with respect to administrative positions using these or general funds.

III. Acknowledgement of Guests: Robert Sanchez, PR Director for ASVC, is here filling in for Tony Reyes, the ASVC External Affairs Director

a. **Debbie Newcomb (SLO Facilitator):** ISLO no. 3 is being worked this year. It has now to come to the SLO committee's attention that this is not really a workable ISLO. The problem is that if you're doing, for example, welding, there is really no evidence you can draw upon to show competency. Accordingly, the SLO committee is asking for this new criteria to be

added to the rubric (in red ink on the handout). Motion by AK, RF seconds. Discussion: AK asks if there is a way to state this in the document (i.e. not all points may be relevant to all classes). Debbie says that would mean changing all the rubrics. AK says that he is thinking more for the long term. KA asks about where they are locating this in the rubric (i.e. under exceeds expectations). Debbie says that is a good suggestion. AK agrees to accept friendly amendment to his motion (i.e. move new criteria out of the “Exceeds Expectations” column). Vote: Unanimous.

b. **Dr. Patrick Jefferson (EVP):** Here to discuss agenda item VI (f). Dr. Jefferson says he is here to clear up any confusions resulting from draft 3SP plan sent out (in error). He says he would like to begin by hearing any concerns or questions from the senators. PHS asks about the \$1.6m amount, but only \$900K budgeted? What is the plan for the remaining dollars? PJ answers that the plan was based on a lower/previous figure—i.e. they just found out they have \$1.6m. Money can be spent for core services only; very tight parameters. He says they need to sit down and decide this—they knew more money would be forthcoming, they had no idea it would be \$700K+. PW says she thinks this is just missing a lot of information, for example CalWorks, EOPS, transfer/career center. PJ acknowledges there are some deficits. He says part of his objective was to give VC flexibility in terms of what they report to the state. Example: interventions for probationary students. He is not going to give every particular (box us in) with this strategy, rather you send a more general work plan so we have more campus control over final. What counts for us is the reporting of services. We need a very coherent/streamlined way of reporting campus services (so that we can receive our monies). What we do for students has a direct impact on how much money we will receive the subsequent year. PW says she just wants to make sure we don't end up in a situation where the plan is very general, and then later when asked to fund one thing or another the answer is “oh, it's not in the plan.” PJ addresses this concern. PJ says he does not want to spend the money to just keep doing the same thing; he wants to spend money to do innovative things. PHS says (“with due respect to Student Services”) that this is exactly what the report sounds like right now—it just summarizes what we've been doing for the last 10 years; he does not believe the report evidences innovative approaches. The example is given of the new “major talks” being organized by MCN/Transfer Center—many good things being heard about these events. Why isn't this in the report?

AK raises issue that there are a lot of inaccuracies in the Math Department's information—he says the report is inaccurate as to nos. 3 & 4. AK says his issue is that no one came to get the information from that department. PJ agrees. Gloria talks about no. 2 (p. 7 of the report, page 24 in the agenda packet) re: student assessment/placement: in particular that VC does not accept MC's self-placement. Senators discuss this. MCN then says that in fact, we DO accept from MC. Senators discuss the wording of this section—that is portrays VC as not accepting placement results vs. courses. Senators discuss the Common Course Assessment guidelines expected to come from the state.

PHS asks about in what format PJ wants these changes/revisions: AK will send math revisions to PJ; MCN will send student services revisions to PJ.

Additional specific changes raised by senators: PHS p. 45: wording not clear (makes it seem like counselors have an enormous amount of discretion); MCN p. 7/42: suggestions re: language used. She thinks language needs to be cleaned up; she will send some suggested language. AK says it sounds like overall counselors need to be better consulted.

PM raises issue of 3 administrative positions: PJ says there were never 3 positions from 3SP funds; it was 1 (director of 3SP). PJ says wrong information was given at CPC. AK asks about the Dean of Institutional Effectiveness. PJ says he is asking for this position to be funded by

Equity Funds completely; no general funds. PHS asks if that will eat up all the Equity funds? PJ says at this point no assistant to that person is funded. PM asks about Assistant Dean position. PJ says he is forwarding that for funding consideration. PJ says we don't have a good structure in Student Services; he does not have enough administrative support. He says he sees this as a product of having just one person oversee all of student services. He is trying to develop a structure that he is more comfortable with. PM says they (undefined) want to meet with him about why there is not enough administrative oversight. He says he is not comfortable with the current structure. He acknowledges that this is a new structure for VC, but not for other colleges—many smaller than VC is. He says he needs to have more confidence in our administrative structure. Example: transfer & career center report directly to him; this is a strange structure. PHS asks about funding. PJ says it will be a general fund position but it will be a neutral because Registrar position will be abolished and that releases those funds. PHS asks about existence of Assistant Registrar, and about why Registrar is talked about in 3SP report. PJ says that nothing has changed yet. PHS asks about why Director of 3SP as opposed to Coordinator level. PJ addresses this as to responsibilities inappropriate for a Coordinator level position. Gloria Arevalo comments that in many colleges (including MC), they are creating a dean position to run 3SP. Discussion had about merits of Director vs. Coordinator vs. Assistant Dean.

PJ says we have to develop this report every year and that he will take responsibility for developing a more inclusive process. He says to please send him changes. He says spending the \$700K+ within the parameters is not easy—he welcomes senators to send him their ideas ASAP.

KA asks about faculty being able to convey information directly to counseling after talking to students/sending them to counseling. PJ says he would like to see a more “intrusive” counseling process—not just sending students to counseling, but an intervention kind of team to contact students and intervene. Says we need to develop some ideas in this regard.

IV. Approval of minutes from 9/25/14: Removed from agenda. This will be agendized for 10/16.

V. Study Session

a. Development of questions for future Senate visits by College President & District

Chancellor: RM asks about HR and conveys his department's difficulty in getting someone from HR to come meet with them. PHS answers that the Vice Chancellor HR is a direct report to Chancellor—senators can ask the Chancellor to direct HR in this regard. PHS raises issue of asking chancellor about Vice Chancellor of Academic Affairs. For president: senators would like to ask him about proposed Assistant Dean of Student Services.

MCN says there is a deficit at the district level with respect to Student Services. Maybe this for the chancellor: we have all this hiring, but no voice for Student Services. She suggests asking about adopting more student friendly policies like payment plans, etc. PHS answers that this may have to do with the vendor that processes these.

PW asks about previous questions from “Coffee with the Chancellor” and to follow up with her on these subjects raised.

