College*:* Antelope Valley Community College District   **District:** Antelope Valley College

Student Success and Support Program Plan
(Credit Students)

2014-15

District: Antelope Valley Community College District
College: Antelope Valley College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College

Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

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

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should <u>not</u> be limited to state-funded activities.

Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

College*: Antelope Valley Community College District* **District:** Antelope Valley College

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

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SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Antelope Valley College Community College District

District Name: Antelope Valley College

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

Signature of College SSSP Coordinator: _____

Name: Ms. LaDonna Trimble____   Date: _____

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

Name: Dr. Erin Vines Date: _____

Signature of the Chief Instructional Officer: _____

Name: Dr. Bonnie Suderman   Date: _____

Signature of College Academic Senate President: _____

Name: Dr. Edward Beyer   Date: _____

Signature of College President: _____

Name: Mr. Edward Knudson   Date: _____

Signature of District Chancellor: _____

Name: Date: _____

Contact information for person preparing the plan:

Name: LaDonna Trimble   Title: Dean, Enrollment Services
Email: Ltrimble@avc.edu   Phone: (661) 722-6457

College*:* Antelope Valley Community College District   **District:** Antelope Valley College

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

i. Orientation

1. **Describe the target student audience:**
    There are nine Antelope Valley High School District comprehensive high schools , one continuation school, one adult School; three private christian high schools, one charter high school, four comprehensive high schools from Southern Kern County District, one comprehensive high school from the Acton-Aqua Dulce School District, along with one early college high school feeding into Antelope Valley College. Orientation services are also targeted for new, transfer and returning students that did not enter AVC the fall semester after graduating high school.

    High School Yield = 17.4% (per "AVC in Numbers" booklet distributed 9/26/14).

    The feeder schools included in the yield is defined as all high schools within the college district that supply graduates to AVC. The high school yield is the percentage of each high school's graduating class that enrolls at AVC as first-time college students within one year of their high school graduation. (8/19/2012-8/19/2013).

    Estimate of the annual number of first-time students to be served.
    4875 (New students information taken from the Student Success and Support Program Allocations (Credit) Fiscal Year 2013-2014 new students)

    Describe the delivery methods (in groups, online, etc.) and activities that will be provided.
    Orientations are provided in-person, online, and in small and large groups.

    The outreach team provides workshops and presentations to high school seniors and their parents on the advantages of attending Antelope Valley College, the core SSSP process and follow-up, academic progress, student support services, financial aid assistance, college fees, qualifications for priority registration, campus life and planning. Presentations are made to high school students and parents from October to February annually about the benefits of attending AVC; the 4 systems of higher education and financial aid assistance including the BOGFW, admission and core SSSP steps, academic expectations, acquiring and maintaining priority registration, defining prerequisites and co-requisites and challenging them, applicable fees, academic programs and student support services, campus facilities, registration cycles and time lines, the importance of counseling services and the utilization of college resources.

    General college information such as available programs, admissions process, financial aid and student support services are also provided at local and college fairs and community festivals.

    Activities provided for pre-registration include:
    The Outreach Director regularly attend the AV High School District's Head Counselor meetings each month from September through April to discuss pre-registration requirements for the students, available academic and student support services and opportunities and to include them in the planning of the *Student Success Kick-Off*.

    The AV High School District sponsors "College Information Night" annually in the month of September. Faculty, staff and administrators provide answers to in-person inquiries from potential students and their parents with

regard to college admission, enrollment, academic programs and student support services.

The AVHSD's College & Career Division sponsors "Salute to Youth" annually in the month of October. This event is designed for grades 7-8 and 9-11 to explore career pathways and to make connections with colleges and the programs they offer to better align their college major with their career aspirations. Faculty, staff and administrators provide answers to in-person inquiries from potential students and their counselors with regard to college admission, enrollment, academic programs and student support services.

High school students are directed to apply for college, apply for financial aid, complete the online AVC orientation, and to take the college assessment only after they have reviewed the study material located on the AVC Assessment web page. The college assessment is offered at 12 high school sites within the college district from November through February.

For two weeks in January seniors from the high school districts are bused in for the half day Student Success Kick Off (SSK) which is sponsored in collaboration with Outreach, Counseling, Assessment, and Admissions and Records. The high school counselors also contribute in the planning of the SSK. Approximately 300 seniors attend each day of the event which is held over four days. Students experience a welcome and introduction from key administrators, an opening workshop regarding academic expectations (Satisfactory Academic Progress (District/FA), probation and dismissal policies and procedures, Assessment, eSARs and Degree Works (online education plans). The daily breakout sessions include financial aid assistance, budgeting; student support programs, (such as Job Placement Center and Student Health and Mental Services); and counseling which includes the completion of the abbreviated education plan. The breakout sessions are held in various rooms on campus which provides new students with an understanding of the college's facilities. Following the *Student Success Kick Off* events AVC provides two make up dates for students. The make-up dates are provided in workshop format.

It is our plan to extend a similar AVC welcome to all first-time, returning and transfer applicants that did not attend the *SSK*. The workshops will be held several times during the year and will focus on providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other educational planning services. Students will be encouraged through various means of communication to participate in the *New Student Success Workshop* which will focus on many of the Student Support (Re) defined success factors (RP Group). Students will be contacted by email, phone, U.S. mail, and mobile platform. If student demand requires additional events of this caliber, the district will increase the number of workshops that being offered.

<u>Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation:</u>
In order to effectively reach the seniors at local feeder schools, the college has developed working relationships with the districts and with key faculty on the high school campuses. Attending district head counselor meetings affords us the opportunity to share information, receive information and feedback for program improvement and to meet the needs of their students respective to each campus. High School Counselors have direct access to AVC outreach staff to handle student inquiries and to trouble shoot. AVC staff is often called upon to participate in high school events. AVC provides college and financial aid brochures and other marketing materials to the college and career centers at each of the high schools.

- Acton-Aqua Dulce School District-Vasquez High School
- AV Youth Build
- AV High School District
- Bethel Christian
- Boron High
- Desert High School (Edwards Air Force Base)
- Desert Christian Schools
- Learn-4-Life Schools
- Opportunities for Learning

- Rising Stars
- Southern Kern County School District- Tehachapi, Mojave, Mojave River Academy, and Rosamond High Schools
- Kaiser Permanente
- City of Lancaster
- City of Palmdale

Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).
Before Registration
Senior Year First Semester (High School)
- During high school site presentations and assemblies AVC presents on the campus programs and services, and explain college vocabulary and expectation
- During phone campaigns conducted by Outreach to reinforce core SSSP services
- In the Online College Orientation
- Prior to Assessment at the local high schools and at AVC Lancaster Campus and Palmdale Center assessment centers
- During Financial Aid Overview Workshops conducted by Financial Aid personnel
- During *New Student Success Workshops*

     Senior Year Second Semester (High School)
- At the *Student Success Kick-Off*
- During FA Overview Workshops
- During FAFSA Computer Lab sessions
- In *New Student Success Workshops* held strategic throughout the year
- During phone Campaigns conducted by Outreach to reinforce core SSSP services
- During Spring Break Assessment Enrichment- Allows for Math and Language Arts refresher/enrichment to address subject area deficiencies based on assessment results.

At 15 Units
Mid Semester Check-in: This event is a three hour conference for targeted populations, but all currently enrolled AVC students may attend. Students enrolled in their third semester and students whose unit completion may reach 15 units during the semester represent the targeted populations. Student support areas across campus help students to assess their academic progress during the semester and provide "on time" support services and access to resources to help students finish the semester strong. Students registered for the event will participate in several interactive workshops and activities:

- Financial Aid: Information Session; Filling in the Gaps (Financial Aid)

- Financial Aid: Application "FAFSA" workshop (Financial Aid)
- Campus Life: Navigating the College Environment (Outreach)
- Basic Skills and Educational Planning Workshops (Counseling)
- Get Skills!: Save time and study smarter, not harder (Learning Center)
- Communication: At school, work, and home (Faculty)
- Mix and Mingle: Networking and Engaging (Student Life/ASO)
- Career/Transfer Center: What is your career track? (Counseling)

AVC is planning to develop Push notifications to inform students of core services, upcoming important dates and deadlines for registration and financial aid; reminders of upcoming student success events and activities.

