



Student Success and Support Program Plan (Credit Students)

2014-15

District: Barstow Community College District
College: Barstow Community College

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@cccco.edu

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

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 students¹. 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 students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, 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 cccssp@cccoco.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 basis³. 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).

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

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

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

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 not 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.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

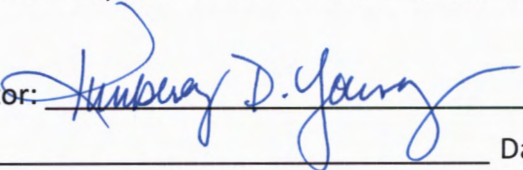
Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

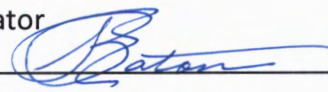
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

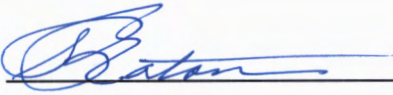
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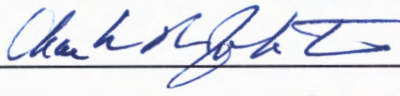
District Name: Barstow Community College District

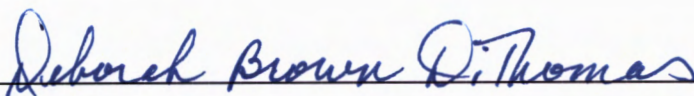
We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

Signature of College SSSP Coordinator:  _____
Name: Kimberly Young _____ Date: 10/16/2014

Signature of the SSSP Supervising Administrator or Chief Student Services Officer:  _____
Name: Stephen Eaton _____ Date: 10/16/2014

Signature of the Chief Instructional Officer:  _____
Name: Stephen Eaton _____ Date: 10/16/2014

Signature of College Academic Senate President:  _____
Name: Charles Johnston _____ Date: 10/16/2014

Signature of College President:  _____
Name: Deborah Brown Dithomas _____ Date: 10/16/2014

Signature of District Chancellor: N/A _____
Name: _____ Date: _____

Contact information for person preparing the plan:
Name: Kimberly Young Title: Student Success Manager
Email: samu.chan@verizon.net Phone: (760) 252-2411 x7217

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 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.

Ila. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).
 - Orientation is a core student service primarily targeting first-time students. Delivery of current orientation services is primarily online, however some one-on-one orientation services are provided as needed.
 - The EOPS and Care Programs provide orientation for their students.
 - Additionally, working with our local high school partners, in 2013-14, 259 high school seniors received student success services: application, orientation, assessment, and abbreviated education plan.
 - Students are strongly encouraged to complete orientation prior to assessment testing, or receiving counseling services.

The following statistics were collected on our orientation process:

Between July 1, 2013 and June 30, 2014, 4,870 students accessed the online orientation. Of these students:

- 212 students had previously completed the online orientation, but accessed it again for additional information.
- 783 students began the orientation process, but did not finish it (either because they stopped early or did not pass the quiz).
- 3,875 students successfully completed the online orientation.

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

The majority of orientations are provided online.

- Student Success Manager: Coordinates SSSP areas for compliance.
- Director of Enrollment Services: Provides some live orientations.

- DSPS Coordinator: Provides some live orientations for DSPS students needing accommodations.
- EOPS and CARE programs also provide orientations for their students.

As previously mentioned, orientation is also incorporated into our partnership programs with our local school districts, which are currently targeted at high school seniors.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

In 2013-14, Barstow Community College purchased ComEvo. The college is currently in the process of updating our online orientation using this new product. Formerly, orientation was delivered through a product produced by Cynosure. The version of Cynosure in use was developed in 2008, and was outdated. The new product offers expanded opportunities for enhancing and updating our orientation services. The ComEvo product offers the institution expanded flexibility for in-house updating and development.

Annual product costs are based on the number of students who use the product. The current yearly estimate for the product is \$4000. Staff support requirements are expected to be minimal.

