



Credit

Student Success and Support Program Plan

2015-16

District: **Ventura County Community College District (VCCCD)**

College: **Ventura College**

Report Due by

Friday, October 30, 2015

(extended by CCCCCO to November 20, 2015)

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

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

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement
 - D. Counseling, Advising, and Other Education Planning Services
 - E. Follow-up for At-Risk Students
 - F. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGECollege 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 Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: **Karen Engelsen, Assistant Dean of Student Services**

Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____Name: **Greg Gillespie, President/Acting CSSO**

Date: _____

Signature of the Chief Instructional Officer: _____

Name: **Kim Hoffmans, VP Academic Affairs Student Learning**

Date: _____

Signature of College Academic Senate President: _____

Name: **Alexander Kolesnik, Academic Senate President**

Date: _____

Signature of College President: _____

Name: **Greg Gillespie, President**

Date: _____

Contact information for person preparing the plan:

Name: **Karen Engelsen**Title: **Assistant Dean of Student Services**Email: **kengelsen@vcccd.edu**Phone: **(805) 289-6455**

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning**1. a. Describe the planning process for updating the 2015-16 SSSP Plan.**

Opportunities for service/outcome improvement were identified throughout the 2014 – 2015 program year by the Student Services Council (re-named the Student Services Leadership Team in Fall, 2015). The SSLT is comprised of student service area and program leads, and provides planning, operational implementation, follow-up and evaluation of matriculation services for Ventura College.

An outline of objectives, service delivery strategies and activities, responsible parties, and resources required for each of the SSSP requirements was developed for review and as a point of discussion in preparation for developing the 2015-16 SSSP Plan. This outline was shared with Student Services programs and service areas, counseling faculty, Student Services Leadership Team, Academic Senate, and College Administration for comment and input. Debates focused on how to effectively provide services, what is best for students, and how to utilize available staff and faculty to serve more of our first-time students. Based on feedback, the plan narrative was written by the SSSP Coordinator (Asst. Dean of Student Success and Support) and provided, along with the budget report, to the parties named above for comment and feedback. A college-funded administrative assistant provides clerical support for the development of the planning document and budget reports, as well as providing support for purchasing and the development of marketing materials.

Simultaneously,

- 1) The college developed a new “Making Decisions” document which outlines the participatory governance processes at Ventura College. Included is the creation of a Student Success Council (SSC), tasked with reviewing data and making recommendations. A SSSP workgroup is proposed to facilitate the SSSP plan development, budget development and expenditures, and provide insight to the SSC regarding SSSP.
- 2) A new Dean of Institutional Effectiveness and Institutional Research office was established to cultivate, provide, and help analyze student success data. As a result, Student Services is now able to receive specific information about which students do and do not receive required SSSP services, providing opportunities for follow-up.

- 3) The re-organization of College Administration resulted in a newly created VP of Student Development and two Associate Deans to focus more specifically on the student services role in student success. Additional staff and faculty, hired with new SSSP funds, are now in place with the training and understanding of VC processes to allow for successful implementation of the additional SSSP services provided for in this plan.

The planning process for many of the programs/activities outlined in this document will continue throughout this year. With many new people on board, it is important that the discussions around planning, implementation, and evaluation are inclusive, and are coordinated with Equity planning, Basic Skills, Title V grant, and VC Innovates (CTE grant).

b. What factors were considered in making adjustments and/or changes for 2015-16?

The percentage of students who currently do not participate in required services informed our plans to increase communication with first time students regarding their “shared responsibilities” and follow-up regarding the resources available to them.

A large number of students who are on probation and/or in danger of losing their financial aid illustrated the need for pro-active identification, outreach, and success strategies aimed at students who are not making progress toward their academic goals.

For undecided students, increased opportunities for career exploration are being offered; as well as assessment of interests and abilities that will better inform educational and success planning.

Additional staff (hired as a result of new funding) provide resources which can allow us to be more effective and efficient. How to add/increase services, utilize additional resources, and increase student usage will be explored and developed in the upcoming year.

The need for technology updates for staff, faculty and students who provide/use matriculation services on-line and via college systems. Many student services staff and faculty have reconditioned computers and old printers/keyboards. With an increased need to use technology to document and track service usage, and deliver services, it will be necessary to upgrade the technological infrastructure. This will be discussed with the Technology committee, and reflect the college Technology Plan.

c. In multi-college districts, describe how services are coordinated among the colleges.

Ventura College is one of three colleges (with Oxnard College and Moorpark College) in the Ventura County Community College District.

A district-wide Student Success Task Force meets monthly during the Academic Year, with representation from all three campuses in our district. Originally created to plan for district-wide coordination of initial SSSP planning (especially for gathering data and initiating technology initiatives), the SS Task Force serves to address district-wide approaches to SSSP, especially since many students attend multiple campuses in the district. This group agreed to share SSSP resources to co-fund an additional district IT programmer who will be dedicated to upgrading GradesFirst (used by district student services to schedule, track students' use of services, reach out to students, and create student usage reports) and DegreeWorks (educational planning and degree audit software) in addition to managing new state-wide initiatives involving SSSP. Programming

Monthly, a District Technical Review Workgroup for Student Services (DTRW-SS) reviews and makes recommendations to develop/update Administrative Procedures, Board Policies, and district practices; many of these are related specifically to Student Success. Representation from each campus includes counseling faculty, articulation officers, registrars, academic senate presidents, and campus student services administrators.