(*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.)

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

Job Title	Number	Brief description of their roles
Director, Student Activities & Community Outreach	1	Logistical planning and implementation
Clerical III-Outreach	1	Logistical planning and implementation
Program Specialist-Outreach (Temporary)	1	Assist with pre-registration workshops and activities and primary coordinator for the *Student Success Kick Off* and *New Student Success Workshops*
Financial Aid Technicians	6 to 10	Presentation on Financial Aid assistance, BOGFW eligibility
President, V.P. Student Services, V.P. Academic Affairs, Deans of Student Services Enrollment Services, Counseling and Matriculation and Student Development & Services	1	Welcome all students and discuss the six success factors from Student Success (Re)-defined (RP Group). (Directed, Focused, Nurtured, Engaged, Connected and Valued)
Counseling Faculty and Education Advisors (Participate during large and small group breakout sessions)	16 4	Provide abbreviated or comprehensive education plans, assessment results, basic skills and course of study academic pathway, AP application, introduction to the college catalog and transcript, education goal and course of study counseling/advisement, priority enrollment regulation, support services, prerequisite/corequisite and appeals process, academic expectations and probation, academic calendar and important time lines, registration and college fees, academic programs, etc.
Academic Faculty (small group breakout sessions)	6 to 10	Provide campus life presentations for student government and clubs. Information about categorical programs, student activities council, career/transfer services, job placement, book store, and etc.
Student Ambassadors	26	Assistance for logistical planning and implementation
SOAR HS Ambassadors	15	Facilities tour guide and sharing of individual student experiences
Alumni Volunteers	1	Assistance for logistical planning and implementation

3. **Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.**

The *Student Success Kick Off* is a half day conference style orientation follow-up for high school seniors who anticipate attending AVC in the proceeding summer and/or fall term. Participants must complete the AVC admissions application, online orientation, and assessment in order to be eligible to attend. Registration for the event is handled through the high school head counselors and eligibility requirements are verified by AVC personnel. Over a period of four days, high school seniors are bused from their respective high school to the AVC

campus. Breakout information sessions are in buildings across the campus offering participants the opportunity to visit and experience the campus facilities. Participants receive the following information sessions:

- Welcome, academic expectations and educational planning tool (Degree Works)
- Educational goal setting and achievement pathways including abbreviated education plan
- Financial Aid application (BOGFW) processing, awards, and students' responsibilities
- Campus life and student support services across the campus and the importance of student engagement and connectivity

*New Student Success Workshop*s are planned throughout the registration cycle for all students who are first time, returning, and transfer (students that did not participate in SSK). The participant lists are generated from Admissions and Records and are derived from OpenCCC Apply and in-person admissions applications. The list includes students contact information, core SSSP steps completed, education goal and course of study, and selected attributes or interests. Students will be contacted via phone, push notification, email and/or mail with targeted messages and information. Students will be encouraged to attend the *New Student Success Workshop* where they will be provided with the following:

- DegreeWorks (online education plans)
- Probation and dismissal policies and procedures
- Satisfactory Academic Progress (District/FA)
- Online Counseling
- eSARS
- Assessment
- Abbreviated Education Plans
- Student & Campus life
- Financial Aid
- Health and mental services

"Mid-Semester Check-in": Counseling-OSD, FA, Outreach and Student Life offer a mid-semester check-in for foster youth students. Students that have not completed the core SSSP services are directed to do so and students' academic records are evaluated and issues and concerns about existing education plans are discussed. Transcripts, academic probation and dismissal, academic progress, student support services and resources, FA packaging and scholarships, hungry and homelessness, and other areas of concerns are covered.

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

The district continues to research the availability of deploying an online orientation using software options provided by a third party vendor. The current comprehensive online orientation is available 24-7 to new students through the AVC portal and it provides students with the required Title 5 orientation information. The option to deliver an orientation using more interactive technology continues to be researched with vendors. Once the student focus provide feedback regarding a vendor that will enhance the current comprehensive online orientation, the Dean of Student Services (Counseling and Matriculation) will make the necessary arrangements with ITS to develop an enhanced online orientation for new students.

5. **Include the Budget Plan, all staff and costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.**

Budget Item	Brief Description
Director, Student Activities & Community Outreach	Logistical planning and implementation
Clerical III-Outreach	Clerical assistance for logistical planning and implementation
Program Specialist-Outreach (Temporary)	Assist with pre-registration workshops and activities, SSK and New Student Success Workshops
Financial Aid Technician II	Financial Aid presentations
President, V.P. Student Services, V.P. Academic Affairs, Dean of Student Services Enrollment Services, Counseling and Matriculation, and Student Development and Services	Welcome all students and discuss the six success factors of Student Support (Re) defined. (Directed, Focused, Nurtured, Engaged, Connected and Valued)
Counseling Faculty and Education Advisors	Provide abbreviated education plans, assessment results, basic skills course pathway, AP application to college transcript in small group breakout sessions
Academic Faculty (In small breakout groups)	Provide campus life presentation on student government and clubs, categorical programs, student activities council, career/transfer services, job placement, book store
Student Ambassadors	Assistance for logistical planning and implementation and communication to new students. Student Success Computer Lab Ambassadors.
SOAR HS Ambassadors	Tour guides at the event and share student experiences
Alumni Volunteers	Assistance for logistical planning and implementation
Assessment Units	Assessment dedicated to high school sites in preparation for participation
Lanyards	AVC Lanyands are used to assist staff in identifying event participants. The lanyards hold the identifying cards that separate students into groups for the breakout sessions
Lamination Sheets	Used to preserve the identifying cards
Folders	Student Success folders to be used for participant informational packets.
Laptops and Card Readers	To be used for off-site presentations and to assist students in accessing the application, orientation, and student portal on the go.
Enhanced Online Orientation	Online Orientation provided by a third party vendor

Buses	Buses are used to transport high schools students to AVC and back for the SSK
Desktop Computers	Replacement of desktop computers in Outreach
Thin Clients	Replacement and new SSV lobby computers that are used for students to complete the college core SSSP services, retrieve financial aid information and register for classes
Scanners	Desktop scanners used to provide documents to the high school and coordinate purchases
Display Flags	180" Teardrop flags and other pole flags used to communicate our message about SSSP core services and the six student success factors
Postage and miscellaneous office supplies	Mail hard copies of required information and office supplies.
SSSP Step Forward Brochures and Marketing	Brochures and Marketing

ii. Assessment and Placement

1. **Describe the target student audience**
   Incoming and returning students and students that meet the district retest requirements.

   Estimate of the annual number of students to be assessed
   8,000-10,000

   Description of who will be required to be assessed.
   All students are directed to be assessed as part of the SSSP process; exceptions include exempt students. Exemptions include students who previously completed an associate degree or higher from an accredited college or university, students who enroll in courses that do not have any pre-enrollment conditions or students who have met equivalent placement test alternatives such as having already completed a similar course at a different institution, having achieved an Advanced Placement (AP) passing score on an approved college board test, or having attained college ready status on the Early Assessment Program (EAP) English or math tests.

   Describe the methods by which assessment and placement services will be delivered.

   Assessments offered on a walk-in basis during regular business hours Monday through Friday. Assessments are administered in a controlled environment at the main campus, Palmdale Site and approved high school feeder locations. Local feeder high school sites include Antelope Valley High School, Palmdale High School, Littlerock High School, Eastside High School, William J. "Pete" Knight High School, Lancaster High School, Quartz Hill High School, Rosamond High School, Highland High School, R. Rex Parris High School, Paraclete High School, and Opportunities for Learning. Other distant outlying feeder schools with capability to administer the assessment include Tehachapi High School and Mojave High School with plans to expand to Desert High School located at the Edwards Air Force Base.

Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement.

Partnerships include offering remote testing at local high schools that participate in the AVC Student Success Kick-Off. Additionally, remote testing is offered at these high schools for students affiliated with Special Education services. It provides convenience for this population as they transition into the college's Office for Students with Disabilities program. Other partnerships include offering the assessment at Rosamond High School to extend opportunities for residents in the Rosamond, CA community to attend Antelope Valley College courses taught by college faculty at that location.

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.).

While in high school:

Students that successfully complete Algebra II at four of our local high schools have the option to enroll in a Senior Mathematics Acceleration Preparation (SMAP) course at the high schools. Students that successfully complete the course are awarded credit for Intermediate Algebra through 2+2 Articulation.

Students are encouraged to participate in the activities on the high school campuses regarding assessment and placement by AVC Information/Welcome Center. From October through February, students and parents are educated about the 4 systems of higher education and the importance of planning for standardized entrance and placement exams. To prepare students for success at AVC, students are informed about the available study materials that are available to help prepare for AVC Assessment tests. Students are also informed about the Pre-Assessment Workshops for Mathematics (PAWS) offered on the AVC campus. The director of student activities and community outreach provides high school counselors with information and material about Assessment tests for dissemination in the high school student's prior students taking the Assessment tests on the high school campuses.

Academic Pathway: Apply, Plan and Pay (Prospective, Continuing and Returning Students) was developed as a more attractive way of describing the matriculation process:

- Apply: Admissions, Financial Aid, myAVC
- Plan: Assessment, Orientation, Counseling
- Pay: ASO, Books, Attending Classes, etc.

2. **Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.**

Assessment Coordinator: Oversee the operation of the Assessment Center.

Clerical III Assessment Clerk: Manages day-to-day activities of the center, including front desk check-in and proctoring services.

Student Workers: various student workers from the Counseling and Enrollments Services areas are cross trained to work in the Assessment Center.

3. **Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used.**

English Placement: ACT Compass Reading and Writing Skills. ESL: ACT Compass ESL Listening, Reading and Grammar/Usage. Mathematics: Math Diagnostic Testing Project (MDTP) and Geometry Assessment. The MDTP includes for levels of math testing: 1) Algebra Readiness AR50/86, 2) Elementary Algebra EA50C86, 3) Intermediate Algebra IA45C91and 4) PreCalculus PC40C86. Locally developed Geometry Assessment as a companion for placement into MATH 135 – Plane Trigonometry.

Multiple Measures: automated mathematical algorithm integrated in the software programs that manage reports and assessment data. Ability-to-Benefit (ATB): Accuplacer Reading Comprehension, Sentence Skills and Arithmetic test. This is a federally approved test as per the Department of Education designed for a restricted number of non-

high school graduates seeking financial aid.

Describe which tests and services are offered online, in person, individually or in groups, etc.
All assessments are offered in person on a walk-in basis during regular business hours. Group testing occurs on occasion for special populations such as students attending the Palmdale Medical Career Academy high school grant program or disability programs at the high schools. The assessment tests are windows based applications for on campus delivery but are made available at off-site locations using their Internet counterparts.

If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement. **If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.**
Students complete the assessment test and are assigned raw reading, writing skill and math test scores. These scores are then adjusted depending on how the student answers several questions related to their educational support system, how much time they plan to dedicate to their studies, previous course completion and performance and how much time away from school they spend reading for work or pleasure. The adjusted placement scores differ slightly between students who have been out of high school 5 years or more and recent high school graduates.

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.)
Antelope Valley College uses an automated mathematical algorithm integrated in the assessment software program to create adjusted scores for placement purposes. The collective sum of the multiple measures will be calculated along with the raw test score in which to create a composite score for placement into Reading, English and math courses. Each response to a multiple measures question is weighted and adjusts the raw test score by this weight. This new adjusted score, called the multiple measures placement score, is then compared to cut score placement criterion in order to place each student in the appropriate Math, English or Reading course.

4. **Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.**
AVC accepts test scores from other colleges that use the same assessment instruments. The scores are then incorporated into the college's locally managed multiple measures system in which to create placements into the college's curriculum.

5. **Describe college or district policies and practices on:**
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.**
Students are encouraged to review, especially in math. Preparation materials and sample tests are provided at the Assessment Center web page. The math division offers Pre-Assessment Workshops (PAWs) to address a severe lack of college math readiness of incoming students.

The PAWs initiative was developed to address the more than 50% of students assessed into basic math with another 15-20% in Prealgebra. PAWs is offered on campus in a computer lab classroom as a walk-in service without a formal meeting time. Students may come and go as they please during open hours. This format allows students to remediate up to the level of math that they are or were familiar with. Ideally, these workshops allow students to prepare and refresh in an accelerated fashion, eliminating perhaps the need for a traditional 16 week basic skills course.

In terms of delivery, content from the math assessment test has been aligned with the diagnostic and tutorial features of Educosoft – a computerized mathematics software curriculum program used in math courses taught at the college. Therefore, students may take diagnostic tests for arithmetic, prealgebra, elementary algebra and intermediate algebra. Students receive score reports after diagnostic testing. They are then prescribed certain

instructional tutorials to address their content deficiencies. The math faculty has established proficiency criteria for each content level of PAWs, and it's up to the students to put in the effort to review in the areas that they see fit. The English faculty may consider the option of having the diagnostic results of our existing English Assessment tests purchased and used to address the English deficiencies of our students.

Beginning fall 2014, the college's reading faculty has developed a web-based review course to brush up on reading skills. Using a program called Reading Plus; students may access the course on any computer with Internet access. The program will assist students in developing the skills they need to be proficient as well as independent readers regardless of the students' current reading level.

Re-take - **How often may a student re-take a test after taking it the first time?**
Once

What is the waiting period?
1 day waiting period.

Is the waiting period consistent with publisher guidelines or more restrictive?
The publisher's guidelines are silent in reference to the waiting period, but lists lack of motivation and misunderstanding of the instructions as reasons for a retest. Students are allowed to have one retest after a 1 day waiting period.

Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
When evaluating appeals for a second retest, students must document their engagement in a learning activity or wait three years (and not enroll in the subject matter course) for the placements to expire.

Recency - **How long are test scores, high school grades, etc. accepted before the student is required to reassess?**
Placements are valid for three years. If no English or math courses are taken within that period, students must retest to update their placements.

6.	**Describe what externally-administered third-party test results are accepted for placement.** **Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?** The college accepts EAP in both English and math for students who receive college-ready status (conditional status not accepted). Passing English and math EAP results will allow students to enroll in English 101 Academic Composition or Math 102 Intermediate Algebra, respectively. Senior Mathematics Acceleration Preparation (SMAP) is a course that is offered at four local high schools for students that successfully complete Algebra II (Intermediate Algebra) with semester grades of "C" or higher. Students that earn the required high school credit are granted credit for Intermediate Algebra (MATH 102) at AVC. (2+2 Articulation Agreement)
6.	**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.** **Positions:** Assessment Coordinator: SSSP funded Clerical III: District funded Student Workers: FWS, CalWORKS and District funded **Software:** MDTP: $800 annual license, $5,000 for test units Compass: $20,000 test units CAPP Associates, Inc and ASAP annual license: $1,800 Protection One: $1,135

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.**
   The targeted student population for 2014-15 is approximately 35,800 (duplicated and includes 2% above 2013-2014 actual students in Data Mart). An estimate of the annual number of (duplicated) students to be provided:

   Counseling services for 362 annually
   Counseling services include the development of initial, abbreviated and comprehensive education plans for all students. These services will be provided one on one, online, via telephone and workshops, such as: First Semester Plan Workshop (FSW) with groups that range from 10-25 students; FTES funded courses - Human Development (HD 101). The service will be provided by full-time and adjunct counselors by paraprofessionals (in a restricted capacity) with the use of an online Student Education Plan that is accessible to students.