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

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

In order to comply with the required orientation checklist, a revision of the online orientation was recommended and is in process. The updated orientation will incorporate the eight elements outlined above.

The Student Success and Equity committee will review orientation services yearly.

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

1. Campus information on Student Life.
2. Refund policies and procedures.

3. Link to student handbook.

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services. Please reference budget attachment.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

All new students are required to complete the Accuplacer assessment prior to enrolling. In accordance with SSSP guidelines, new students will not receive priority registration unless they complete the assessment or meet the limited exception criteria. Further, any student who has not met the prerequisites for ESL, English, math or reading, must complete an assessment. In ESL, some additional assessment occurs in order to provide students with appropriate placement.

The estimated number of students to be assessed is 2200. This is based on tests given for a one year period, April 2013-March of 2014, which was 2179. This number was not evaluated for duplication, as the number of retests is limited, and requires counselor approval.

Barstow Community College revised and expanded outreach efforts to high school students in 2013-14. Seniors who participated in the outreach were assessed. Students that did not assess into college level courses in English, math and reading were invited to participate in the Bridge to College Success summer program. The program provided workshops geared toward skills improvement. Students in working with faculty, were reassessed using authentic assessment measures.

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.

Barstow Community College offers placement testing in our Learning Resource Center, and at our Fort Irwin offices. The following is a breakdown of the staffing assigned to assist in this process:

Student Success Manager (1) : Coordinates the SSSP Program.

Instructional Lab Assistants (2): (Main Campus) Primary role is to provide direct assessment via Accuplacer including exam oversight via proctoring, and general assistance as needed. The Lab Assistant is able to pull statistical data from the Accuplacer system.

Student Service Technician (1): (Fort Irwin) Assists students with a variety of services, including direct assessment via Accuplacer, and exam proctoring.

Dean of Institutional Research (1): Data pulled from the Accuplacer system would generally be aggregated by our Institutional Researcher for broader use as needed.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
 - 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.
 - 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.)

For assessment, Barstow Community College uses:

- Accuplacer, version i3, by College Board (web format).

The Accuplacer assessment is used for all groups as the primary assessment tool. Students may access the test via the computer commons in the Learning Resource Center at the college main campus. Students can also test at the Barstow Community College computer lab located at Fort Irwin. An online student can request a proctor in their area via a form from the college's website. Access to the test is then granted to the proctor and administered to the student. In some instances large group testing can be arranged and coordinated by college staff. This may include proctored testing in alternate campus labs, or by college permission via proctors at non-campus locations.

Assessment cut scores are identified institutionally and validated by an outside party. Recommendations go to committee for review. A faculty committee reviews the recommendation, and determines the final scores for each area tested. Cut scores for these areas are entered into the student record system. When students complete the Accuplacer assessment, their scores are entered into their record and compared against the cut scores as a measure for placement.

At our institution the assessment test is most commonly the first step in the multiple measures process. However, counselors do take into consideration the following:

- Transcripts: both high school and college if applicable and/or available.
- Work experience as it relates to the class or classes in question.
- Prerequisites and co-requisites for a course.
- Student interview for other related information relevant for consideration.
- Instructor assessment and evaluation for placement.

For ESL courses, further faculty assessment and evaluation happens when a student begins attending a course. Many of the multiple measures described above are used in ESL to establish placement once students are assigned to a course. This may result in additional or alternative placement depending on the faculty evaluation.

Some Career Technical Education (CTE) courses may also include assessment to determine skill level in fields or courses of study such as welding, industrial maintenance mechanic and automotive technology.

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.

Barstow Community College is not part of a multi-college district.

Assessment results from other colleges are accepted, as long as they meet the following:

- Test and results are not more than two years old.
- Scoring and placement can be provided or obtained from an accredited institution for comparison and placement at Barstow Community College.