Student Service department leads (Registrars, Financial Aid Directors), Counseling faculty, and Administrators meet across the district formally and informally to discuss common issues related to matriculation and student success.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

District Strategic Goals (Access, Retention and Success, Responsiveness to the Marketplace in Career Training, and Effective Use of Organizational Resources) drive the College's planning. College planning, including the SSSP and Equity initiatives, is aligned with the Ventura College Educational Master Plan.

An Integrated Planning Map, from the Making Decisions Document, illustrates the important connections between the College Mission, Master Plans, and Strategic Implementation Planning done by the College Planning Council. In support of this process, shared governance committees align and integrate initiatives to college plans. The SSSP and Equity plans are included in this process via a newly created Student Success Council.

As defined in the newly created Making Decisions Document, the Student Success Council (SSC) "is a governance committee responsible for making recommendations to the Vice President on initiatives that emerge through the college planning and program review process. In addition, the SSC assists in advancing the goal of integrating and

optimizing plans, initiatives, and resources to continuously improve our students learning and support experience.”

Comprised of college administration, faculty, staff and students SSC was created to discuss overarching student success data outcomes, identify strategic initiatives, and monitor effectiveness. Two workgroups (SSSP Workgroup and Equity Committee) will make recommendations to the Student Success Council.

The SSSP Coordinator works closely with the Student Services Leadership Team, is on the Equity Committee, the Student Success Council, the Basic Skills Committee, and is a member of the College Planning Council.

A shared governance culture includes student success discussions in most all campus and district meetings.

2. Describe the college’s student profile.

Ventura College (VC) is a mid-sized college located in Ventura County, just north of Los Angeles. A federally designated Hispanic Serving Institution, the college serves a diverse student population of approximately 12,500 students.

Student Population 2014-15	African American	Asian	Hispanic	Native American	Pacific Islander	White	Unknown
#	277	603	7,091	62	27	3,810	561
%	2.23%	4.85%	57%	.5%	.22%	30.65%	4.5%

Each year, approximately 3,500 – 4,000 new students attend Ventura College. Most of these students are high school graduates from Ventura Unified High School District (VUHSD); high school graduates within and without the county also attend, as do transfer students, students returning after an extended absence from higher education, and individuals seeking workforce skill development.

To address the unique needs of our diverse students, several college programs target services to specific student populations (as described in following chart). Program services and activities are coordinated with services for all students during bi-weekly Student Services Leadership Team (SSLT) meetings. Additionally, representatives from these programs participate in shared governance committees (Academic Senate, College Planning Council, Equity Committee, and Student Success Council) that review, discuss, and make recommendations about Student Success and SSSP.

PROGRAM	PURPOSE	STUDENT SERVED
CalWORKS:	An entry-point for first-time students transitioning into the workforce from public assistance. Following standard matriculation steps, students work closely with dedicated counselors and support staff to ensure success and goal completion.	171
EAC: EOPS / Foster Youth:	Programs that serve students with special needs offer intake and orientations over and above the mandatory college-wide orientations. These intake and orientations processes focus on program related information, but also highlight college resources and other important information students will need to be successful. Both programs offer targeted follow-up services to participants.	741
FYE:	Students who receive the VC Promise (a financial aid package for local students attending VC for the first time) participate in the First Year Experience – an extended orientation/acclimation to college beginning the week before the academic year begins. These students are also required to attend a series of workshops and follow-up activities (to ensure goal identification, basic advising, educational planning, and follow-up to ensure successful course completion), along with mandatory meetings with counselors and peer advisors.	95
MESA:	The MESA Community College Program supports students to successfully transfer to four-year universities in science, technology, engineering and math (STEM) majors. This support is especially crucial to students who come from low-performing high schools.	85
Student Athletes:	To provide a comprehensive selection of academic programs with vocational, remedial, transfer, and certificate classes, and provide dedicated counselors and support staff to ensure success and goal completion.	400±
Veterans:	To provide for outreach, follow-up, and support for Veteran Students and their dependents. The center and staff connect veteran students with campus and community resources; provide access to GI Bill and Financial Aid; offer intake and orientation, and counseling, as well as pro-active follow-up and success support.	302

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

Ongoing efforts continue to formalize partnerships between local high schools, the community, organizations, agencies, and the College to facilitate a seamless transition

to college. Facilitating staff relationships, providing professional development, and coordinating planning and scheduling should result in even better results for students seeking educational opportunities at Ventura College.

HS and Community Outreach – each of the three campuses in the Ventura County Community College District (VCCCD) participate regularly with local high schools and surrounding community (with some overlap); providing core services at feeder high schools. College outreach staff, led by VC's Outreach Specialist, coordinate pre-enrollment services, as well as scheduling assessment, promoting orientations, and scheduling "Pirate Fridays" (we provide busses for the graduating Seniors to visit the college campus for matriculation services and educational planning.)

High School Counselor Exchange – all high school counselors in the Ventura College service area meet with college counselors and student services staff each year for updates and discussion of program updates, college changes, dual enrollment, pre-enrollment service schedules, and practices/planning regarding matriculation processes for HS graduates.

VC Innovates – a county-wide career and technical education support grant; coordinated between area High Schools, Community College, and Workforce Investment Board promotes a seamless pathway establishing career exploration, articulating high school and college courses, providing educational planning, and supporting academic goal achievement. Increased coordination with High Schools regarding career interest inventories and educational planning provided in high schools will focus on using that information as a basis for the SSSP planning conducted at the community college. Discussions will take place to clarify and coordinate common interests in support of CTE student matriculation, educational planning, and goal completion

Velocidad (Title V grant) – supports career and transfer exploration, advising, and planning; partners with the First Year Experience (FYE) program to develop, pilot and institutionalize a peer mentoring program to follow the cohort of FYE students during their first year of college. Efforts will be made to coordinate with this grant and plan for institutionalizing grant outcomes.