   Advising services for 4086 annually
   Advising services include transfer and evaluation of student transcripts. Advisement regarding extended unit majors, university transfer partnerships, AA-T and AS-T degrees and programs offering professional licensing and certification. Human Development courses that provide for academic and college service orientation, career assessment and exploration and selection of a plan of study (degree/certificate).

   Other education planning services for 16,942 annually
   Other educational planning services include career assessment and development, Workshops that focus on career, transfer and student success. Referral services to support programs on the campus and in the community. Furthermore, advice on services and interventions provided for students in ESL, Basic Skills and Academic Probation and Dismissal.

   Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used.
   The college has strategic partnerships with high schools and colleges. The college Outreach department coordinates information seminars and on campus tours for high school students, counselors, administrators and staff from local high school districts. College Orientation and Assessment services are offered on many high school campuses and at the college for local high school students. The college math faculty coordinated a pre-assessment workshop with local high schools for students to develop or reinforce skills in mathematics prior to taking their college math assessment test. The college and local high school district are involved in joint planning and development of a variety of projects including the provision of academic services to adult learners with pre-collegiate skill sets.

   The college also has well-developed relationships with colleges and universities in the region. California State University, Bakersfield has an extended education center located on the Antelope Valley College campus. Staff and faculty from CSUB have collaborated with AVC faculty and staff and members of their learning community have served on advisory boards at AVC. Antelope Valley College has a partnership with California State University, Long Beach that allows students to complete their A.S. degree at AVC and transfer to CSULB in mechanical or electrical engineering majors. The college transfer center hosts an annual transfer fair with over 40 college representatives coming to the campus to share their schools and programs with AVC students. Many colleges and universities in the region coordinate transfer visits to the AVC campus and host information sessions for interested students. The AVC articulation officer provides course, major and degree articulation information to the Admissions and Records office as well as counseling and faculty divisions to ensure integrity and alignment in our courses with CC, CSU, UC, private colleges and out of state universities.

   Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services.
   The college also receives valued input and assistance from local and regional workforce development agencies who work closely with our Job Placement office and career development center. All of the categorical programs on

campus as well as many programs on campus have advisory committees that provide, support and assistance. Their relationship with the college lends itself to an interdependent support system in which the college and the advisory committee members seek ways to enhance student success and prepare students to become skilled employees and good citizens. The President of the College has developed a new President's Advisory Board that offers strategic input regarding what the community needs from the institution and how the college can better prepare our students to succeed.

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.)

Before Registering
Before registering, students that complete Assessment tests are directed to meet with an Express Counselor (Drop-in Counselor). The Express Counselor/advisor reviews placement results to determine the students' placement in English, Math, and Reading courses. In addition to advising students about subject area placement courses, the Counselor/advisor may also provide the student with a course of study program sheet. The program sheet is a "one page" program snapshot of degree requirements that students can use to plan his or her remaining degree requirements. After meeting with an Express Counselor/advisor students are scheduled to attend a First Semester Workshop.

During the FSWs, students have one or two Counselors/advisors available to provide academic pathway counseling, advising and the development of an abbreviated or comprehensive education plan. In most cases, a two semester abbreviated education plan is developed during the workshop and students that have determined a definite academic path are told to make an appointment for a one-on-one education plan.

High school students are provided with academic pathway counseling, advising and an abbreviated two semester education plan when they participate in the Student Success Kick-Off that is specifically designed for high school seniors.

Beginning in fall 2014, AVC will begin offering New Student Success Workshops for new, returning, and transfer students. The Outreach office will contact students to inform them about the core SSSP services. Students will complete Assessment and the Online Orientation prior to scheduling an appointment in a New Student Success Workshop. Students that attend the workshop will learn about Human Development courses and difference between certificates and associate degrees as well as the important role that ADTs can play in the transfer process.

At 15 units

In week four of each semester, Counseling receives a report of enrolled students and Counselors/advisors focus on helping the students to develop a comprehensive education plan if they are near 15 degree applicable units or in his or her third semester of enrollment. Using a case management system, students are placed in the following case management groups: transfer directed, eligible and ready; basic skills; academic/progress probation and subject to dismissal; students that have not identified an education goal or course of study, and; students that will require a comprehensive education plan during the semester. Students will be contacted by phone, email or mail regarding the development of a comprehensive education plan and follow-up services.

Title 5 55525: These services include, but are not limited to, academic or progress probation interventions, academic early alert systems, and referral to other support services.

2. **Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required.**
Counseling offers online service career assessment and mandatory probation level I sessions for students that are placed on academic or progress probation for the first time. Students may also contact a designated counselor with specific questions through the college website. All counseling services are offered for in person appointments and a variety of workshops including first semester workshops are offered to small groups.

Indicate whether drop-in counseling is available or appointments are required.
Express counseling is offered to students who drop in with basic questions. Students are directed to Express counseling immediately after completing Assessment so that they can be advised about the importance of enrolling in the appropriate classes based on their placement results. Students that have transfer transcripts often drop-in so that prerequisites can be evaluated. If it is determined that their request is more involved they are provided a counseling appointment to address their need.

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.
The adequacy of student access to counseling and advising has historically been difficult with students waiting as long as two weeks for an appointment. The AVC website has counseling information, including forms and procedures that are helpful to students but the counselor to student ratio has been too significant to allow quick access. Also, with the case management and proactive approach to counseling, students will be identified, contacted, and provided an appointment which will significantly increase access to counselors as well as creating student awareness of the counseling services that are being provided to help them succeed. Students who drop in are assisted with basic concerns by a counselor but more intensive issues are referred to counselors through an appointment.

Describe any use of academic or paraprofessional advising.
Full-time counselors, adjunct counselors and paraprofessionals are scheduled to provide academic advising in all areas, i.e. comprehensive education plans, transfer plans, information on IGETC and CSU transfer requirements, AS-T and AA-T degrees. They provide career counseling and personal counseling with referral support. These counselors may also provide academic probation and dismissal intervention services such as workshops and student contracts to assist students with strategies and unit load limits to ensure their success. They also provide a variety of workshops to assist students with their success, Express counseling for student drop-in appointments and online counseling services. Finally, these counselors process prerequisite challenges and equivalency/substitution forms for all academic areas and update all program sheets for each academic division to ensure course catalogue accuracy.

Full-time counselors are the only academic counseling/advising staff that provides evaluations of transcripts from other colleges and foreign colleges for purposes of attaining a certificate, Associates degree or transfer.

3. **Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.**
Most students who require an abbreviated education plan will be assigned to attend a first semester workshop. In the workshop the counselor will discuss vital areas for student success and introduce the student to the Degree Works Audit system and assist them with the creation of their abbreviated education plan. For students who are unable to attend a workshop and do not have an abbreviated education plan they will be contacted and an appointment set for them to meet with a counselor for the purpose of developing an abbreviated education plan. The plan is two semester in length and focus is always given to students' basic skills courses, full-time enrollment and acknowledging an education goal and course of study.

4. **Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.**
Students will be contacted and an appointment will be set for them to meet with a counselor to discuss their education goal, course of study, support services available to them and create their comprehensive education plan. For those students who are uncertain of their course of study the counselor will refer them to the career center for assessment and set a follow-up appointment to discuss the results of the assessment, assist them with declaring a course of study and develop their comprehensive education plan.

5. **Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles.**
    15 Full-time Counseling Faculty
    Teach HD courses and are responsible for counseling, advising and other education planning services. They also provide evaluations of transcripts from other colleges and foreign colleges.

    12 Adjunct Counseling Faculty
    Teach HD courses and are responsible for counseling, advising and other education planning services. Able to provide evaluations of transcripts from other colleges and foreign colleges.