5. Describe college or district policies and practices on:
 - a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
 - b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
 - c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Currently Barstow Community College does not offer formal pre-test practice. Students may seek out practice materials on their own via online, the library, or campus bookstore. Our tutorial department also has some pre-test practice web sites that they can recommend for students interested in pre-test practice online.

In order to retake the assessment test, students must do the following:

- Comply with a two week waiting period.
- Receive counselor approval to retest.

Students who desire to retest do so with guidance from a counselor. This encourages engagement, planning and discussion before a student retakes the assessment.

Accuplacer assessments taken at Barstow Community College are considered valid for three years before reassessment is required.

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?

Barstow Community College accepts the following third-party results for placement:

- Course completion from another accredited institution.
- AP or EAP exam with a qualified score.
- Approved college level assessment from an accredited institution from which placement can be established.

7. 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.

Please reference budget attachment.

iii. Counseling, Advising, and Other Education Planning Services

1. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

In 2013-14 over 9500 appointments were manually recorded, via a paper tracking system. The system did not record student appointments and information effectively, or in the same manner it is tracked for SSSP purposes. In identifying this, a decision was made to purchase SARS. SARS will enable us to better track counselor contact with students going forward.

Counseling services are provided online, in person, individually and in some limited cases, in groups. Drop-in counseling is available, but appointments are encouraged. During non-peak periods wait times can be nearly non-existent. In peak registration periods, it can be institutionally challenging to deliver services without inconveniencing students or having to turn them away. During these peak times, wait times can be over one hour. In an effort to improve services to students and decrease student wait times, the Career/Transfer Specialist assists students with abbreviated education plans and questions that may not require a counselor.

Going forward, plans include exploring:

- Additional opportunities for group counseling services.
- Expansion of paraprofessional advising during peak periods.

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

Abbreviated education plans were introduced in spring 2014. Thus far, abbreviated education plans have been primarily used with group outreach, as exemplified in our outreach to high school seniors. During the fall registration period the use of abbreviated education plans for other students was piloted. However, continued exploration of this as an opportunity or alternative to long wait times during peak periods is needed.

Further, abbreviated education plans exist to help students in enrolling during their first semester of attendance. Students must meet with a counselor to develop a complete education plan before registration begins for the following semester or the student will be ineligible for priority registration.

The plan covers core recommendations based on assessment in English and math. Barstow Community College offers a course in College Success, ORIE 1, in which enrollment is strongly encouraged. To the extent that other course work may be advisable, a short list of electives are suggested, but are not encouraged in place of core coursework.

3. 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.

Complementary to initial student education planning efforts, counselors work with students to develop Comprehensive Student Education Plans (cSEP).

Comprehensive SEP's include:

- A student's educational goal.
- Course of study.
- 2-3 year plan which leads to obtaining an Associate's Degree and/or Transfer.
- All documentation of relevance to the student from multiple sources, (i.e. Kuder Journey, Assist, other institutions for which coursework was completed or attempted) into a single document.

Comprehensive Student Education Plans guide student course planning, progress and completion. Further, the cSEP process engages the student and provides an opportunity to guide the student to other support services based on student need.

Ultimately, Comprehensive Student Education Plans develop ownership and accountability. By outlining specific objectives, both students and counselors define institutional and student responsibilities, thereby leading to greater student success.

4. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

Barstow Community College employs six (6) full-time counselors and three (3) part-time counselors, as defined by the student success guidelines.

Currently full-time counselors do not have negotiated student contact hours. They are employed on a 40 hour work week, 176 day contract.

5. 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.

DegreeWorks was purchased, and will be implemented to assist in the educational planning process. SARS will be used for scheduling student appointments and tracking student counselor interactions.

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

Please reference budget attachment.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services are available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.
 - Current systems do not adequately track our at risk students. As a result, we do not have estimates for 2014-15, but should have numbers established for 2015-16. We have purchased SARS, which will help us develop data in this area, and includes an Early Alert component.
 - Student Athletes and students part of EOPS/DSPS/CARE/CALWORKS (Special Programs) are required to complete progress reports to maintain program eligibility.
 - Students on academic probation are identified by their academic standing. Academic standing is calculated at the end of the semester. These students are notified by email of their standing. Currently students on academic probation must complete a live probation workshop. Distance learners who cannot attend a live workshop may be provided the

opportunity to complete the workshop by phone. There are plans to develop an online probation workshop through ComEvo.