Project ALAS (Aligning Learning and Success) – Ventura College is a participant along with CSU Channel Islands, Ventura County P-20 Council, and the Ventura County Community College District in this initiative that seeks to facilitate successful student transitions along the regional transfer pipeline.

B. Orientation

- 1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?**

Targeted efforts are currently being made by Counselor Assistants and Student Ambassadors to increase the number of new students who complete an orientation in their first semester. The on-line orientation video that was developed in 2013-14 will be updated, based on feedback from students, staff, and counseling faculty. It was decided to add in-person orientations to address the additional questions and guidance needed by some of our student population. Robust pre/post testing and satisfaction surveying will provide additional information necessary for ongoing quality improvement.

In addition to updating the on-line orientation, activities are being developed to supplement the transition from orientation to the development of an educational plan. Specifically, the inclusion of career and transfer exploration is intended to assist students with the identification of a major, development of an educational and career plan, and engagement in their academic success as an equal partner.

2. a. How many students were provided orientation services in 2014-15?

2,354 (first time students); 5,070 (total students – new and continuing)

b. What percentage of the target population does this represent?

63% (first time students); 51% (total students – new and continuing)

c. What steps are you taking to reduce any unmet need or to ensure student participation?

- Additional in-person orientations will be offered to address the needs of “high touch” students
- Identify major specific orientations, program-based orientations, enhanced on-line versions with in-person follow-up
- Create marketing and training for staff/student ambassadors to promote a stronger (“just do this”) message
- Develop ongoing data-college processes; review, analyze, and use information as part of planning process
- Promote on-going follow-up; contact students who have not participated and promote completion of steps
- Orientations are promoted/offered during “Pirate Fridays” (for HS Seniors) and “Pirate Saturdays” (for community) events to promote matriculation
- Continued support for First Year Experience (FYE), which includes an extended orientation and required contacts with FYE staff each semester.

3. a. Are orientation services offered online?

Yes. An on-line orientation was developed in 2013-14. Student focus groups have provided input regarding the effectiveness of the on-line orientation, and updates are being worked on for inclusion prior to the 2016 matriculation process. Orientations targeting specialized populations (ex. those defined in the Equity Plan) are being discussed and will be developed for use during Fall (2016) registration.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

The on-line orientation used by VC was developed with the efforts of: counseling staff and faculty; student service and program staff; instructional technology and information technology staff; and district marketing staff. Ongoing input from students, staff and faculty will assist in keeping the on-line orientation targeted, informative, and relevant. SSSP funds will be used to hire an Instructional Technologist to support technology and on-line development costs in support of college efforts.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

- 1) Academic Expectations; progress and probation standards
- 2) Maintaining Registration Priority
- 3) Pre-requisite or co-requisite challenge process
- 4) Maintaining Board of Governors Fee Waiver eligibility
- 5) Description of available programs, support services, financial aid assistance, and campus facilities and accessibility
- 6) Academic Calendar and important timelines
- 7) Registration and College fees
- 8) Available educational planning services

In addition to the information required, we attempt to help new students understand the difference between high school and college, the expectations ("shared responsibilities") required of them in college, and the value of connecting with the college.

Both the online orientation (<http://orientation.venturacollege.edu/college-orientation>) and face-to-face orientations cover items 1 – 8. Students must correctly answer questions at the end of each section of the on-line orientation; these questions reflect the topics listed above.

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
15	Counseling Faculty	Facilitate in-person orientation; provide input regarding content of in-line orientation	SSSP Match / GF
4	Counselor Assistants	Support in-person orientation; provide input regarding content of on-line orientation; track and contact new students who do not complete orientation; update	SSSP

		website	
5	Student Ambassadors	Make appointments for in-person orientations; assist with material preparation and support workshops; promote communication with students	SSSP
1	Outreach Specialist	Schedules and presents pre-orientation activities for HS counselors and students in support of/preparation for SSSP activities	Match/GF
1	Instructional Technologist	Technology support, website update, including orientation information for new students, "just in time" videos, and additional multi-media to support SSSP	SSSP
.3	IT Programmer	Shared district position will, in part, support on-line orientation updates	SSSP

- 6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Office Supplies; General Supplies	SSSP	6,500
5000	Mileage/travel/prof development	SSSP	5,000
	Printing/Duplication	SSSP	10,000
	Contracts/Transportation	SSSP	20,000
	Software/on-line support	SSSP	20,000
6000	Equipment < 1000	SSSP	5,000
	Equipment > 1000	SSSP	20,000

C. Assessment for Placement

- 1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?**

Testing sessions have traditionally been paper-pencil. With the development of a state-wide electronic common assessment, planning will have to take place to support the transition for off-campus and on-campus assessment testing.

Prep2Assess is being developed and will be promoted for all new students prior to taking their assessments. A Matriculation Specialist II was hired with SSSP dollars to develop Prep2Assess (with English and Math faculty), promote assessment preparation on-line and in the local High Schools during outreach, and support assessment testing off-campus (HS and VCSP site).

A Student Success Council was formed, and a Basic Skills Committee exists partially, to study outcome data, and will review assessment outcomes in order to make

recommendations regarding practices that can increase effective placement and progression through math and English course sequences.

2. a. How many students were provided assessment services in 2014-15?