    4 Education Advisors (paraprofessional)
    Provide advising and other education planning services.

    Indicate the number of full-time counselors and their negotiated student contact hours.
    13 Full-time counselors have 25 hours/week
    2 Full-time counselors have 35 hours/week

    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).
    12 Adjunct Counselors and 15 Full-time Counselors provide 13961 hours.
    Divided by 2080 is 6.71

6. **Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.**
    Degree Works is a degree audit tool that allows students and counselors/advisors to monitor progress toward a degree/certificate. Degree Works also supports the creation of "what if"scenarios to assist students who are thinking about changing their course of study. Within the program, the education plan tool allows the creation and revision of education plans with semester by semester detail. This information will be used, in the future, by the campus at large in determining need for courses based on education plan data within Degree Works.

    SARS grid is a scheduling tool designed to create and monitor student contact through appointments and workshops. SARS collects details about student contact with counselors/advisors. Data from SARS grid is used to determine needs for additional services such as more appointments, workshops and other counseling services. SARS also provides allows students to manage appointments online and send text message reminders for appointments/workshops. This is currently deployed within the college portal.

    myAVC, is the AVC campus portal. Within the portal, a page called Student Success has been created that allows students to view their matriculation step completion (assessment, orientation, education plan) and their current academic/progress standing. Students may also complete their orientation online as well as book a counseling appointment or receive online counseling.

    Banner, the college's student information system, has new processes that support SSSP by aligning data elements in the format consistent with the CCCCO MIS Data Element Dictionary. Users can view how the student's data would be submitted on the MIS reports at any time, directly on the form. The enhanced MIS reports from Banner allow users to monitor data being entered into Banner and ensure that all services are being recorded and thus reported at the end of term. This directly affects students as the data is tied to funding, which facilitates SSSP services. More timely and efficient data collection yields more accurate submission reports, thus ensuring that the college receives the appropriate funding to continue and expand services to students.

    Ad Hoc query tools, such as Access, are heavily utilized in analyzing data used to target groups of students to

provide services to. Students are identified and related data is gathered for the purpose of targeting specific services to groups such as first time students, students with undeclared majors, students with missing matriculation and probation/dismissal students. Reports are distributed to appropriate personnel to facilitate targeted services to students.

7. **Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.**

   See the Budget Plan

iv. Follow-Up for At-Risk Students

1. **Describe the target student audience according to title 5 section 55525.**
   The targeted student audience for at-risk students includes students that are enrolled in basic skills courses, students who have not identified an education goal and course of study and students who are on academic or progress probation or facing dismissal; as well as students that show signs of academic difficulty.

   Basic Skills
   An estimate of the annual number of students (basic skills) to be provided at-risk follow-up services.
   4,790

   The college's process to identify them (basic skills students)
   Basic skills students are identified when they complete the Assessment test; during First Semester Workshops; in reports provided to Counseling by ITS; at the Express window, and; during class room visits by Counselors/advisors. All students are directed to the Express window to meet with a Counselor/advisor after their placement results are available. Once the Counselor/advisor reviews the placement requirements, students that place in basic skills courses are told to enroll in those courses during their first semester. Basic skills students are also identified when they attend First Semester Workshops.

   At the beginning of each semester, students that enroll in basic skills classes are included on a report that is provided to the Counseling Center by ITS. The students on the list are contacted by the Counseling staff regarding the basic skills pathway and available resources. Lastly, basic skills students are identified when Counselors/advisors visit their classes and during Counseling and advising appointments.

   Strategies for addressing the needs of these (basic skills) students including;
   a. Types of services available to these students, how they are notified and when
   b. Strategies for providing counseling, advising or other education planning services
   c. How the services identified in "a" and "b" above are provided (online, groups, etc)
   d. How teaching faculty are involved and encouraged to monitor student progress and develop or
   **   participate in early alert systems.**

   All students are notified of their placement results and are provided with a print out of the results just minutes after completing the Assessment tests. Counselors/advisor advise students to enroll in identified basic skills courses during their first semester of registration, when applicable. Counselors/advisors prepare a basic skills pathway for students and they advise students about the maximum units for basic skills and the basic skills petition procedure. Basic skills students at AVC continue to have a Counselor or advisor to monitor their academic progress in basic skills courses. Each semester the Counseling staff contact basic skills students for the purpose of scheduling an appointment regarding their progress in basic skills classes.

   Students that have not yet identified an education goal and course of study
   An estimate of the annual number of students (that have not identified an education goal or course of study) to

be provided at-risk follow-up services.
7,950

The college's process to identify them (students that have not identified an education goal or course of study)
A report of enrolled students that have not yet identified an educational goal and course of study is provided to counseling at the beginning of each semester.

Strategies for addressing the needs of these (not yet identified an education goal or course of study) students including;
a. Types of services available to these students, how they are notified and when
b. Strategies for providing counseling, advising or other education planning services
c. How the services identified in "a" and "b" above are provided (online, group, etc)
d.How teaching faculty are involved and encouraged to monitor student progress and develop or
    participate in early alert systems.

Services provided to assist students in identifying an education goal and course of study include: HD 103 "Career Planning" and career assessment instruments such as Eureka, Kuder Journey, and the Myers-Briggs/Strong Interest Inventory. Students are notified of these services in HD courses, the Counseling Center web page, from Counseling staff and in counseling appointments (as appropriate). Students are also informed of the services via classroom visits. At the beginning of each semester the Counseling Center provides targeted communications to enrolled students that have not identified an education goal and course of study. Students are informed about the importance of attending a campus-wide career planning workshop, or meeting with a Counselor for a one-on-one appointment regarding choosing an education goal and course of study. Students that complete a career assessment instrument meet with a Counselor for a follow-up appointment.

Often through the work done in a counseling appointment, students are assisted in developing an appropriate education goal and course of study. Personality and interest assessments are completed as needed to assist in this process. Follow up with the student is then completed. Other times students are referred to career planning courses where the development of a career/education goal and course of study takes place over several weeks.

Students on academic or progress probation or facing dismissal
An estimate of the annual number of students (on academic probation or progress or facing dismissal) to be provided at-risk follow-up services.
4,400

The college's process to identify them (students on academic probation or progress probation or facing dismissal)

At the end of the fall and spring semesters, academic status reports are run to identify the academic status of enrolled students.

Strategies for addressing the needs of these (students on academic or progress probation or facing dismissal) students including;
a. Types of services available to these students, how they are notified and when
b. Strategies for providing counseling, advising or other education planning services
c. How the services identified in "a" and "b" above are provided (online, groups, etc)
d.How teaching faculty are involved and encouraged to monitor student progress and develop or
    participate in early alert systems.

Academic status emails are sent to students not later than three days after grades are released after the fall and spring semesters. Academic status information is also on the Student Success tab in the myAVC portal.

Academic probation/progress I students are emailed regarding their academic status and they are informed that

completion of an online probation workshop is required. The goal of the workshop is to assist students with understanding the campus policies and procedures regarding Academic/Progress Probation and Dismissal, as well as sharing strategies for addressing issues of concern. The workshop encourages students with an academic probation/progress I to meet with a counselor each semester until they return to good academic standing.

Academic probation/progress II students are emailed regarding their academic status and they are informed that they are required to attend a "Mastering Academic Success" workshop and a follow-up session (3 hours) before the start of the subsequent semester. Students with an academic standing of Academic Dismissal are required to sit out for two semesters, however, students who believe that they have extenuating circumstances that must be taken into account, are eligible to file an appeal. For students who are eligible to return (sat out at least one semester or were approved on appeal) are required to attend a comprehensive workshop to address issues and concerns.

Probationary students are required to meet with a counselor at least once a semester, until a status of "Good Standing" is earned. Students will be informed and directed to support services to assist them with addressing their academic and personal needs.

Notification: (Academic & Progress Probation, Dismissal)

Each student, via myAVC email, is notified of his/her academic standing at the end of the semester in regards to the following:

Academic & Progress Probation I:

Attempted at least twelve (12) semester units of AVC credit with less than a 2.0 cumulative grade point average (GPA) and when the percentage of all units in which a student has enrolled and has recorded entries ("W", "I", "NC" and "NP") that reaches or exceeds fifty (50) percent.