- Instructors, counselors and the Tutorial Specialist may submit an early alert. The current system is monitored by a counselor who initiates follow up. This is a home-grown system that will be replaced by SARS once SARS is fully implemented.
- Tutoring is available for at risk students. Some students are referred by an instructor or counselor; other students self-identify that they are struggling and seek help at the Tutorial Lab. The Tutorial Specialist visits classrooms to discuss services available for students.
- Students with an undeclared major or who have no identified an educational goal are at risk. New student success steps are helping to address this by giving them priority registration as an incentive. However, we are working on developing other plans to encourage students to meet with a counselor.

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

VP Student Services (1): Oversees and assists with at risk follow up.

Student Success Manager (1): Coordinates SSSP Program.

Director of Enrollment Services (1): Runs academic standing reports and provides notification to students.

Admissions and Records Coordinator (1): Conducts live probation workshops or telephone workshops as necessary.

Counselors (9): Meet with students to discuss and clear probation holds; meet with students who have been identified through early alert.

Tutorial Specialist (1): The Tutorial Specialist is part of the early alert process and may follow up with students identified by faculty as needing tutorial support.

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

- Banner is used to calculate academic standing, which is used to identify students for notification by email.
- ComEvo is used to deliver online probation workshops.
- Early Alert is currently an institutionally developed form and process. However, after the SARS implementation in spring 2015, SARS will be used for early alert, as well as improved student tracking overall.

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.

Please reference budget attachment.

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.

In conjunction with our Student Equity Plan, we will be using and evaluating SSSP data in the following manner:

1. Research Studies

- **Study Design** - Surveys custom designed to elicit information, address issues, and answer specific questions. Discussion will be focused on translating open ended questions into quantitative responses that can be easily analyzed.
- **Implementation Strategies** – Would this be an experiment or observational study? Would we be conducting interviews, emailing surveys, or distributing forms? Would we target entire populations, an appropriate sample, or small focus groups? These questions will be answered here.
- **Statistical Analysis** – This would include data cleaning, integrity checks, and using the right methodologies to convert data into meaningful information.
- **Drawing Conclusions** – Inferences will be drawn from data analysis to obtain suitable conclusions, where appropriate next steps will be discussed.

2. MIS Data Reporting and Statistical Analysis

- **Data Reporting** - Up-to-date data as collected and published by California Community College Chancellor's Office are archived and readily available for use to analyze on many different metrics, including student headcount, enrollment, degree awards and other outcomes, as well as courses and faculty.
- **Data Integrity Check** – Monitoring reports will be developed and run on a regular production schedule to insure data submitted to CCCCO are complete, consistent, and correct.

3. Multi-System Interface

- **External Data Sources** – Identify and obtain access to external databases from different systems (such as SARS), government agencies (such as Census Bureau and County departments), national clearinghouses (such as Transfers to UC/CSU and wage tracker), affiliated school districts and other relevant sources that would enable the development of “complete student profiles” of their experiences before, during and after their stay at Barstow Community College.
- **Interface to other Data Systems** – Extract, transfer and merge external databases to MIS and other College data to build student profiles and track more complete pathways of student success.

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.

In 2013-14, Barstow Community College signed an agreement with ComEvo to update and improve the campus online orientation. Implementation of the new orientation will occur in the 2014-15 academic year.

Also in 2013-14, Barstow Community College purchased SARS and DegreeWorks. Implementation of these products is on-going. Current implementation estimates are that Student Services will begin using SARS in the spring of 2015. Full implementation of DegreeWorks is expected in the fall of 2015.