VI. Action Items

a. Approval of faculty membership of College and District committees: Motion by RM, 2nd by SS. Discussion: none. Vote is unanimous.

b. AP 7120 F: Interim Managers: Recruitment and Selection (Second Reading): Not discussed due to lack of time.

c. Basic Skills Report (First & Second Reading): Dan Kumpf is here to speak about this. Senators pose questions to him about this report and the way in which these funds are being spent. PHS asks question about p. 8 of the BSI report. MCN asks about using BSI monies to serve counseling functions to assist BS students. Dan says that she can appear at Basic Skills Committee to make an appeal for that. Short discussion re: this in past and during this year. Gloria Arevalo asks about first page under “Narrative”. Dan responds that Eric Martinson wrote this portion of the narrative and he is almost certain that the numbers came from the Basic Skills Cohort Tracker. She says this does not specify the baseline number, just the percentage increase—seeing the baseline would be useful. She asks about tutoring services for ESL—agreed that this data needs to be clarified. Dan says that Karen could respond to this or he can look at the actual budget (on his desk). Gloria says she has one other recommendation re: no. 4A, 4B and 5 (Long Term Goals...), these need to be added (they’re blank currently). Dan says he will find out the answer to ESL tutoring and report back via email. Motion by MCN to accept BSI report with the direction to add see charts of 4a, b and 5 and narrative, and to verify whether tutoring services are rendered to basic skills and ESL. Second by AK. Vote is unanimous.

d. ISLO-3 – Critical Thinking and Problem Solving [Revision] (First Reading): See above under III(a)

e. VCCCD Mission Statement [Revision] (First Reading): CC motioned, MCN seconded to suggest revising the VCCCD Mission statement by removing everything after the first sentence. Vote is unanimous.

f. Ventura College Academic Senate Goals for 2014---2015 (First Reading): Will be re-agendized for 10/17 meeting.

g. Student Success and Support Program Plan (First Reading):** Motion by MCN to move to a 2nd reading; second by RF. Discussion: PHS raises the concern that this plan has not been developed in concert with the faculty, staff, etc. Title V specifically calls out faculty, students, administrators, staff—this simply has not happened. The plan lists a committee of participant/stakeholder people, but senate was not consulted. PHS says he is going to ask that this wherever it states that a faculty member was representing the Senate, that the term Faculty Senate be redacted. Discussion ensues about how to proceed and what the report’s deficits are. Motion by MCN and second by RF are withdrawn.

RM motions to have senators’ names taken off of the stakeholder list at the end of the report, and to formally object to senate not being consulted about this report. Seconded by RF. Discussion ensues regarding the possible formation of a sub-committee to draft the senate’s own response/remedy various deficits of the report and present for 1st and 2nd reading at next meeting. Senators debate the efficacy of this. HK and AM have suggestions/revisions to this report from their department—when/in what venue can they present these? PHS replies that this can be taken up with the sub-committee to be formed. Further discussion ensues over the charge of said sub-committee. Vote 6-3-2 (CC, MCN, and PM opposed; ___ and ___ abstain). Motion fails. While a sub-committee will not be formed, the term “Faculty Senate” will be removed from all faculty member names in Appendix A and the Senate will object to the rushed nature in which this report was developed.

- VII. President's Report:**—time ran out

- VIII. Senate Subcommittee reports:**—time ran out
 - a. Curriculum Committee report
 - b. Other Senate Committees reports

- IX. Campus Committee reports:** —time ran out
 - a. Campus Committees reports

- X. Announcements for the Good of the Order:** —time ran out

- XI. Requests for Future Agenda Items:** —time ran out

- XII. Adjournment :** at 3:36p.m.

Ventura College Academic Senate

Oct 16, 2014

V. a. BP/AP 5140 Disabled Students Programs and Services

Book	VCCCD Board Policy Manual
Section	Chapter 5 Student Services
Title	BP 5140 DISABLED STUDENTS PROGRAMS AND SERVICES
Number	BP 5140
Status	Active
Legal	Education Code Sections 67310, 84850; Title 5, Sections 56000 et seq.
Adopted	April 18, 2006

~~Students with disabilities shall be assisted to participate whenever possible in the regular educational programs in the District.~~

~~The Disabled Students Programs and Services (DSPS) program shall be the primary provider for support programs and services that facilitate equal educational opportunities for disabled students who can profit from instruction as required by federal and state laws.~~

~~DSPS services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, accessible facilities, equipment, instructional programs, rehabilitation counseling and academic counseling.~~

~~No student with disabilities is required to participate in the Disabled Students Programs and Services program.~~

The Chancellor shall assure that the Disabled Students Programs and Services (DSPS) program conforms to all requirements established by the relevant law and regulations.

See Administrative Procedure 5140.

Book	VCCCD Administrative Procedure Manual
Section	Chapter 5 Student Services
Title	AP 5140 DISABLED STUDENT PROGRAMS AND SERVICES
Number	AP 5140
Status	Active
Legal	Title 5, Sections 56000 et seq.
Adopted	April 14, 2009
Last Reviewed	March 12, 2009

The Disabled Students Programs and Services (DSPS) program shall be the primary provider for support programs and services that facilitate equal educational opportunities for disabled students who can profit from instruction as required by federal and state laws.

DSPS services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, accessible facilities, equipment, instructional programs, rehabilitation counseling and academic counseling.

Each College in the District maintains a plan for the provision of programs and services to disabled students designed to assure that they have equality of access to District classes and programs.

These plans address:

- Procedure for timely response to accommodation requests involving academic adjustments which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee
- The appeals procedure
 - Long-range goals and short term objectives for the program
 - Definitions of disabilities and students eligible for the program
 - Delineation of Ssupport services and instruction that are provided
 - Description of alternative/accessible technology
 - Procedure for Vverification of disability
 - Student rights and responsibilities
 - Student educational contract and/or plan ~~that is~~ developed by a designated person in consultation with the student
 - Procedure of assignment of Aacademic accommodations
 - Provisions for course substitution and waivers
 - Required Sstaffing
 - Provision for an advisory committee
- No student with disabilities is required to participate in the DSPS program.

Ventura College Academic Senate

Oct 16, 2014

**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 16, 2014

V. c. VCCCD Mission Statement

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

The 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 16, 2014

V. d. 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 16, 2014

VI. e. Student Success and Support Program Plan

As it was presented to the College Planning Council meeting on Wed, Oct. 8, 2014, the latest version of the college's Student Success and Support Program Plan (hereafter 3SP plan) has approximately \$200,000 that remains unbudgeted out of our college's award of \$1,600,000. After several e-mails from the President's office and from me, here are the plans that have developed on how best to spend these funds.

\$200,000 (Funds that remain unbudgeted)

\$50,000 Authentic Assessment in English

\$50,000 Authentic Assessment in Mathematics

\$57,000 Faculty/Student Mentoring Program for "At-Risk" Students

\$13,000 Career Resources for the Library

\$170,000

<\$30,000> (Funds that still remain unbudgeted)

Here are the details on how these funds will be spent.

Authentic Assessment in English and Mathematics

As detailed in the 3SP plan, our college employs multiple measures for the appropriate placement of students in English and mathematics courses. In fact, the development of this plan has revealed that our measure are multiple in ways not necessary desirable. Namely, that the respective departments/offices are engaged in assessment and placement (i.e., the English, mathematics, counseling and assessment office) all have slightly different understandings of how exactly assessment is/should be done at Ventura College. These funds would not necessarily overhaul our complex, complicated and confusing assessment and placement process but they would directly lead to a longitudinal study that would validate and improve the manner in which we assess and place our students into English and mathematics courses.