1,822 (first-time students); 4,708 (total students – new and continuing)

b. What percentage of the target population does this represent?

48% (first-time students); 49% (total students – new and continuing)

c. What steps are you taking to reduce any unmet need or to ensure student participation?

An additional Matriculation Specialist II was hired to develop a Prep2Assess program and promote Assessments to high school seniors.

New students who did not assess prior to their first semester will be contacted and scheduled for assessments prior to registration for their second semester.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

Currently, test preparation information is provided on the VC

Website; www.venturacollege.edu/departments/student-services/matriculation/new-students

Test preparation information, practice tests, and links to math/English tutorial sites are provided. A more robust Prep2Assess process is under development and will be used in Spring, 2016 to promote assessment preparation for graduating HS Seniors.

Assessments are provided on campus throughout the year, with additional sessions scheduled during peak registration periods. Students can make an appointment on campus, on-line, via fax, or over the phone. Group assessments are offered on campus, at VC's Santa Paula site, in the high schools, and on evenings/Saturdays during peak times. Assessments are also part of the "Pirate Fridays" (for HS Seniors) and "Pirate Saturdays" (for community) events to promote matriculation.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

The college uses the College Test for English Placement (CTEP) assessment instrument to assess English readiness and determine course placement. For math, there are four levels of tests which are used to assess readiness for Elementary Algebra, Intermediate Algebra, Pre-Calculus, and Calculus. For placement of English language learners, the college uses Assisted Self-Assessment and Placement.

b. When were tests approved by the CCCCCO and what type of approval was granted?

The Chancellor's office approved the MDTP on July 1, 1993. Sections of the CTEP were approved in 2001, 2001, and 2003.

c. When were disproportionate impact and consequential validity studies last completed?

Full approval of disproportionate impact and consequential validity studies were completed for the MDTP in March, 2014 and for the CTEP in June, 2000.

5. a. What multiple measures are used?

Multiple measures employed for placement purposes include a ten-question multiple measure questionnaire which is incorporated into the scoring process for the English test.

Counseling faculty also use AP test scores, IB test scores, SAT scores, EPT, ELM, CSU's EAP (English), and the ACT tests. In addition, students may have counselors re-evaluate their assessment score in light of high school transcripts, AP Exams, and other information to recommend course placement. These measures would be used during a counselor's meeting with a student; typically during an education planning session.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, 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 55- 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 education 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 English assessment test with the following exemptions:

1. Students may be placed based on their test scores on the Compass test administered by Oxnard College.
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 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 Text.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Ventura College’s assessment practices meet the definition of Assessment in Title 5, section 55502. Assessment services meet the expectation for accommodations described in section 55522.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Ventura College’s English and Math departments maintain a strong preference for test results obtained through the Ventura College assessment process. However, if a student requests it, the Assessment Office will accept test results from Oxnard College (Compass), and other colleges and universities that use a CCCC approved assessment.

7. How are the policies and practices on re-takes and recency made available to students?

Information regarding the assessment will be made available to students via the Ventura College website, in the College catalog, and in the Assessment Center.

Students can re-take the assessment only once, unless they obtain recommendation from a counselor. There is no set amount of time that a student must wait before he/she can retake the assessment test. There is no recency requirement, except as this factor may be considered with multiple measures.

- 8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
2	Matriculation Specialist II	Plan and facilitate on-campus and off-campus assessment testing; develop and promote Prep2Assess; provide assessment scores to students and counseling faculty for educational planning; support pre-requisite confirmation process; facilitate validity studies and cut-score enforcement	SSSP
1	Matriculation Specialist I	Support Assessment Office; promote assessments; proctor assessments; document student results	SSSP Match/GF
5	Student Ambassadors	Assist with assessment appointments and sign-ins; answer phone/email and provide general information	SSSP
.3	IT Programmer	Shared district position will, in part, support assessment technology	SSSP

- 9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Office and General Supplies	SSSP	\$6,500
5000	Marketing info -- student communication, Prep2Assess	SSSP	\$10,000
	Employee Travel/mileage/prof dev	SSSP	\$8,000
	Assessment license and fees	SSSP	\$15,000

D. Counseling, Advising, and Other Education Planning Services

- 1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?**

Recognizing the importance of counseling services, extra hourly assignments have been increased for current counseling faculty, and five part-time counselors were hired in Sept 2015. Four Counselor Assistants have been budgeted; three positions were filled.

These additional counseling resources allow for additional counseling appointments, additional workshops, and more effective follow-up for undecided students, students in basic skills classes, and/or students on probation or dismissal.

Two new General Counselors are being proposed (based on increased funding) to address the shortage of counseling appointments, the need for educational planning appointments, and our planned focus on providing strategic, targeted follow-up support for new students, students on (or near) probation, and undecided students.

These additional resources will allow us to offer an increased number of educational planning appointments, goal setting and career exploration workshops, and be more proactive in providing “just in time” counseling (ex. Identifying students who are not yet on probation, but close; reviewing students who have 15/45/60 units to check for ed plans/successful progress, certificate completion/associate completion, transfer readiness) as a result of a well-coordinated follow-up effort.

In conjunction with the development of an integrated, campus-wide early alert program, counseling faculty are designing a process for addressing the needs (via workshops, group counseling, in-person and on-line resources) of students who have been identified as having progress challenges and documenting follow-up/progress. Likewise, counseling faculty work with financial aid to offer Standards of Academic Progress (SAP) workshops for students who are on probation.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

2,644 (first time students);

(total services provided new and continuing, duplicated headcount):

Counseling and advising – 11,729 (duplicated headcount)

Educational Planning – 8, 481 (duplicated headcount)

b. What percentage of the target population does this represent?