Academic & Progress Probation II:

Attempted at least twelve (12) semester units of AVC credit with less than a 2.0 cumulative grade point average (GPA) and/or when the percentage of all units in which a student has enrolled and has recorded entries ("W", "I", "NC" and "NP") that reaches or exceeds fifty (50) percent for two (2) consecutive semesters.

Academic & Progress Dismissal:

When the cumulative grade point average (GPA) is less than 2.0 or all units in which a student has enrolled and has recorded entries of "W", "I", "NC" and "NP" that reaches or exceeds fifty (50) percent for three consecutive semesters.

2. **Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).**
   20 full-time counselors (including EOPS, DSPS and STAR) who provide 25 student contact hours per week. Counselors will meet with identified students and provide the necessary follow-up services for at-risk students in their caseload.

   12 adjunct counselors (including DSPS and CalWORKs) who provide 20 student contact hours per week. Adjunct counselors will meet with identified students and provide the necessary follow-up services for at-risk students in their caseload.

   12 educational advisors or paraprofessionals (including DSPS and CalWORKs) who provide 30 student contact hours per week. Counselors will meet with identified students and provide the necessary follow-up services for at-risk students in their caseload.

   6 clerical III positions to provide support for the counseling division that includes monitoring students in need of education plans, probationary and dismissal services and transfer or career services. These positions will assist in

providing case management support through student identification and tracking measures that will ensure all students follow up services are provided through the counseling, transfer and career programs. These positions will also provide direct support for student drop-in appointments and student contact and scheduling of necessary student counseling appointments as well as identify students who need follow-up services and set appointments for them.

1 full-time devoted data technician who will assist with monitoring student success, create reports and provide technical support to the Lancaster and Palmdale counseling services and specifically identify students who require follow-up services.

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

Ad Hoc query tools, such as Access, are heavily utilized in analyzing data used to target groups of students to provide follow up services. Probation/Dismissal students are identified and communicated with regarding services available to them. Also, beginning with Fall 2014, enrollment reports are being distributed that identify students with undeclared majors and education goals. This data is used to communicate with students regarding services available to them.

Each semester a Basic Skills report is generated through ITS that supplies information to counselors/advisors regarding basic skills enrollment and total number of basic skills units completed. This report facilitates communication and follow-up appointments for basic skills students.

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

See the Budget Plan

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

i. Instructional Research

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

The Institutional Research Department will assist with the design and development of a comprehensive process for tracking student success elements through the stages of prospect, applicant, enrolled, graduate/transfer, gainful employment, etc. This process will involve the provision of the following: analytic support for reporting purposes; assistance in the evaluation of quantitative and qualitative outcomes associated with SSSP initiatives; assistance with assessment instrument development and data analyses to improve the monitoring, identification, evaluation of the effectiveness of the practices developed and implemented college wide to ensure community college student success. In addition to Scorecard metrics, assessment instrument development will consider success indicators such as the number of units attempted compared with units earned; acceleration of remedial course progression; annual growth in the proportion of entering students with orientation, assessment and development of educational plans; and calculation of disproportionate impact for the relevant measures.

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ii. Technology

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

AVC uses a home-grown online orientation that is accessed from within the campus portal. By verifying the student's credentials upon log in to the system, the system can automatically assign credit for completing the orientation to the student upon completion.

SARS and eSARS are used in providing students access to advising. SARS is a scheduling tool that allows areas to manage student contact. Schedules are prepared in advance and the online version, eSARS, which is deployed within the campus portal, allows the student to search available day/times to schedule appointments with

counselor/advisors.

Degree Works is a degree audit tool that has been deployed through the campus portal. Students have real-time access to view their progress toward their academic goal. Counselors/advisors can create and manage education plans for students to guide them toward their education goal semester by semester. Education plans are created/ revised based on student contact with counselors/advisors. This supports both advising and education plan management as all the data is in one central location that is available to all counselors/advisors and students through the campus portal.

IIc.   **Transitional Services Allowed for District Match**

1. **Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.**
   A&R, Transfer and Articulation Services, Career Services and other Institutional Research.

   A&R clerical assistants, attendance technicians and Enrollment Services technical analyst provide support to new, returning and continuing students. Access to the AVC admission applications is available through Open CCCApply and in the A&R Office. The admission applications in A&R are available in English and Spanish. Residency and priority registration appeals are submitted to A&R staff for processing.

   Students that apply to AVC are provided with the link or a hard copy of the Apply, Plan and Pay brochure. The brochure outlines orientation, assessment and the development of an education plan as essential planning steps for students. Over the next year, the Information Welcome Center, Counseling and A&R will collaborate in the development of a new brochure that aligns its Apply, Plan and Pay brochure more closely with the Chancellor's Office Step: Forward brochure.

   The Enrollment Services technical analyst ensures that the admissions process is welcoming for new students by maintaining an up-to-date Admissions web page and regularly updating the admissions acceptance letter. Links and information in the acceptance letter includes the following information: myAVC account log in and instructions, AVC Student ID number, residency classification and links for completing the core SSSP services. For non-resident students, information regarding the California Dream Act and AB540 is provided as well as links to information about establishing residency for tuition purposes. Questions from students and the community are sent to the registration email and are answered by A&R staff.

   The Enrollment Services technical analyst provides applicant and enrollment reports to the Information Welcome Center and the Counseling Center. The Information Welcome Center contacts new students and directs them to orientation, assessment and development of an education plan; and they direct returning students to core services that have not been provided and are not exempt. Returning students that are at-risk according to Title 5, 55525, are directed to Counseling for follow-up services.

   The Counseling Center uses the list provided by the Enrollment Services technical analyst to contact enrolled students and direct them to student success services. At-risk students are contacted by email, phone, and in the near future, text messages regarding intervention services. Students that do not have an education goal and course of study are directed to the Transfer Career Center. Once students complete a career assessment a follow-up appointment is scheduled with a Counselor.

   The Enrollment Services technical analyst provides the academic status reports at the end of each term and uploads the necessary holds so that follow-up services can be provided by Counselors/advisors. Changes to students' record based on Counselor/advisor review and approval by the Dean of Student Services (Enrollment Services) are updated by A&R employees.

The Graduation/Evaluation Coordinators enter approved transfer course work in Banner and onto students' records. When transfer course work is not evaluated at the time of gradation, the coordinators identify possible equivalency/substitutions and submit the courses to the Articulation Counselor or discipline faculty for review prior to placing transfer course work updates in Banner. The evaluators also assist with the Degree Works scribing, testing and projects involving the transcript evaluation of Math and English courses from twenty institutions. Next, they will lead a project with temporary short term hourly workers that will focus on transfer course work.

Institutional Research will analyze the retention and persistence of students that complete orientation, assessment and an education plan based on fall to fall and spring to spring data for new and continuing students. Research will also coordinate research activities with the Student Equity Plan, the Educational Master Plan, and the Basic Skills Initiatives.

Information/Welcome (Outreach) coordinates the initial contact with students' after an acceptance letter is emailed or provided in-person in the A&R Office. Outreach coordinates activities that ensure that new students have access to the initial core SSSP services. Each year Outreach expects to assist over 4,000 new AVC students with easy access to SSSP core services in a timely manner. Outreach also visits the high schools on a regular basis and educates students and parents about the 4 education systems while placing emphasis on AVC.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

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

   Orientation Exemptions-
   1). Students who have completed an associate degree or higher from an accredited college or university 2). Students who enroll in less than 12 units and have one of the following educational goals: Advancement in current job/career (upgrade job skills). Maintain a certificate or license (e.g., nursing, real estate). Personal development (intellectual, cultural, recreational.) 3). Students who are matriculated at another college or university and are attending AVC concurrently.

   Assessment Exemptions-
   1). Students who have completed an associate degree or higher from an accredited college or university 2). Students who enroll only in courses that have no prerequisites, corequisites, or advisories for recommended preparation 3). Students who meet one of the alternative assessments for writing placement, mathematics placement, and English as a second language placement.