Presently, we use both a paper and pencil and a computerized assessment process for English and mathematics. In both modalities, a multiple choice question format is employed. As far as I can tell, no English or mathematics instructor at Ventura College ever uses this method of assessment in the classroom so its use in placement of our students is disingenuous at best, and error-ridden at worst. The \$50,000 for authentic assessment will be an opportunity for members of the English and mathematics departments to engage in actual assessment of sample work created by prospective students. Presently we administer between 3,500 to 4,000 students per school year. These pilot studies would necessarily

be limited in scope, serving only a fraction of the students we assess in a given year. Students would be given the option of being assessed via a Scranton, computer or through assessment mechanisms that would require the review of faculty in the mathematics and English departments. The first two options would have Ventura College continuing its assessment process in a business as usual fashion. This last option would most likely require students to show their work for the mathematics assessment or to read a prompt and then develop a written response. Faculty in the English and mathematics departments would then evaluate the student work submitted. After the student takes the assessment tests, the students would be able to attend a counseling session, develop an abbreviated educational plan and then choose the appropriate English and mathematics course(s).

Upon completion of the Fall 2015 term, a longitudinal study will be completed that will determine if there is any appreciable difference in the proper placement of students via different assessment methodologies. Specifically, the college will look to see if there is a noticeable difference in the student success, completion and persistence rates for students who took a computerized assessment versus the authentic assessment methods.

The funds will be used to compensate faculty as facilitators for their time in participating in the authentic assessment trial.

Faculty/Student Mentoring Program for "At-Risk" Students

There is not one person here at Ventura College who doesn't want students to succeed. Many of us say that "students come first" or that student success is our ultimate goal. However, students who are identified as "at-risk" are the ones most likely to be unsuccessful in college. Ventura College should do all that it can to ensure that students are treated not as 900 numbers but as actual human beings. These funds would go towards developing a program that would make it more difficult for students to simply drop out and fade away. Specifically, this program would target students who are on probation (either academic or progress probation). As of fall 2014, VC has over 1,800 students on some level of academic sanction. The Faculty/Student Mentoring Program for "At-Risk" Students would be simple in planning if but long-term in execution. How the program would work will be described below.

All full-time faculty on the campus (there are approx. 130 f/t faculty at VC) would be asked to be a Faculty Mentor for 10-15 At-Risk students. If a majority of the faculty participate, we can easily reach our goal of making contact with all students who are on probation in a given semester. The faculty will only be given names of students who are not currently taking classes with them and (in the cases of students who have already identified a major) have not declared as a program of study the area in which the faculty member teaches. The idea is that there should be absolutely no hierarchical relationship in this student to faculty member contact whatsoever. All that is required of the faculty member will be to call the 10-15 students on their contact list. Ideally, each semester the faculty member would make at least two contacts to each student on their contact list. Hopefully, at least one of those contacts would be a face-to-face meeting in the faculty member's office. The faculty member would be given a script that can be used when making initial contact with the at-risk student. The script would be developed in consultation with all necessary stakeholder groups, including but not limited to, the Counseling Dept,

the Assessment Office, Admissions and Records, the Library, the Student Health Center, etc. The primary goal of establishing this Faculty/Student Mentoring Program would be to personalize Ventura College and make sure that every student (starting first with our “at-risk” students) would have someone that they could approach at the college when they need help. For the students who respond to the two contacts made by the faculty mentor, the intrinsic reward will be greater engagement with the campus. For students who make at least one face-to-face faculty member contact in a semester, the extrinsic rewards will be a “coupon” to participate in Student Engagement Day, where food will be provided and campus services will be showcased. Further, for students who make at least two face-to-face faculty member contacts in a semester, the extrinsic reward will be to given priority selection of lottery tickets for the Ventura College Textbook Lending Library, a service provided by the campus library that provides free textbooks to students.

The funds will be spent thusly: \$50,000 for reassign time for a faculty member to provide oversight (similar to what is being proposed for the Veteran’s Center); \$5,000 for food for the Student Engagement Day; \$2,000 for travel to other colleges (such as Mendocino College, which already has such a program in place)

Career Resources for the Library

For at least the past twenty years, the VC Library has supplied a modest amount of books (and to a lesser extent, electronic resources) devoted to career exploration. The Library has a separate collection that is called the “Career Library” that students may use to explore different careers and majors. Due to limited book budgets, the Career Library is limited in scope and depth. Funds will be used to augment and bring up-to-date the materials presently available in the Career Library collection.

The funds will be spent to purchase books and electronic databases related to career and major exploration.



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: cccmatrix@cccoco.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@cccoco.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.

2014-15
Ventura Community College
Ventura College
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Part I: Funding

Enter whole numbers only

Total 2014-15 Student Success and Support Program Allocation

\$ 1,609,158

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

\$ -

Total SSSP Funds Available for Planned Expenditures

\$ 1,609,158

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

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	\$ 1,609,095
District Match (Part III: Planned District Match)	\$ 2,207,723
2:1 Calculated required match for credit : \$	3,218,190

Total Planned Expenditures in the SSSP **\$ 3,816,818**

Balance 2014-15 Student Success and Support Program Allocation:

\$ 63

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.

2014-15
Ventura Community College
Ventura College
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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						
	Faculty- Couns and Instruct	2.00	\$ 35,000	\$ 50,000	\$ 70,000	\$ 50,000	\$ -	205,000
	Adjuct Counseling	2.25	\$ 30,000	\$ -	\$ 55,005	\$ 45,500	\$ -	130,505
	Researcher	0.1	\$ -	\$ -	\$ -	\$ 9,000	\$ -	9,000
	Coun/Coordinator FYE	1.00			\$ 35,000	\$ 35,000.00		70,000
	Subtotal		\$ 65,000	\$ 50,000	\$ 160,005	\$ 139,500	\$ -	\$ 414,505
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions						
	Matriculation Specialist II	2.00	\$ -	\$ 67,637	\$ 67,637	\$ -	\$ -	135,274
			\$ -	\$ -		\$ -	\$ -	-
	Counselor Assistants	5.00	\$ 65,000	\$ -	\$ 65,000	\$ 195,000	\$ -	325,000
	Student Ambassadors/Peer Advisors	1.80	\$ -	\$ -	\$ -	\$ 50,000	\$ -	50,000
	Director of 3SP	1.00	\$ -	\$ -	\$ -	\$ -	\$ 90,000	90,000
			\$ -	\$ -	\$ -	\$ -	\$ -	-
	Administrative Assistant	1.00	\$ -	\$ -	\$ -	\$ -	\$ 59,497	59,497
	Subtotal		\$ 65,000	\$ 67,637	\$ 132,637	\$ 245,000	\$ 149,497	\$ 659,771
3000	Employee Benefits							
	Full Time Counselors		\$ -	\$ -	\$ 45,000	\$ 15,000	\$ -	60,000
	Counselor Assistants		\$ 30,000	\$ -	\$ 30,000	\$ 90,000	\$ -	150,000
	Adjuct Counseling General		\$ 2,000	\$ -	\$ 7,668	\$ 6,000	\$ -	15,668
	Director of 3SP		\$ -	\$ -	\$ -	\$ -	\$ 30,000	30,000
	Matriculation Specialist II		\$ -	\$ 36,011	\$ 36,011	\$ -	\$ -	72,022
	Student Ambassadors/Peer Mentors		\$ -	\$ -	\$ -	\$ 2,875	\$ -	2,875
	Researcher		\$ -	\$ -	\$ -	\$ 950	\$ -	950