70% (first time students);

(total services provided – new and continuing, duplicated headcount):

Counseling and advising – 105% (duplicated headcount)

Educational Planning – 84% (duplicated headcount)

Note: These are duplicated services counts, and don't accurately reflect the number of students served.

In conjunction with the Dean of Institutional Effectiveness, data regarding SSSP service usage will be reviewed, analyzed, verified, and regular reports scheduled.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Additional counseling hours have been provided to FT Counseling faculty, and five PT Counselors were hired to support the increasing demand for educational plans, and to

provide counseling services to evening students. Two FT Counselors will be hired to increase the number of educational planning sessions available to undecided students, for career/transfer counseling, progress checks, and probation students.

Counselor Assistants were/are being hired and tasked with a) providing information to new students, b) promoting marketing inreach to communicate with students during the semester, c) contact students and refer them to services/activities to ensure that all first time students complete all required services, and d) follow-up with students beyond their first semester to direct them to services and activities that promote academic progress and goal completion.

The Counseling Faculty are discussing/planning strategic delivery systems that maximize not only the number of students seen but also the quality of counseling and educational planning services provided.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

Multiple efforts are made to address the differing needs of our diverse student population; services are offered in the evenings, on-line, and efforts are made to include bi-lingual materials.

In-person scheduling workshops are attended by students upon completion of their on-line orientation. During this workshop, an abbreviated educational plan is developed. Students are encouraged to return to see a counselor during the semester to develop a comprehensive educational plan, but the data indicates that less than half of students do. Counselor assistants will follow-up with the scheduling of these students, as one-on-one appointments for comprehensive educational planning are essential.

Additional workshops, group counseling and pro-active advising strategies are being developed, with new staff/faculty hired and trained to provide these services.

FTES-generating Counseling courses were added to provide students with support to gain success skills and encouragement to complete all required SSSP services. Currently, fifteen sections are offered; these classes are taught by Counseling Faculty.

b. Is drop-in counseling available or are appointments required?

Both. Students with quick questions can receive immediate, drop-in counseling. Appeals, Educational Plans, Transcript evaluation, and other matters requiring an in-depth appointment are scheduled in advance. A yearly calendar is being developed to coordinate the timely offering of appointments at certain "deadline" times of the year.

c. What is the average wait time for an appointment and drop-in counseling?

During busy pre-semester and first weeks of classes, students can wait up to several hours to see a counselor for a drop-in appointment. Appointments are not available during peak times.

For the remainder of the semester, including during most of the summer, students can make appointments (up to two weeks out.) These appointments fill quickly; students are contacted with reminders. Drop-in appointments are also available during the year; these appointments can have short or longer waits depending on the time of day and time of semester. Hiring additional counselors has improved the availability of counseling appointments; we plan to hire additional counselors to ensure all students have access to educational planning and counseling assistance.

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

Upon completion of the on-line orientation and assessment, first-time students make an appointment for a group counseling session. Counseling Faculty, with the support of Counselor Assistants and Student Ambassadors, provide information about academic pathways, basic skills sequences, educational planning, course scheduling and registration. Students leave with an abbreviated educational plan which is at least one semester, sometimes two.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

- Students are encouraged to return to meet with a counselor during their first semester/year; “in reach campaigns” promote the importance of developing a comprehensive educational plan.
- Counselor Assistants follow-up with students to make counseling appointments.
- Comprehensive Educational Plans are developed during a one-on-one session, and cover as many semesters as are necessary for the student to complete their major goal requirements.
- As needed, students may be referred to the Career/Transfer Center for career exploration, transfer exploration, or specific counseling.
- Educational Plans are developed on-line with DegreeWorks software; DegreeWorks Workshops for students are being considered as a way to engage them in the development of their plans, which are then discussed and approved by a counselor.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

DegreeWorks is an educational planning tool that can be used by students and/or counselors (although a student’s plan must be “approved” by a counselor to be counted as an active educational plan); the system is also used for degree auditing.

To support DegreeWorks, On Base is a document management program which allows transcripts, appeals, forms, and other important documents to be scanned into the

system and reviewed by others in the department. (Ex. a student turns in their external transcripts to A&R, a counselor has access to those documents via OnBase when they are meeting with that student.)

Grades First is a scheduling system currently used by staff to make appointments for counseling sessions, workshops, and will be used for assessments and in-person orientations. It also captures student usage data, provide reports, and in the future will be available so students can schedule their own appointments. There is a newly available feature that allows Student Services staff to contact students individually and in groups to remind them of appointments, promote counseling visits, encourage workshop attendance, and inform students who may be in need of interventions.

In addition to the support provided by district IT to research, purchase, install, train, maintain, and update the technology (indicated above) that supports SSSP, an additional district-wide IT programmer will be “shared” by all campuses, and will support ongoing development of existing DegreeWorks, Grades First, and other SSSP-related technology utilized in the delivery of services. In addition, an Instructional Technologist will be hired to assist with website development, and the creation of on-line resources and information in support of educational goal-setting and planning.