Kuder Journey was also purchased for the Transfer and Career Center for the 2014-15 year. Kuder Journey is an online subscription career assessment and planning tool.

IIc. Transitional Services Allowed for District Match

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

The following is a brief overview of the transitional services included as part of Barstow Community College’s district match. For a more comprehensive view, please see the budget as attached:

- Salaries for Admissions and Records staff.

- Salaries for Transfer and Career Center Staff.
- Counseling salaries related to Articulation.
- Salaries for Institutional Research Staff.
- Salaries for tutorial services.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

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

Barstow Community College may exempt a student from some of the student success steps for the following reasons, as outlined in the college catalog:

- Students who have been previously assessed and have written verification of scores from other California Community Colleges.
- Students who have already completed an AA/AS or higher degree.
- Students who have successfully completed degree- level English or math classes at another regionally accredited college or university. An official copy of the student's transcript must be provided.
- Students who are not otherwise being matriculated, except those who plan to register for English or math at Barstow Community College.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Students may appeal the loss of their enrollment priority. In cases where extenuating circumstances exist, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner as defined in section 58108(n), a student may appeal. Students do so by submitting a *Petition to Change Priority Group* to the Admissions & Records Office.

A student must provide a clear statement by which they establish a basis for continued priority enrollment, and provide supporting documentation. Petitions are reviewed by a committee and the committee decision is final.

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.

Pre-requisite and co-requisite procedures are outlined in the college catalog, as provided below:

PREREQUISITES / COREQUISITES

Definition:

A prerequisite is a condition of enrollment that a student is required to meet in order to demonstrate readiness for enrollment into a course or program. A co-requisite is a course that must be taken concurrently with another course. Prerequisites may include courses as well as placement test scores for mathematics, English, and reading. Prerequisites and co-requisites are set forth in the Schedule of Classes and College Catalog. Students who have not satisfactorily completed a course prerequisite through academic placement testing or with a minimum grade of "C" will be denied admission to the course.

Prerequisites are enforced prior to registration; however, enrollment may be permitted pending verification that a student has met a prerequisite. If it is determined that the student has not met the prerequisite, the student shall be involuntarily dropped from the course. Should this occur, enrollment fees are refunded.

Procedure:

Unless you have taken the academic placement test or completed the necessary prerequisite from Barstow Community College (BCC), our computer system cannot determine your eligibility to register for a course that has a prerequisite. If you have taken the necessary prerequisite at another institution or have completed the academic placement test elsewhere you must submit the Prerequisite Validation Registration form for counselor review, available online at www.barstow.edu/AdmissionsRecords/Forms/default.asp. The form may be emailed to bcounselor@barstow.edu or faxed to (760) 252-6754.

Students should initiate this evaluation process at least three weeks prior to the start of the semester in which they plan to register.

Pre/Co-requisite Challenge:

Students may challenge a pre/co-requisite on the basis of any of the following:

- Pre/co-requisite approval did not follow District policy;
- The pre/co-requisite is not necessary for success in the course;
- The pre/co-requisite is discriminatory;
- The pre/co-requisite course has not been made readily available;
- The student has the knowledge and/or skills to be successful in the course.

A prerequisite or co-requisite may be challenged through the following procedures:

- Completion of applicable academic placement testing must occur prior to the challenge process.
- Meet with a counselor to discuss the challenge process and obtain a challenge form if appropriate.

- Student submits challenge form to the counselor with appropriate supporting documentation at least five business days prior to the start of the class.
- The counselor will submit the form to the Vice President of Academic Affairs who will process the form in consultation with the appropriate faculty. Upon completion of processing, the form will be returned to the Manager of Admissions and Records.
- The challenge must be acted upon no later than five working days after the student submits the application form to the counselor. If the review process takes longer, the student must be allowed to enroll in the course.
- If the challenge is approved, the student is allowed to enroll in the course. If denied, the student, if already enrolled, will be administratively withdrawn from the class.