	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ 3,000	\$ -	\$ -	3,000
Administrative Assistant	\$ -	\$ -	\$ -	\$ -	\$ 33,674	33,674
Subtotal	\$ 32,000	\$ 36,011	\$ 121,679	\$ 114,825	\$ 63,674	\$ 368,189

Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordinator	Total
4000	Supplies & Materials						
	3SP Outreach and Assessment	\$ 5,000	\$ 1,000	\$ 9,000	\$ -	\$ -	15,000
	Vet Center Supplies		\$ -	\$ -	\$ 10,000	\$ -	10,000
	Supplies for Freshman Year Experience	\$ 2,500	\$ -	\$ 5,000	\$ 10,000	\$ -	17,500
	Supplies for Senior Day/Set Your Course Day	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ -	15,000
	Transfer/Career Center Supplies/Materials	\$ -	\$ 15,000	\$ 15,000	\$ 30,000	\$ -	60,000
	Subtotal	\$ 12,500	\$ 21,000	\$ 34,000	\$ 50,000	\$ -	\$ 117,500
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
	Maintenance/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		\$ 174,500	\$ 193,648	\$ 476,451	\$ 549,325	\$ 215,171	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation							\$ 1,609,095

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.

2014-15
Ventura Community College
Ventura College
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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.

2014-15
Ventura Community College
Ventura College
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation	\$	1,609,158
Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	\$	-
Total SSSP funds Available for Planned Expenditures	\$	1,609,158

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

Student Success and Support Program Allocation (Part II: Planned Expenditures)	\$	1,609,095
District Match (Part III: Planned District Match)	\$	2,207,723
2:1 Calculated required district match for credit	\$	3,218,190

Total Planned Expenditures in the SSSP	\$	3,816,818
--	----	-----------

Balance 2014-15 Student Success and Support Program Allocation:	\$	63
---	----	----

The required District Match was met:

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 College SSSP Coordinator (Typed name and signature)	vlugo@vccd.edu Email address	(805) 289-6064 Phone Number	 Date
---	---	--------------------------------	----------

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

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@vccd.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.

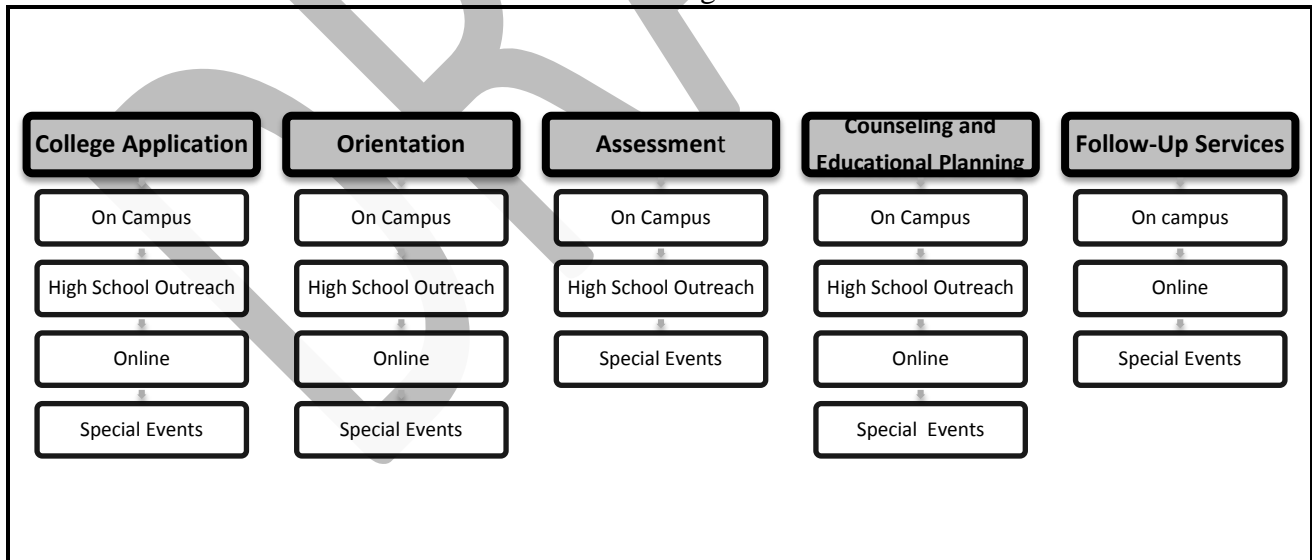
IIa. Core Services

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 (VC) is a mid-sized college serving approximately 12,000 students. The diversity of students attending Ventura College consists 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. VC is a Federally Designated Hispanic Serving Institution.

Overview of the Ventura College Matriculation Process



The college serves approximately 3,500-4,000 incoming freshman and students returning after an extended absence from higher education.. We pay particular attention to our local high school population which includes Ventura High School, Buena High School, , Foothill Technical High School, El Camino High School, El Camino High School, Saint Bonaventure High School, Nordhoff High School, Chaparral High School, Fillmore High School and Santa Paula High School,

Renaissance High School. Outreach and Recruitment, Welcome Center, and Assessment Office staff visits every high school in our local area to conduct workshops on applying to Ventura College. Students that apply are assigned a student identification number (SID) that they will need to gain access to the Ventura County Community College District (VCCCD) student portal; the District's interactive student information system. The team then conducts orientation and provides assessment testing to those students that have applied and have a SID. College staff returns to the high schools to disseminate students' assessment scores and discuss recommended placement into suggested courses. Counseling faculty also attend these visits and conduct workshops where abbreviated educational plans will be developed.

Another point of entrance for first-time students is the college's concurrent enrollment program. VC partners with four K-12 districts and one private school. This equates to six local feeder high schools where college courses are being offered. Students in this program are introduced to the college, have a higher education experience, and earn college and high school credit. Parents and students attend an in-person group orientation session each semester before taking a college course. Approximately 300 students per academic year are served through the concurrent enrollment program.

In addition, VC's Office of Outreach and Recruitment is developing "High School Senior Days." Over a four week period during each spring semester, high school seniors from local feeder schools will be bused to the college to participate in orientations, assessment, and attend educational planning workshops. Workshops on selecting a major and possible career path will also be held. The target number of participants for High School Senior Days is 900 students.

The College is also developing "Set Your Course" Day to be held each semester. This will be a community focused event designed to build awareness about the educational opportunities available at the college, educate the community about the processes related to completing a college degree, and to provide the core services during one visit to the campus. Registration, orientations, assessment, and educational planning will all be available in a one-stop format.

VC's CalWORKS program partners closely with the Ventura College Human Services Agency and is an entry point for first-time students that are transitioning to the workforce from public assistance programs. Once referred to the college, CalWORKS participants follow the standard matriculation steps. Abbreviated and comprehensive education planning is done with CalWORKS counselors, in addition to follow-up services for this at-risk population.

EOP&S and the Educational Assistance Center (EAC), our local DSPS office, also have intake and orientations over and above the mandatory college-wide orientations. The intake processes and orientations for these services focus on program related information, but also highlight college resources and other important information students will need to be successful. Both programs offer follow-up services to participants.