- 6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
15	Counseling Faculty	Provide general counseling sessions, workshops, individual and group educational planning sessions, career exploration, and transfer counseling	SSSP Match / GF
4	Counselor Assistants	Provide support in the planning and facilitation of group sessions and workshops, contact students with reminders and for follow-up	SSSP
1	Matriculation Specialist II	Provide support for transcript evaluation services; input equivalencies into DegreeWorks; assist with degree audits and gen ed certifications	SSSP
2	Student Services Assistant Office Assistant	Support counseling session student files and paperwork; make appointments, maintain GradesFirst schedule	Match / GF
5	Student Ambassadors	Provide information and schedule appointments through the Student Information Center; assist with pre-enrollment and matriculation for events and activities	SSSP
1	Instructional Technologist	Technology support, website update, including orientation information for new students, “just in time” videos, and additional multi-media to support SSSP	SSSP

.3	IT Programmer	Shared district position will, in part, support counseling technology	SSSP
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- 7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Office and General Supplies	SSSP	\$6,500
5000	Faculty Travel	SSSP	\$5,000
	Employee Travel	SSSP	\$2,500
	Mileage	SSSP	\$2,500
	Printing/Duplicating: Provide materials and support (on-line and in-person) for career/transfer exploration, major identification, goal clarification, and educational planning	SSSP	\$10,000
2000/3000 4000 5000	Promote on-line services with website development, videos, interactive communication, and other uses of technology in support of educational goal-setting and planning	SSSP	\$20,000

E. Follow-Up for At-Risk Students

- 1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?**

The First Year Experience (FYE) program was expanded in its second year, with the goal of providing proactive services and engagement during the first two semesters for new students. New staff (a Coordinator, Counselor, and Counseling Assistant) provide an extended orientation the week before classes began, require counseling and peer mentor visits, monitor student progress throughout the year, and celebrate achievements. This pilot program is partnering with the VC Foundation to link financial aid with academic success support and will monitor closely both student participation and outcomes.

General Counselors identified a large number of students on probation and are developing an academic strategies workshop in conjunction with the Financial Aid Office efforts to support Standards of Academic Progress (SAP). Primarily, students who do not complete their educational planning and/or are not making satisfactory standards of progress will be contacted in a supportive, proactive manner and directed to workshops, classes, individual counseling sessions, and/or on-line resources as needed. Classified staff and Counselor Assistants will assist with the operational aspects of these activities.

Program (CalWORKs, EAC, EOPS, Foster Youth, MESA, Veterans) staff and faculty will be consulted so coordination can occur, and follow-up services supplemented with SSSP resources to ensure their cohorts of students complete all required services, maintain enrollment priority, and make progress toward goal completion.

A college-wide effort to support Early Alert will begin this year with a pilot group of faculty to utilize a new system (part of GradesFirst); develop follow-up interventions integrating counseling, tutoring, and learning skills; and begin to document results of early alert interventions.

2. a. How many students were provided follow-up services in 2014-15?

43 (first-time students); 729 (total students – new and continuing)

b. What percentage of the target population does this represent?

1% (first-time students); 5.8% (total students – new and continuing)

Work will continue with Institutional Effectiveness to define and confirm data.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Counselor Assistants have been hired to follow-up with new students whose GPA was below a 2.3 their first semester to engage them in Academic Success workshops during their second semester. Students who did not make satisfactory progress will be contacted for follow-up and referral to services, learning support, and academic success workshops.

The college community will work together to identify and promote an effective Early Academic Alert/Progress Report process that is widely used, coordinates instruction and student service support, and documents follow-up with counseling and/or tutoring.

3. a. What types of follow-up services are available to at-risk students?

Ventura College targets follow-up services to students identified as at-risk (undecided, basic skills, probation/dismissed students) in a variety of ways:

Basic Skills students

- Class visits are scheduled after the semester has begun; counselors visit basic skill level English and math classes to present information about counseling, tutoring, and the various services and programs available to students. Contact information is provided, and students are encouraged to visit the SSC (Student Services Center.) Follow-up visits are conducted to determine if students have follow-up questions. A brief survey is conducted and results analyzed for effectiveness of these visits.

- Early Alert/Progress Reports identify students who will benefit from follow-up; Counselor Assistants contact students and connect them with services, workshops, and/or individual counseling appointments to address issues

- SAP (Standards of Academic Progress) workshops identify Financial Aid students who are in danger of losing their financial aid. These students are also tracked and referred to Progress and Academic Success workshops as needed.

Undecided students

“Major Talks” allow discipline faculty and professionals in the field to 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.

Additional career exploration software and career interest assessments are used by counselors and Career/Transfer center staff to engage students in the goal-setting process.

Students are encouraged to see a counselor following these events/activities to complete an education plan.

Students who have taken 15 units of degree applicable coursework and have not chosen an educational goal or program of study will be identified by Counselor Assistants and directed to Career Counselors.

Students on Probation/Dismissal

VC has over 1800 students on some kind of academic sanction. Students are identified using the GradesFirst platform and office of Institutional Research.

Counseling faculty are developing a process to address the needs of these students. Interventions can occur throughout the semester, and may consist of individual counseling sessions, group counseling/advising, workshops, referral to on-campus and on-line resources, and other effective strategies as needed.

Staff and faculty connected with support programs monitor and follow-up with their program participants. SSSP funding will be made available to support efforts to ensure all program students complete matriculation steps and make progress toward educational goals.

b. How and when are students notified of these services?

Information about college services and expectations for students is communicated:

- during pre-enrollment orientations at local high schools
- during “Pirate Fridays” and “Pirate Saturdays” matriculation events
- as part of the New Student Orientation (on-line, in-person, and via support programs)
- during “Student Life Day” soon after classes start; a college-wide activity sponsored by Associated Students to ensure all students have information about the college/resources
- during visits to the Student Services Center
- via the website

- by publicity on campus; marketing campaigns (ex. “see your counselor now”, “Undecided? Visit the Career Center”), class visits, “Don’t Cancel Class” campaign (provide counseling workshop to class instead of cancelling it).