   Writing
   1). College Board Advanced Placement English Test score of 3 or higher (results in credit for ENGL 101 or ENGL 101, 102 depending on exam taken) 2). Satisfactory completion of writing courses at other regionally accredited colleges or universities 3). Completion of ACT Compass writing placement tests at other California Community Colleges 4). California State University System Early Assessment Program (EAP): Ready for CSU or participating CCC College-level English courses- Eligible for ENGL 101.

   Mathematics
   1). College Board Advanced Placement Calculus Test score of 3 or higher (results in credit for MATH 150 or MATH 160 depending on test taken) 2). Satisfactory completion of math courses at other regionally accredited colleges or universities 3). Completion of the ACT Compass and MDPT (Math) placement tests at other California Community Colleges 4). California State University System Early Assessment Program (EAP): Ready for CSU or participating CCC College-level math courses.

English as a Second Language Assessment
Students with limited proficiency in English should take a special assessment test. The assessment is designed to evaluate the student's proficiency in listening comprehension, grammar, vocabulary and reading. The results of the assessment are used to assist students in choosing the appropriate level and type of ESL courses offered by the college.

Counseling/Advisemen*t*
1). Students who have completed an associate degree or higher from an accredited college or university 2). Students who enroll in less than 12 units and have one of the following educational goals:
Advance in current job/career (upgrade job skills); maintain a certificate or license (e.g., nursing, real estate) and; personal development (intellectual, cultural, recreational 3). Students who are matriculated at another college or university and are attending AVC concurrently.

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

    Priority registration

    Once students verify that priority registration is loss, they have the option to submit an appeal to the Dean of Student Services (Enrollment Services). The appeal form must be submitted within two weeks of enrollment priority assignment and a verifiable circumstance must be included with the appeal.

    Students that wish to appeal the decision are permitted to do so by submitting information not already presented in the appeal to the Vice President of Student Services. The decision of the Vice President is considered the final decision.

    The Financial Aid Office, Counseling Center and Admissions and Records continue to discuss the implementation of a priority registration appeals procedure that will include the 100 unit maximum, two semesters of academic or progress probation (or a two semester combination of both) and the BOG-FG.

    Dismissal and reinstatement
    Students can appeal a proposed dismissal action and reinstatement after dismissal. Students must submit appeals for dismissal to the Dean of Student Services (Counseling and Matriculation) within three weeks after the dismissal letter is emailed. Students are continued on probation until a decision is provided. Students can appeal the decision by submitting an appeal to the Vice President of Student Services. The decision of the Vice President represents the final decision. If the dismissal appeal is granted, students will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student is removed from probation, should be dismissed, or should be continued on probation. Students that are dismissed may be readmitted.
    Retake Assessment for Math, English and ESL
    Students have the option to retake the Assessment test once after the first time and they have the option to retake the Assessment test when the scores become invalid after three years. The appeal to retest for a third time is reviewed by the Dean of Student Services (Enrollment Services). Students are asked to document assessment interventions and extenuating circumstances to support their appeal.

    Extenuating Circumstances Petition
    Students submit Extenuating Circumstances petitions to Admissions and Records for an exception to or waiver of college procedures. Petitions are reviewed by the Dean of Student Services (Enrollment Services). Students that wish to appeal the decision may do so by meeting with the Dean of Student Services (Enrollment Services).

    Challenge any information in the education records
    Students that wish to challenge information in their education record may do so by submitting a written request to

the President (or designee) and if the student wishes to appeal the decision of the President, they may submit a written appeal to the Board of Trustees.

Appeals Involving Maximum Suspensions

Prior to expulsion, a student must be accompanied by a hearing before the college hearing panel. The final action of the Board of Trustees shall be taken to a public meeting, and the result of the action shall be a public record. The hearing panel members are appointed by the vice president of student services and are charged with providing a written decision to the president. The president may accept, modify, or reject the findings, decisions, and recommendations of the college hearing panel and the president's decision, in case of expulsion, are sent to the board of trustees.

Grade Change

Students that wish to appeal a final grade must do so within one year from the date the final grade was issued. The determination of student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetency. In the case of fraud, bad faith, or incompetency, the final determination concerning removal or change of grade will be reviewed by a three-faculty member peer review panel.

Complaint regarding a faculty

Students are encouraged to consult informally with the instructor for the purpose of resolving complaints other than those involving complaints about discrimination or sexual harassment. If the difficulties are not resolved or the student does not wish to meet with the instructor, the student must meet with the dean of the division. If there is reasonable substance, the complainant will be asked to put the complaint in writing. An informal meeting with the complainant and the faculty will be held to discuss the complaint. If the complainant is not willing to meet with the instructor the complaint is dropped. If the problem is not resolved after a meeting with all parties, a copy of the complaint may be placed in the personnel file of the faculty member. If either party is dissatisfied, further appeals to the vice president and president are available.

3. **Prerequisite Procedures**
   Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

   Establishing prerequisites for a course at AVC is done on three levels:

   Establishing prerequisites as part of a sequence within a discipline
   In establishing a prerequisite within a discipline as part of a sequence the discipline faculty reviews the Course Outline of Record (COR) for content of the course under scrutiny to make a determination whether or not prerequisite knowledge or skills are necessary to successfully complete the course.

   Establishing prerequisites as part of a sequence across disciplines
   AVC Applicable or for Transfer**:** In establishing prerequisites for a course across disciplines for an Antelope Valley Degree or for transfer to a university, a basic content review of the COR is initiated and documentation is collected from any 3 CSU/UC catalogs showing that the same (or equivalent) course(s) as the one under review require the same (or equivalent) prerequisite.
   Vocational Courses: If a vocational course does not have the same or an equivalent course within the CSU/UC systems, a basic content review and the COR for the requisite course is all that is required.

   Courses requiring Communication or Computational Skills
   Setting communication (reading and writing) or computational (math) courses as pre or co-requisites for courses outside of those disciplines (ENGL101 for PSY101; MATH 102 for CHEM120) requires a basic content review plus the "highest level of scrutiny," which is data collection and analysis. The process for content review and data collection and analysis is as follows:

Discipline faculty (both full time and adjunct who teach in that subject area) must:
Examine the Course Outline of Record (COR) along with the course syllabus, assignments, exams, and text, and agree upon what entry level knowledge and which entry level skills are essential in order for students to be successful in a given course, and without them, students would be highly unlikely to succeed.

Decide and agree upon which existing courses would provide students with the knowledge or those skills. In order to do this, consult the CORs for those courses, as well as the information provided on the content review pages of the course proposal form.

Revised courses only: request from AP&P that a "Course Validation Study" (data collection and analysis) be conducted on the revised course. This study will be conducted by the college's Research Technician according to the standard research method approved by the AP&P Committee and recommended by the state. If the data shows that a certain course is "necessary for [a student's] success" and the student is "highly unlikely to obtain a satisfactory grade" without that course, then faculty may continue with the process of establishing pre or co-requisites.

New courses only: pre or co-requisites can be established through the basic content review process for a two-year period during which time we are required to conduct a Course Validation Study. If the study validates the content review, the pre or co-requisites remain in place; if the study does not, then the pre or co-requisites automatically become advisories.

Take recommendations to Division for discussion and approval

Fill out appropriate content review pages, the COR, and for revised courses attach the Course Validation Study; submit to AP&P for review.

Documents Required: Course Proposal/ Content Review Form, COR, the COR(s) for the pre or co-requisite course(s), and the Course Validation Study for revised courses.

Periodic review of prerequisites and co-requisites is done on a four-year cycle.
Challenges: Students Responsibilities
If a student wishes to challenge a pre or co-requisite, he or she may request a "challenge form" and should do so far enough in advance of the start date for the course being challenged. In order to challenge a pre or co-requisite, the student must fill out the form and indicate the reason for the challenge set forth by Title 5.