The Veteran's Support Center was opened in Fall 2014 to provide follow-up support to one of the college's most at risk populations. In addition to connecting veterans with campus and community resources to support college success and retention and the transition for military to civilian life, the Veteran's Support Center will also offer counseling and advising services, as well as follow-up services. The Veteran's Support Center will also institute an intake and orientation process.

In summer 2014, Ventura College developed and instituted an inaugural Freshman Year Experience (FYE) week, with approximately 100 participants. FYE provided students with an extensive and extended college orientation which consisted of workshops highlighting various college programs and services, networking activities, breakfast and lunch, and an opportunity for students to truly get to know the college prior to the start of the Fall semester. Participants groups were led by student leaders who shared stories about their own first semester in college. They related to the participants their feelings of being overwhelmed and confused during their first semester of college, and the strategies they employed to overcome barriers on their path to college success. Participants provided feedback about the event that was overwhelmingly positive, and by the end of the week, students felt ready and confident to transition from high school to college. FYE has partnered with the college's Title V "Velocidad" program to institutionalize a peer mentoring program to follow the cohort of FYE participants 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. VC will use SSSP support to fully develop the Freshman Year Experience Program with the hiring of additional staff including a FYE Coordinator, Counselor, and Counseling Assistant to expand program capacity. FYE will grow the number of participants to approximately 900 by partnering with the Ventura College Foundation through the VC Promise. The "Promise" is that qualified Ventura County high school graduates will have their enrollment fees covered during their first year of attendance at Ventura College.

Access Points of Core Services

Access Point	Core Services
On Campus	Application Assistance, Orientation, Assessments, Counseling and Advising, Abbreviated Educational Planning, Comprehensive Educational Planning, Follow-up Services
High School Outreach	Application Assistance, Orientation, Assessments, Abbreviated Educational Planning
Special Services 1. EOPS 2. EAC (DSPS) 3. CalWORKS 4. FYE 5. Vets' Center	Program Specific Orientation, Counseling and Advising, Abbreviated Educational Planning, Comprehensive Educational Planning, Follow-up Services
Dedicated Services 1. Transfer Center 2. Career Center	Counseling and Advising, Follow-up Services
Distances (Online) Format	Application Assistance, Orientation, Counseling and Advising, Abbreviated Educational Planning
Special Events 1. High School Senior Day 2. Set Your Course Day	Application Assistance, Orientation, Assessments, Abbreviated Educational Planning

3. 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– 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 – 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. Pablo Diaz, Adjunct Counselor - Assists with general orientation, group and individual counseling.
14. Gema Espinoza, Adjunct Counselor - Assists with general orientation, group and

individual counseling.

15. Trevor Hess, Adjunct Counselor - Assists with general orientation, group and individual counseling.
16. Arthur Lara, Adjunct Counselor - Assists with general orientation, group and individual counseling.
17. Jolene Martin, Adjunct Counselor- Assists with general orientation, group and individual counseling.
18. Aurora De La Selva, Adjunct Counselor - Assists with general orientation, group and individual counseling.
19. Allison Torres, Counselor Assistant
20. Paula Munoz, EOPS Counselor/Coordinator - Coordinates the services and activities of the EOPS including intake, orientation, counseling, and follow-up services.
21. Robert Chaparro, EOPS Counselor - Assists with EOPS orientation/group counseling/ individual counseling and education planning.
22. Tim Suel, EOPS Counselor - Assists with EOPS orientation/group counseling/ individual counseling and education planning.
23. Patty Wendt, EAC (DSPS) Counselor/Coordinator – Coordinates the services and activities of the EAC including intake, orientation, counseling, and follow-up services.
24. Maria Reyes-Miranda, EAC (DSPS) Counselor- Assists with general orientation/group counseling/ individual counseling and education planning

FACULTY VACANCIES

25. Vacant, Adjunct Counselor, Online- Assists with providing online counseling and advising.
26. Vacant, CalWORKS Counselor/Coordinator - Coordinates the services and activities of the CalWORKS including intake, orientation, counseling, and follow-up services.
27. Vacant, Freshman Year Experience Counselor/Coordinator - Coordinates the services and activities of the FYE including intake, orientation, counseling, and follow-up services.
28. Vacant, Freshman Year Experience Counselor – Will develop programs and services for

first time freshmen that include counseling, assessment, advising and follow up activities.

29. Vacant, Veteran's Support Center Adjunct Counselor - Assists with general orientation, group and individual counseling.

CLASSIFIED STAFF

1. Barbara Barajas, Student Services Specialist, works in the Welcome Center and trains and supervises the Student Ambassador program.
2. Alma Rodriguez, Financial Aid Officer, oversees the college's Financial Aid Office and co-coordinated the First-Year experience program.
3. 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.
4. Rick Trevino, Student Activities Specialist, oversees student government and clubs, coordinated the First-Year Experience week.

CLASSIFIED STAFF VACANCIES

5. Vacant, Counselor Assistant First Year Experience
6. Vacant, Counselor Assistant General Counseling
7. Vacant, Intervention Specialist/Counselor Assistant
8. Vacant, Intervention Specialist /Counselor Assistant
9. Vacant, Intervention Specialist /Counselor Assistant

11. 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 orientation can be accessed at: <http://orientation.venturacollege.edu/college-orientation>.

VC has a Welcome Center staffed with a full-time Student Outreach Specialist and Student Services 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 is developing a pre-and-post test for the orientation that will generate a certificate the students will be able to print.

The use of technology allows the college to serve a wide range of students, but we understand that many of our students desire and need in-person orientations. We make it a point to continue to offer face-to-face group orientations. Students have the opportunity to ask questions and get the reassurance they often need to continue in the matriculation steps. In-person orientations are scheduled at regular and consistent times during registration periods.

In addition, in-person orientations are held at the local area feeder schools by Welcome Center staff during high school campus visits and will be held at VC during High School Senior Days activities and Set Your Course events.

12. 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 face-to-face orientations cover items (1) – (8).

Both the electronic and face-to-face orientations have been developed with the input of campus staff and will be assessed on an on-going basis for relevance and efficacy. College orientations in both modalities meet and exceed all required policies. Orientation staff receive professional development and maintain current knowledge of the policies, practices, and procedures related to the student educational experience.

Orientation Modality Comparison

Modality	Topics Covered
In-person Orientation	<ul style="list-style-type: none"> 1. Pre- and post-test 2. 8 Mandated policies and regulations 3. College support services 4. IGETC 5. CSUGE 6. AA degree and ADT requirements

		<ol style="list-style-type: none"> 7. Certificates of Completion and Achievement information 8. An overview of all of Transfer and Associate degree forms and how they will be used. 9. Immediate follow-up to questions
Online Orientation		<ol style="list-style-type: none"> 1. Pre- and post-test 2. 8 Mandated policies and regulations 3. College support services 4. IGETC 5. CSUGE 6. AA degree and ADT requirements 7. Certificates of Completion and Achievement information 8. An overview of all of Transfer and Associate degree forms and how they will be used. 9. Option to print completion certificate

- 13. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.**
- VC's orientation is both comprehensive and informative. Real-world and relevant information is covered and students have the opportunity to get immediate follow-up to questions at in-person sessions. In addition to the mandated policies and procedures, orientations cover the IGETC, CSUGE, AA degree requirements, ADTs, Certificates of Completion and Achievement and other relevant transfer information when providing orientation. This includes an overview of all of the Transfer and Associate Degree forms and how they will be used.
- 14. 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.