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

A variety of delivery methods are used to address the many different needs of our students:

- Individual and group sessions
- Day and evening scheduled workshops
- On-line and in-person resources
- Pro-active and “just in time”

d. Are instructional faculty involved in monitoring student progress? Do they 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 their area of concern. Students receive a letter and are notified via their on-line student portal.

Approximately 800 students per year are identified through Banner Early Alert; 382 in Fall, 2014 and 403 in Spring, 2015. Our goal is to greatly increase this number, as Early Alert (using Progress Reports) is an effective proactive practice identified as important for retention.

A group of instructional and counseling faculty, student services staff, and learning support staff will develop an effective Early Alert/Progress Report process using the new Grades First program introduced to the district in Summer, 2014. In addition to notifying students, a coordinated follow-up will involve tutors, counselors, and program staff.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
15	Counseling Faculty	Meet with students individually for counseling and educational planning; lead the development of workshops and strategic interventions; facilitate workshops and group counseling sessions for orientation, goal setting, educational planning, study skills, and academic success	SSSP Match / GF
4	Counselor Asst	Contact students for follow-up; support counselors with workshops and strategic interventions; track student completion and progress	SSSP
2	Student Services Asst Office Asst	Maintain counseling appointment schedule; provide student check-in and prepare files; provide general clerical support to counselors	Match / GF
5	Student Ambassadors	Provide on-going support to students and staff as	SSSP

		needed	
.6	Veteran's Coordinator	Provides follow-up services to Veteran students and their dependents; ensures all steps are completed to maintain priority registration and tracks SAP	SSSP
.3	IT Programmer	Shared district position will, in part, support on-line follow-up resources.	SSSP

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Office and General Supplies	SSSP	\$6,500
4000 5000	Workshop materials, refreshments	SSSP	\$10,000
5000	Faculty and staff training and development	SSSP	\$10,000
2000/3000 5000	Website development and on-line technology support to provide 24/7 access to on-line student services and success strategies workshops/videos; 30% of district IT programmer	SSSP	

F. Other SSSP/Match Expenditures * Include District IT******

1. SSSP

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	SSSP Coordinator (Asst Dean SS)	SSSP	\$73,058
	FYE Coordinator/Counselor	SSSP	\$59,860
	FYE Counselor	SSSP	\$62,461
2000	Administrative Assistant - IR	SSSP	\$59,680
	Matriculation Specialist (A&R) – special admit matriculation, dual enrollment matriculation support, transcript evaluations, DegreeWorks updates, IGETC certifications, graduation degree audits	SSSP	\$60,000
	Admin Asst - SSSP	SSSP	\$61,410
	Tutors	Match/GF	\$95,654
3000	Benefits - SSSP	SSSP	\$542,877
4000	Office Supplies (coordination/research)	SSSP	\$3,364
5000	Printing and copying (communication with students, campus, handbooks)	SSSP	\$6,780

	Professional Development (on and off campus; conferences) Including Flex Day (Fall, 2016) speakers and workshops regarding SSSP and Student Success	SSSP	\$6,600
5000 6000	Technology: <ul style="list-style-type: none"> - Office equipment used to plan, monitor, and provide SSSP services - Website development (included previously) - District IT support (30%) for education planning and degree audit systems, GradesFirst scheduling and student tracking system, and new CCCCCO initiatives (included previously) 	SSSP	\$141,314 (total) for technology; \$55,000 (total) for online support, software, license and fees

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount
1000	Articulation Counselor	GF	\$48,147
	FT Counseling Faculty	GF	\$1,009,458
	Counseling Faculty - instructors	GF	\$76,283
2000	Admissions and Records Classified	GF	\$451,010
	Assessment and Counseling Classified	GF	\$129,254
	Career and Transfer Classified	GF	\$101,785
	International Student Services Specialist	GF	\$67,356
	Outreach Specialist	GF	\$69,009
	Instructional Tutors to support at-risk Basic Skills students	GF	\$95,654
	Student Workers (A&R, Counseling, Career/Transfer)	GF	\$87,148
3000	Related benefits	GF	\$973,237

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

The College provides a district-wide on-line petition for students requesting exemptions from SSSP services, per District Board Policy 5050 and Administrative Procedure 5050. Students can be exempted if they have earned an associate's degree or higher, seek to take a course that is either legally required in order to get or keep a pair or volunteer position, are required by an employer to meet current licensing or software standards, are enrolled at another college and taking a class to fulfill that college's requirements, or

are a continuing students who has successfully completed a college level Math and English class.

The petition is reviewed by Admissions and Records, and approved by a Student Services Administrator.

Alternate options are made available so that students who may be eligible for exemptions are confirmed for assessment/pre-requisite needs, provided essential college information, and document their classes via DegreeWorks educational planning system to ensure and document their preparation for success.

2. What percentage of your student population is exempt (list by category)?

We had 92 exemption petitions in the Fall 2014 semester and 31 in the Spring 2015 semester. The majority of the exemptions were students who already earned an Associate Degree or higher and/or already completed a college-level Math and English class.

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

Per Board Policy, the district and its colleges shall notify students of their right to challenge any alleged violation of the provisions of administrative procedures, and the steps required to do so. (College Catalog, pg. 16-17, 278, 281.)