It is the student's responsibility to "prove" that he or she meets the criteria for satisfying the pre or co-requisite by attaching the necessary documentation.

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

   Extensive training will be necessary to implement the new case management system. Counselors and education advisors (paraprofessionals) will be offered ongoing training on the Degree Works Audit system, abbreviated and comprehensive education plan development, first semester workshops, MIS data entry, SARS and eSARS, the Proactive Approach to Counseling (Glennen, 1975), advising at-risk students (Molina and Abelman, 2000) and the use of technology to communicate with, set appointments (SARS system) and advise students. They will need to understand and acclimate toward a new system of serving students and develop coordination and communication practices that allow for an innovative approach to student success.

   Classified staff will need training in customer service, case management, recognizing and assessing student counseling needs and assigning them for appropriate counseling services. Reading and understanding data reports to transfer valid information to individual student case management files, training on the SARs appointment system and EXCEL applications. Additional training will be provided on the importance of follow-up communication with students who need counseling support.

   Conferences and programs that are presented by the Research Group for California Community Colleges (RP Group), California Community Colleges' Success Network (3CSN), OnCourse Workshops, AVID training, CSU and UC Conferences, and other CCCCO sponsored conferences.

   Each year the Faculty Professional Development Committee offers more than 100 presentations and programs that are directly related to aiding faculty (full time and adjunct) in developing their skills and increasing their knowledge so that they can help students succeed in and out of their classes. A few examples include: Helping Students Develop Emotional Intelligence; Critical Thinking and Success; Habits of Mind and Critical Faculties: Cultivating Student Success; Theorizing and Strategizing Student Success; Metacognition; Cultivating Curiosity as a Catalyst for Learning; Best Practices for Student Success: A Basic Skills Committee Forum; and How to Teach Your Students How to Study represent a few of the titles offered by FPD. The programs receive overwhelming positive feedback. Faculty report that presentations and programs help them develop tools and skills that increase their effectiveness and directly impact student success. All district employees are encouraged to attend FPD activities.

   MIS Extreme Data Summit - Key stakeholders attend yearly workshops provided by the CCCCO office regarding changes to MIS data elements and reporting requirements.

   Degree Works Conference - Key stakeholders attend workshops to enhance working knowledge of Degree Works, collaborate with peers and learn about new features being released.

   CACCRAO (California Association of Community College Registrars and Admissions Officers) - Key stakeholders attend workshops and yearly conference to enhance knowledge of current SSSP regulations, new changes from the CCCCO and collaborate with peers.

   Customer Service training and Professional Development opportunities will be provided on campus for all staff.

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 coordination between SSSP and student equity plan has been enhanced by having many of the stakeholders serve as key members for both student success and equity committees. Both committees are comprised of students, classified, faculty and administrators. The data from both plans will be shared with the campus community and all planning groups will use the data to make informed decisions. The goal of SSSP is to increase student access and success by providing all students with the core SSSP services and the goal of the Student Equity Plan is to identify specific groups that are underrepresented so that activities can be coordinated to bring attention to students that need it the most. The planning activities of both plans will be aligned with the Educational Master Plan to unsure congruency with other campus plans. Discussions about SSSP and the Student Equity Plans will take place at the departmental level for consideration in departmental program reviews and budgetary requests. When implementing the plans, data will be used to identify any overlay in student populations so that resources can be efficiently disseminated.

   The Educational Master Plan (EMP) serves as the guiding document for strategic planning at AVC. It guides decisions for maximizing student access and success and efficient campus operations. Strategic planning at AVC is based on the following information: the president / superintendent's goals; outcome data and action plans; program reviews; institutional data on enrollment; demographics; administrative services, facilities, and human resources plans. Input is the result of shared dialogue and governance amongst all constituencies of the college. Strategic goals in the EMP, outcome findings, institutional data and external influences/requirements, such as the SSSP Plan and services, inform district planning in Student Services, Academic Affairs, Academic Divisions, and the Administrative Council.   The use of qualitative and quantitative data is a routine aspect of the campus evaluation and planning process.

   Based on program reviews, which address the SSSP Plan and services when relevant, the Administrative Council, deans, and department managers plan resource use and request resources above and beyond the existing operational budget. Justifications for each request are based on program review plans and are the result of a campus culture that values continual reflection and quality improvement which is required in the Accreditation Self-Study. The Vice Presidents create a master priority list which is reviewed by a subcommittee of Strategic Planning and Budget Council. Strategic Planning makes recommendations to the President for recommendations to Board of Trustees. Program review departmental action plans that include providing credit students with core SSSP services are included in the SSSP Plan.

   Basic Skills Initiatives include long-term goals to increase annually the number of students by cohort group that successfully complete Freshman composition and Intermediate Algebra. The SSSP plan identifies basic skills students as a cohort of students whose access and success is monitored by Counselors and advisors through case management. All students are directed to orientation, assessment, and the development of a education plan and students that assess at the basic skills level receive follow-up services. All enrolled basic skills students are contacted by the Counseling Center regarding the basic skills enrollment limits, college level Math and English enrolment, and full time enrollment.

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.

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

College: Antelope Valley Community College District   **District:** Antelope Valley College

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: Dr. Erin Vines
Title: Vice President Student Services
Stakeholder Group: Administrator

Name: Dr. Lee Grishman
Title: Counselor, Faculty
Stakeholder Group: Academic Senate

Name: Mr. Gary Roggenstien
Title: Dean, Counseling & Matriculation
Stakeholder Group: Administrator

Name: Dr. Jill Zimmerman
Title: Dean, Student Development & Services
Stakeholder Group: Student Equity

Name: Dr. Les Uhazy
Title: Dean, Math & Science
Stakeholder Group: Basic Skills

Name: Dr. Charlotte Forte-Parnell
Title: Dean, Instructional Resources & Extended Services
Stakeholder Group: Basic Skills

Name: Ms. Linda Noteboom
Title: Director, STAR and Basic Skills
Stakeholder Group: Basic Skills Initiative

Name: Ms. Michelle Hernandez
Title: Director, Student Activities & Community Outreach
Stakeholder Group:

Name: Mr. Wade Sarri
Title: Assessment
Stakeholder Group: Classified

Name: Dr. Irit Gat
Title: Faculty
Stakeholder Group: Academic Senate, Professional Development

Name: Dr. Meeta Goel
Title: Dean, Institutional Research
Stakeholder Group: Research and Educational Master Plan

College*:* Antelope Valley Community College District   **District:** Antelope Valley College

Name: Ms. Svetlana Deplazes
Title: Institutional Research Technician
Stakeholder Group: Research

Name: Ms. Audrey Moore
Title: Counselor, Faculty
Stakeholder Group: Faculty

Name: Ms. Carol Eastin
Title: Counselor, Faculty
Stakeholder Group: Program Review Academic Senate

Name: Ms. Kimberly Covell
Title: Technical Analyst
Stakeholder Group: Classified, A&R

Name: Mr. Augusto Calderon
Title: Technical Analyst
Stakeholder Group: Classified, Counseling

Name: Mr. Rodney Schilling
Title: Counselor, Faculty
Stakeholder Group: Faculty

Name: Dr. De'Nean Coleman-Carew
Title: Counselor, Faculty
Stakeholder Group: Faculty

Name: Ms.LaTara Edmondson
Title: Administrative Assistant
Stakeholder Group: Classified, A&R

Name: Ms.Rosalind Brown
Title: Administrative Assistant
Stakeholder Group: Classified, Counseling

Name: Ms.Crystal Jones
Title: ASO Representative
Stakeholder Group: Student Success

College*:* Antelope Valley Community College District   **District:** Antelope Valley College

RESOURCES

- [Senate Bill 1456](#)

- [California Code of Regulations, Online](#)

- Student Success and Support Program Student Equity Plan

- [Accrediting Commission for Community and Junior Colleges](#)

- [Chancellor's Office Basic Skills web site](#)