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 Simi Valley on the Eastern side of the county. 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% among American/Indian, Asian, Pacific Islanders, Black, Filipino, and other.

After completing the registration process and an orientation at a local high school, on the Ventura College campus, or at a registration event on campus or in the community, students will then complete the Mathematics and English assessments. Testing sessions have traditionally been administered in a paper and pencil format at high school campuses and at VC, but through SSSP funding support the entire process will be electronic. After obtaining their test results, students are able to schedule an appointment for a counseling session during which they will receive assistance from a counselor in developing an abbreviated educational plan. The process is 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 College Promise and any new practices regarding the matriculation process.

VC is currently formalizing partnerships between local high schools, community organizational and agencies, and the college to facilitate a seamless transition to college. Previously, college personnel and local feeder high school staff 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. Formalizing these partnerships should yield even better results for students seeking educational opportunities.

Assessment Overview

Assessment Considerations	Math	English
Location	On campus, high school outreach, special events	On campus, high school outreach, special events
Modality	In-person, electronic	In-person, electronic
Time limit to take the	No	No

assessment		
Retake option	With counselor recommendation	With counselor recommendation
College developed or approved pre-test practice	Yes	Yes
Regency	Policy to be developed	Policy to be developed

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 Tests for English Placement (CTEP) assessment instrument for English to assess English readiness and determine course placement, and the Math Diagnostic Testing Project (MDTP) to assess math readiness and determine course placement. For math, there are four levels of tests; which are used to assess readiness for Elementary Algebra, Intermediate Algebra, Precalculus, and Calculus respectively. To place its language learners, the college uses Assisted Self-Assessment and Placement. The college is moving to offering English and math assessments in a strictly electronic format, both on campus and at remote locations such as local feeder high schools. Assessments can be taken on an individual basis as a student requests, or in group sessions as occurs during peak testing periods such as registration. The college anticipates assessing approximately 3,000 new and incoming students during FY 14-15.

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. 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 ENGM courses.

1. 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.)

Math Placement

All students needing to take math courses at Ventura College should take the Ventura College math assessment test with the following exceptions:

1. Students who have college coursework in math. That coursework will determine math placement for the student.
2. A score of “Exempt” or “Ready for college-level Mathematics courses” on a recent EAP (CSU Early Assessment Program).
3. A score of 550 or above on the math section of the SAT Reasoning Test.
4. A score of 550 or above on the SAT Subject Test in Mathematics.
5. A score of 23 or above on the ACT Mathematics Test.
6. A score of 50 or above on a CSU Entry Level Mathematics (ELM) Examination.
7. A score of 3 or above on the AP Calculus AB, AP Calculus BC, or AP Statistics exam. Students who have completed Calculus in high school and passed the AP AB exam can be placed into MATH V21B and students who passed the AP BC exam can be placed into Math V21C and/or MATH V22.

Students in categories 2-7 above can enroll in a college-level math course, such as MATH V04, Math V05, MATH V38, MATH V40, or MATH V44. Students may be placed higher, based on high school coursework completed. This placement should be based on an evaluation from a counselor utilizing multiple measures which can include, but are not limited to, recency of scores and coursework, grades, major and educational plan. Students can be placed into courses that are the same or lower than already completed high school math courses, if they and the counselor agree that this review would help prepare students for subsequent college courses (i.e. a student that has completed Precalculus in high school may take that course again at Ventura College, or could even decide to retake Intermediate Algebra, with guidance from their counselor).

English Placement

All students needing to take English courses at Ventura College should take the Ventura College

English assessment test with the following exceptions:

1. Students may be placed based on their test scores on the Compass test administered by Oxnard College. (Cut sheet available on request.)
2. Students may use English AP test scores of 3, 4, or 5 to be placed either into English V01A or V01B.
3. Students may also be placed into English V01A with a test score of 550 or above on the Critical Reading section of the SAT. (The new SAT has Critical Reading and Critical Writing sections rather than Verbal Reasoning).
4. Students can be placed into English V01A based on an ACT English test score of 24 or better.
5. Students may be placed into English V01A based on a passing test score (151) on the CSU EPT test.
6. Students may be placed into English V01A based on a passing test score on the UC Subject A exam.
7. Students may be placed into English V01A based on an “exempt” score on the CSU EAP (CSU Early Assessment Program) test which is generally taken while the student is in 11th grade.
8. Students may be placed into English V01A based on a score of 5, 6, or 7 on the International Baccalaureate Test.

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.

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. Moorpark College’s assessment is self-administered and it is essentially a self-placement. VC will accept coursework from Moorpark College for placement, but if a student has not taken the requisite coursework, an assessment at VC will be needed.

3. Describe college or district policies and practices on:

1. **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.
2. **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?
3. **Recency** - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

1. Pre-test practice

The English department recently implemented a pre-test practice study guide. The guide

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.

A pretest practice has been developed for the math assessment. The guide will be available in in Spring 2014 for student use. In addition, 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.

b. Retake

Ventura College assessment allows students to retake the assessment test *once only* unless they obtain a recommendation 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.

c. Recency

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

2. 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?

As part of the college’s multiple measures policy, other tests accepted for placement 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 placement.

3. 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.)

1. Counseling and Advising – 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.

In addition to general counseling services, after orientation and assessment, student who qualify for one or more of our special services programs have the opportunity to receive counseling services through those offices and programs. EOPS, CalWORKS, the Educational Assistance Center (DSPA), FYE, Athletic Support Services, and the Veteran's Support Center offer counseling services to eligible students.

Through SSSP funds, the Freshman Year Experience Program will be expanded to serve a larger number of first time students with educational planning and follow-up services. In addition to the counseling position, currently in the hiring process, a coordinator and a transfer admissions counseling assistant will be hired to fully develop the team and offer services to students.

2. Advising – The Career Center offers counseling and advising services to students to assist them in deciding a major or program of study. In addition to having access to a career counselor, students also have an opportunity to take one of several electronic career assessments which include Eureka, Kuder Journey, MBTI and the STRONG. These recognized assessments are designed to help a student clarify their interests, values, personality, and skills relative to occupations and careers.

The Transfer Center offers counseling and advising services to assist students in the transfer process. This includes assistance with identifying possible transfer institutions, application workshops, essay writing assistance, and post acceptance support.

To assist undecided students, the Transfer Center has sponsored "Major Talks" which highlights majors, career fields, and vocational paths. Discipline and program faculty and professionals from various career fields share information with students pertaining to the career path or field and students have an opportunity to ask questions to help them make an informed decision in selecting a major. Students are encouraged to see a counselor at each "Major Talks" event to complete an educational plan.

3. Other educational planning services – Counseling faculty and support staff participate in several other educational planning services including assisting with the financial aid appeals process, facilitating appointments for students with 4-year transfer partner representatives, comprehensive audits of CTE students to determine time to completion for the programs of study, probation/dismissal workshops, and student focused activities on topics such as improving study skills and time management.