The student may appeal the decision following the normal grievance process set forth in Administrative Procedure 5530.

Further, the Barstow Community College Curriculum Committee requires all courses with a prerequisite or co-requisite be validated. Academic courses are required to be validated every 6 years and CTE courses require validation every 2 years.

4. Professional Development

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

The Student Success and Equity Committee meets monthly to discuss Student Success issues. Examples of discussion topics include: SARS implementation, review of board policy and administrative procedures, and the Bridge to College Success summer program.

Dinner and Dialogue: In the fall of 2014, the Barstow Community College English faculty met with the local K-12 math and English faculty to begin discussing aligning curriculum.

Other discussions with faculty happen at monthly meetings, and monthly Saturday workshops which can include student success topics. Presentations on Basic Skills and Students with Disabilities are other examples of faculty engagement on important student success issues.

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.

In fall of 2014-15, a Student Success Manager was hired to oversee key areas of SSSP and equity. The Student Success Manager works with a variety of campus constituencies, and participates in a wide cross-section of committee meetings representing and informing on SSSP and equity. Presently the Student Success Manager and the Dean of Research, Development and Planning are coordinating the aspects of both the SSSP Plan and the Equity Plan for alignment and continuity.

Our integrated planning process includes committee structure and flow, as well as planning documents, and departmental program review. In 2013-14, SARS and DegreeWorks, as well as other requests related to student success were included as part of the program review and institutional funding process.

Efforts for integration of student success and its key components in other planning documents will continue as those are revised and updated.

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.

N/A

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

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

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A

Student Success and Support Program Plan Participants

title 5 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: __Kim Young_____ Title: __Student Success & Equity Manager_____

Stakeholder Group: __Administration_____

Name: __Stephen Eaton_____ Title: __Vice President of Academic Affairs_____

Stakeholder Group: __Administration_____

Name: __Rich Johnston_____ Title: __President Academic Senate_____

Stakeholder Group: __Academic Senate_____

Name: __Gene Low_____ Title: __Counselor_____

Stakeholder Group: __Academic Senate_____

Name: __Maricela Angulo_____ Title: __Student_____

Stakeholder Group: __Associated Student Government_____

Name: __Carole Blake_____ Title: __Faculty_____

Stakeholder Group: __Barstow College Faculty Association_____

Name: __Sandra Thomas_____ Title: __Dean of Workforce and Economic Development_____

Stakeholder Group: __Career Technical Education_____

Name: __Gloria Webster_____ Title: __Tutorial Services Specialist_____

Stakeholder Group: __California School Employees Association_____

Name: __Nancy Olson_____ Title: __Web Master_____

Stakeholder Group: __Distance Education_____

Name: __Heather Caldon_____ Title: __Director of Enrollment Services_____

Stakeholder Group: __Enrollment Services_____

Name: __Paulette Pereira_____ Title: __Human Resources Assistant_____

Stakeholder Group: __Human Resources_____

Name: __Morgan Bohnsack_____ Title: __Director of Information Technology__

Stakeholder Group: ___Information Technology_____

Name: __Penny Shreve_____ Title: __Dean of Instruction_____

Stakeholder Group: ___Instruction_____

Name: __Kyri Freeman_____ Title: __Librarian_____

Stakeholder Group: ___Program Review Committee_____

Name: __Carl Yuan_____ Title: __Dean of Research, Planning & Development

Stakeholder Group: ___Research, Planning & Development_____

Name: __Megan Freeland_____ Title: __Director of Special Programs & Services__

Stakeholder Group: ___Special Programs & Services_____

Name: __Samera Kabir_____ Title: __Career/Transfer Specialist__

Stakeholder Group: ___Transfer & Career_____

Name: __Joann Garcia_____ Title: __Director of Student Life__

Stakeholder Group: ___Student Life/Outreach_____

Name: __Reggie Ellis_____ Title: __Director of Athletics__

Stakeholder Group: ___Student Life/Outreach_____

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](#)