<http://www.venturacollege.edu/apply-and-enroll/college-catalog>

Students can appeal their loss of priority registration, as outlined in the College Catalog (p. 278.)

C. Prerequisite and Co-requisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and co-requisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

Prerequisites and co-requisites must be determined to be necessary and appropriate for achieving the purpose for which they are established. Instructional faculties conduct a content review when establishing/updating a course as part of the curriculum process. Consideration is given by the faculty member/department/curriculum committee whether requisite knowledge, skills and/or abilities are necessary to succeed in the course.

Students who choose to challenge a pre-requisite or co-requisite may get a Petition to Challenge a Prerequisite or Co-requisite form from the Student Services Center (SSC) or download the form from the Student Services

website, <http://www.venturacollege.edu/departments/student-services/counseling/prerequisites>

Petitions are processed through the Admissions and Records (A&R) office, with authorization from departmental faculty and administration.

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

On-campus:

Meetings (district-wide, specific to SSSP; workgroups to focus on specific strategy; planning sessions) provide an opportunity to communicate with colleagues from different divisions to share experiences regarding student readiness, learning, engagement, and ultimate success – including meetings and retreats dedicated specifically to reviewing and developing SSSP service strategies that strategically address data-informed needs.

Counseling Exchange – a collaboration of high school and college counselors who, along with student services staff, share information and plan for HS matriculation/the scheduling of pre-enrollment services.

Flex Week is a series of workshops and exchanges culminating with a college-wide meeting the week before classes begin. This year is proposed to focus on the components of student success, including SSSP, Equity, Basic Skills, and how they are coordinated and addressed at Ventura College.

Off-campus:

Regional Meetings: Part of Region 6, student services staff have the opportunity to collaborate with colleagues from neighboring colleges and discuss SSSP issues, challenges and successes

CCCCO Meetings: Attend state-sponsored meetings in support of SSSP planning, budgeting, evaluating, and provision of services.

Conferences: Student Services staff, Counseling Faculty, Instructional Faculty, and Administrators attend conferences to learn about effective practices, innovations, and recent developments regarding the orientation, assessment, counseling, advising, educational planning, follow-up, and general success for our students.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, 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, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, 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).

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.

ADDITIONAL INFORMATION

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

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

Attachment A**Student Success and Support Program Plan Participants**

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

Name: Phillip BriggsTitle: Dean Inst. Equity & EffectivenessStakeholder Group: Inst. Equity & EffectivenessName: Michael CallahanTitle: Institutional ResearcherStakeholder Group: ResearchName: Margaret DominguezTitle: Matric. Specialist I/Bil.Stakeholder Group: AssessmentName: Karen EngelsenTitle: Assist. Dean Student Success and SupportStakeholder Group: Student Success & SupportName: Patrick JeffersonTitle: (former) Executive Vice PresidentStakeholder Group: Student ServicesName: Alexander KolesnikTitle: Instructor-Dept. Chair/Acad. Senate Pres.Stakeholder Group: Math/Academic SenateName: Stephen ManriquezTitle: Matric. Specialist IIStakeholder Group: AssessmentName: Peder NielsenTitle: Athletics, Equipment ManagerStakeholder Group: Classified Senate PresidentName: Celia RodriguezTitle: Assistant RegistrarStakeholder Group: Admissions & Records OfficeName: Kay SnowTitle: Financial Aid Tech.Stakeholder Group: Financial Aid OfficeName: Felicia TorresTitle: Administrative Assistant

Stakeholder Group: Institutional Equity & Effectiveness

Name: Richard Torres

Title: Student Outreach Specialist

Stakeholder Group: Outreach

Name: Corey Wendt

Title: Counselor-Dept. Chair

Stakeholder Group: Counseling

Attachment B

Student Success and Support Program

Organizational Charts

Attachment C

Student Success and Support Program Plan Participants

Student Services Leadership Team

Name: Emily Bartel

Title: Counselor Coordinator-FYE

Stakeholder Group: Student Activities-First Year Experience (FYE)

Name: David Bransky

Title: Assist. Dean of Student Development

Stakeholder Group: Student Development

Name: Marian Carrasco Nungaray

Title: Counselor Coordinator

Stakeholder Group: Transfer Center

Name: Marcelino De Cierdo

Title: Counselor Coordinator

Stakeholder Group: Career Center

Name: Karen Engelsen

Title: Assist. Dean Student Success and Support

Stakeholder Group: Student Success and Support

Name: Dennis Harvey

Title: Placement Project Specialist

Stakeholder Group: CalWorks

Name: Stephen Manriquez

Title: Matric. Specialist II

Stakeholder Group: Assessment

Name: Perry Martin

Title: Director

Stakeholder Group: Veterans' Center

Name: Paula Munoz

Title: Coordinator

Stakeholder Group: Extended Opportunities Programs and Services (EOPS)

Name: Alma Rodriguez

Title: Financial Aid Officer

Stakeholder Group: Financial Aid Office

Name: Celia Rodriguez

Title: Assistant Registrar

Stakeholder Group: Admissions & Records Office

Name: Erica Ruiz

Title: Counselor-FYE

Stakeholder Group: Student Activities-First Year Experience

Name: Rick Trevino

Title: Student Activities Specialist

Stakeholder Group: Student Activities

Name: Richard Torres

Title: Student Outreach Specialist

Stakeholder Group: Outreach

Name: Corey Wendt

Title: Counselor-Dept. Chair

Stakeholder Group: Counseling

Name: Patricia Wendt

Title: Counselor-Coordinator

Stakeholder Group: Disabled Students Programs and Services (DSPS)