VC is currently developing several counseling courses to help increase the percentage of students completing educational plans, increase core student knowledge about the educational process, and improve students’ retention. In Counseling 01, each student will complete a comprehensive educational plan, as well as receive information that will include topics related to being successful in college. Students will also be required to visit the Career Center as a class or individually to complete career assessments. The goal is for every first-time student to take the Counseling 01 course during their first year of college.

Counseling and Advising Support

Core Service	Service Location
Counseling, including abbreviated and comprehensive educational planning	General Counseling EOPS EAC CalWORKS FYE Athletic Support Services Veterans’ Support Center Counseling 01 course High School Outreach (abbreviated only) Special Events (Senior Day, Set Your Course Events) (abbreviated only)
Advising	Transfer Center Career Center
Other follow-up service	General Counseling EOPS EAC CalWORKS FYE Veterans’ Support Center Intervention Services Counseling 01 course

4. **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.

During peak registration periods, students are seen in the college’s general counseling office on a group counseling or drop-in basis. Newly matriculated students are seen in groups of no more than 15 to develop abbreviated education plans. 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. For those choosing the drop-in option, waiting times can be as long as one to two hours. SSSP funds have allowed the college to hire six adjunct counselors, which will decrease wait times for students during peak periods. Additionally, the Counselor Assistant positions will be available to answer simple questions, complete petitions, and verify and clear prerequisites to help alleviate student waiting time.

During off-peak periods, students may schedule one-on-one appointments with college counselors or choose the drop-in option. These appointments are usually in 30-minute increments. The college recently acquired GradesFirst software for scheduling student appointments. Students may schedule appointments no more than two weeks in advance. GradesFirst sends 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. Group counseling and advising sessions are also held during off-peak periods on special topics such as entrance requirements for nursing or other allied health programs.

Currently, the college is expanding its ability to offer counseling and advising services in a distance format. An “Ask-a-Counselor” link will be developed for the college website and will be managed by adjunct counseling faculty to answer general student questions that may not require a full counseling appointment.

In addition to counseling services in general counseling, many of our special-services offices offer counseling services to targeted populations. EOPS, EAC, CalWORKS, FYE, Athletic Support Services, and the Veterans Support Center all offer counseling support in individual and group formats to students to ensure comprehensive educational planning is completed.

Educational Planning Overview

Education Plan Type	Service Location	Format
Abbreviated Educational Planning	General Counseling EOPS EAC CalWORKS FYE Veterans’ Support Center High School Outreach Special Events (Senior Day, Set Your Course Events)	Group Individual
Comprehensive Educational Planning	General Counseling EOPS EAC CalWORKS FYE Veterans’ Support Center	Group Individual

5. 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 that cover one to two semesters of coursework. The student then has access to their education plans online via their my.vcccd student portal. These plans

In addition, the college is exploring options to allow students to complete mock abbreviated education plans electronically. The abbreviated educational plans would need to be certified by a counselor before becoming official.

Counseling staff will begin to accompany Welcome Center staff on high school visits. After a high school senior completes the application process, orientation, and assessment, the counselor will lead groups of students in completing abbreviated education plans while at the high school.

High School Senior Day will also be an opportunity for students to have abbreviated education plans completed. Similar to visits to local area high schools, counselors and support staff will be on hand to conduct group counseling sessions to lead students in the completion of education planning.

Lastly, abbreviated educational plans are completed in special service offices that provide counseling services. These offices include EOPS, CalWORKS, EAC, FYE, Athletic Support Services, and the Veteran's Support Center.

6. 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.

To develop a comprehensive education plan, a student must make an appointment with a counselor. This can be done in general counseling or through one of the special service offices. The counselor and the student review prior coursework taken within VCCCD and at 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 a student can access their educational plan and view their progress toward their educational goal.

The college also has a Career and Transfer Center to assist students who are undecided about either their major and/or their ultimate transfer institution. The Transfer Center also offers counseling and advising services to assist students in the transfer process. This includes assistance with identifying possible transfer institutions, application workshops, essay writing assistance, and post acceptance support.

The Career Center offers counseling and advising services to students to assist them in deciding on an area or program of study. In addition to access to a career counselor, students also have an opportunity to take one of several electronic career assessments which include Eureka, Kuder Journey, MBTI and the STRONG. These recognized assessments are designed to help a student clarify their interests, values, personality, and skills relative to occupations and careers.

To assist undecided students, the Transfer Center has sponsored "Major Talks." Over the course of the semester, students are invited to events that highlight certain major, career field, or vocational paths. Discipline and program faculty and professionals in the field share information with students pertaining to the career path or field and students have an opportunity to ask questions to help them make an informed decision in selecting a major. Students are encouraged to see a counselor at each event to complete an educational plan.

7. 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.

2.0 FTE EOPS 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 EAC 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.

.60 FTE CalWORKS Counselor - 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.

.60 FTE Veterans' Support Center Counselor - 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 FYE Counselor - 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.

8. 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 **GradesFirst** software for scheduling counseling appointments. GradesFirst 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. GradesFirst 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.

9. 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 GradesFirst 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 as 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. In addition, through funding from a Federal Title V award, the college conducted research and identified 20 courses that were barriers to student completion. We consider students in these courses as at-risk because of the data and lack of student success in these courses.

1. 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 basic skills English and Math courses and present information regarding counseling, tutoring, EOPS, DSPS, CalWORKS, FYE, the Veterans’ Support Center, and other services available to students to assist them in achieving student success. Counselors give the phone number of the counseling office and through the use of technology, will be able to make appointments for individualized educational planning and follow-up counseling services. Two to three weeks later, the counselor again visits the basic skills classes to follow up and determine if students have additional questions. A brief survey is also disseminated and results calculated to determine the effectiveness of these visits.

Students on Academic Probation and Dismissal

VC currently has over 1800 students on some level of academic sanction. Students will be identified using the GradesFirst platform and through the Office of Institutional Research. These students will be invited through electronic methods, as well as traditional methods such as phone calls and U.S. Mail. Students will be required to attend a workshop(s) to be scheduled during day, evening, and weekend hours to accommodate their schedules. Interventions will be occurring early in the semester through the counseling department and student progress will be monitored by Interventionists throughout the semester. Interventionists will be classified staff/counseling assistants tasked with making and maintaining contact with at-risks students and facilitating their connection with the campus resources and activities to help in their success. Faculty will be contacted and asked to give periodic updates on the attendance and progress of these students.

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

Students who have taken 15 units of degree applicable coursework and have not chosen an educational goal or program of study will be identified through the Admissions and Records Office and the Office of Institutional Research. Career development/major selection activities and workshops to assist students to identify a goal and/or program of study will be offered.

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

At “Major Talks” events, discipline and program faculty and professionals in the field share information with students pertaining to the career path or field, and students have an opportunity to ask questions to help them make an informed decision in selecting a major. Students are encouraged to see a counselor at each event to complete an educational plan.

Once the curriculum process is complete and the Counseling 01 course is offered, every student in each section of the course will be 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. The goal is to have every first-time student to take the course in either the fall or spring

semester of their freshman year.

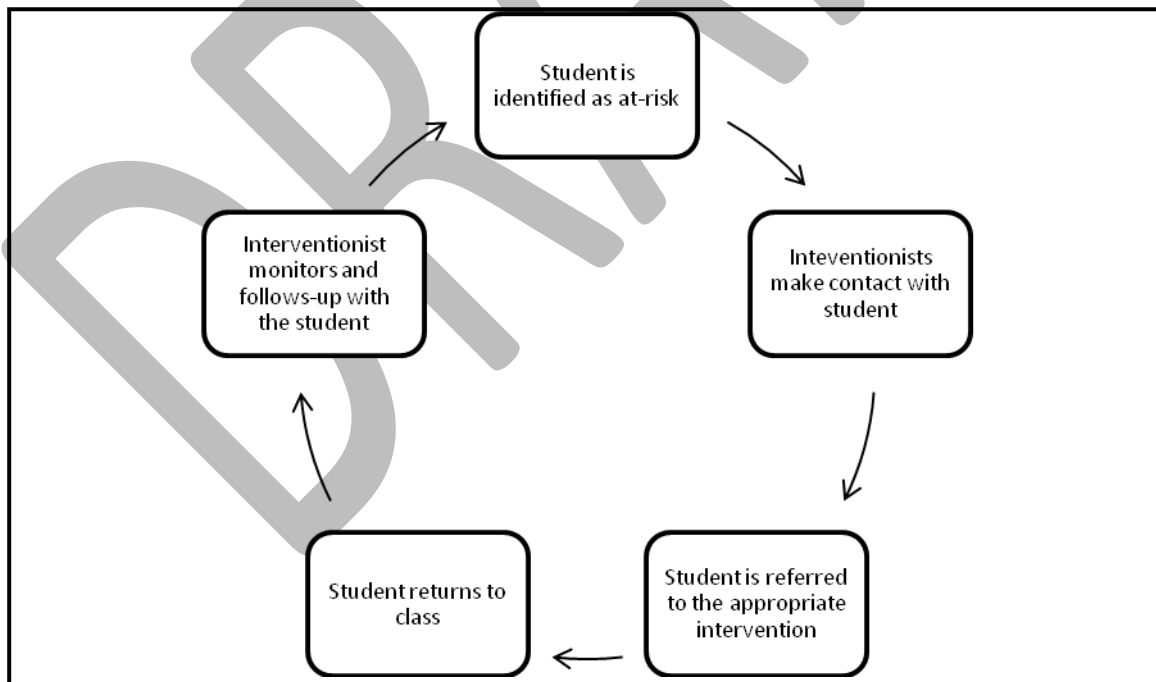
3. How the services identified in “a” and “b” above are provided (online, in groups, etc.).

All services identified in “a.” and “b.” 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. The college feels that a “high touch” approach with this population of students will be most effective.

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

Instructional faculty play an essential role in identifying students at risk. Faculty can identify these students through their electronic rosters and generate a letter indicating the area of concern. Faculty receive a copy of 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 GradesFirst campaign for midterm academic progress will be conducted. The goal is to get information on students that may require follow up services from instructional faculty to counselors and interventionist.

Follow-up Services Overview



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.
3.0 FTE Classified/Counseling Assistant Assists with advisement and supports follow-up activities
3.0 FTE Classified/Interventionist/Counseling Assistant provides follow-up services to 20 barrier courses, probation students, and basic skills students.
2.0 FTE Classified Matriculation Specialists I/II implement and oversee the 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 and the Office of Institutional Research to identify students on academic and progress probation. These students are contacted through the software, as well as through traditional means. The college will then provide them with student success workshops on topics such as study skills, time management, etc.

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 Office of Institutional Research provides reports on the needs of students disaggregated by race, gender and ethnicity. The GradesFirst program will allow the researcher to design reports on the number 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. Additional hardware will be purchased through SSSP funds to make the assessment process completely electronic both on campus and at local high school sites.

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 GradesFirst 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.

Assessments such as the Myers-Briggs Type Indicator and Strong Interest Inventory used in the Career Center to assist students in areas of study or major selection are also electronically administered.

Electronic Resources Connected to the Core Services

Electronic Resource	Function and Purpose
CCC Apply	Electronic portal for student to apply to the college and obtain a student identification number.
Online Orientation	Allows student to complete an orientation remotely.
BANNER	The primary student information system that provides faculty with the ability to identify at risk students by clicking on their rosters online.
GradesFirst	Electronic platform that combines student tracking and communications, counseling and services appointment management, and academic early alerts.
Degree Works	Software which allows counselors and students to develop online comprehensive and abbreviated education plans.
Electronic Assessments 1. Mathematic Diagnostic Testing Program 2. College Test for English Placement	Electronic system used to determine placement into the mathematics and English sequence.
“Ask a Counselor”	The campus system online counseling and advisement system.
Career center Assessment (Eureka, Kuder Journey, MBTI and the STRONG)	Electronic assessments used to help students define their career interests, and determine the appropriate major and areas of study to meet their goals.

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10
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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 exempt if they have earned an associate's degree or higher, seeking to take a course that is either legally required in order to get or keep a paid or volunteer position, are required by an 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 SSSP 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

Prerequisites and corequisites must be determined to be necessary and appropriate for achieving the purpose for which they are established. At a minimum, the presence of prerequisites or corequisites is based on content review. The process of content review results in a list of skills and abilities. These are the skills and/or abilities and/or knowledge without which the students would be highly unlikely to succeed (i.e., receive a satisfactory grade in the subject course).

Procedurally, in the preparation or review of a course outline of record (COR), the course originator or author initially identifies and lists a body of knowledge or skills needed prior to entering the course. The author then identifies and reviews the prerequisite or corequisite course(s) that develop(s) the body of knowledge and/or measures the skills identified in the initial review. Next, the author matches the knowledge and skills initially listed to those developed or measured by the proposed

prerequisite/corequisite. Those that match become the entry skills that are then listed on the COR.

As a part of the procedure used to develop and review prerequisites and corequisites, it is expected that the author of the outline will have engaged the appropriate discipline faculty and consulted with the department chair and/or division dean. These personnel would have examined CORs for the proposed prerequisite/corequisite course(s), along with the COR, syllabus and sample exams and assignments for the target course. Prerequisites/corequisites are reviewed as part of the standard, periodically COR review and update cycle.

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) online or in-person.

If denied, the student must complete the 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 SSSP. During mandatory flex day, updates on the status of SSSP were provided by the college President and Executive Vice President. In addition, professional development workshops on the SSSP were and will be offered during flex week and at other times during the semester.

Ongoing training and professional development is supported by the college for all staff related to SSSP activities. Training and professional development opportunities will include faculty, staff, and administrators. As roles are more clearly defined and processes and further developed, specific trainings will be sought out and supported.

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, SSSP, 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 SSSP 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 members from all three campuses to work efficiently and collaboratively to develop a 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

DRAFT

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: Guadalupe Moriel-Guillen Title: Department Chair, Counseling

Stakeholder Group: Counseling/Student Services

Name: Susan Bricker Title: Registrar

Stakeholder Group: Student Success Team

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: SSSP Staff

Name: Margaret Dominguez Title: Matriculation Specialist I

Stakeholder Group: SSSP Staff

Name: Angeles Rodriguez Title: Administrative Assistant, 3SP

Stakeholder Group: SSSP Staff

Name: Victoria Lugo Title: Dean of Student Services/3SP Coordinator

Stakeholder Group: Administrative Council/SSSP

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