Credit

Student Success and Support Program Plan

2015-16

District: Barstow Community College District

College: Barstow Community College

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION
The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students[1]. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:
- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

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

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

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures

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

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

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

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

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

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

RESOURCES

  ➢ [Seymour-Campbell Student Success Act of 2012](#)

  ➢ [California Code of Regulations](#)

  ➢ [Chancellor's Office Student Equity web page](#)

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

  ➢ [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Barstow Community College

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* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: Kimberly Young   Date: 10/22/2015

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

Name: Khushnur Dadabhoy   Date: 10/22/15

Signature of the Chief Instructional Officer: _____

Name: Stephen Eaton   Date: 10·22·15

Signature of College Academic Senate President: _____

Name: Scott Bulkley   Date: 10/22/15

Signature of College President: _____

Name: Dr. Deborah DiThomas   Date: 10/22/15

SECTION II. PLANNING & CORE SERVICES

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

A. Planning

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

Planning at Barstow Community College

Barstow Community College has an established a Student Success and Equity Committee (SSEC) to centralize the institution's focus on student achievement and equitable outcomes for all. Importantly, the SSEC is part of the institution's governance structure. Membership on the committee comes from all constituent groups (faculty, administration, classified and students). The purpose of the SSEC is to ensure student access and success in an environment that fosters equity and diversity. (Detailed information about the committee charge and responsibilities can be found at: http://www.barstow.edu/Committee_Student_Success.html)

Specifically, the SSEC is responsible for creation and moderating of both the Student Success Plan and the Student Equity Plan, representing College's commitment to provide a hospitable and student-centered environment; increase student access and success by providing necessary support services; foster awareness and respect for ethnic and cultural diversity. With respect to SSSP, the goals of the committee are met by:

- Providing to all students orientation; academic assessment and appropriate placement; counseling, advising, and other education planning services
- Prioritizing student enrollment
- Completing of educational goals
- Encouraging innovation and flexibility of basic skills education and pathways
- Increasing transparency through communication and the use of technology

Review of the 2014-2015 Plan; Approval for the 2015-2016 Plan

During the 2014-2015 academic year, the committee met regularly to consider the SSSP plan and allocation and repurposing of recourses (including facilities, human, technology and financial) to meet identified student needs. The committee also established workgroups over the summer that continued to meet and discuss some of the projects put forth in 2014-15.

Significant initiatives for 2014-15 included:

- The creation of a Student Center that now houses tutorial, the equity based Aid for School (AFS) program, a campus information counter (based on equity plan) and increased staff for Student Success & Equity programs.
- Major technology upgrades including SARS, DegreeWorks and Argos
- Improved committee focus on IEPI target measures
- Integration of Student Success and Equity in a variety of areas, including training, planning and campus dialog.
- Professional development that incorporates and facilitates better understanding of Student Success and Equity issues.

In the summer of 2015, the Committee began an evaluation of the adjustments made during the 2014-2015 academic year and began work on the completion of the 2015-2016 SSSP Plan in August of 2015. To facilitate the production of the state mandated plan, the College created a local SSSP work plan which provided the necessary level of analysis to inform other practices and policies at the College, such as program review and the Equity Plan. (See attached Local SSSP Plan). A number of group interviews were conducted. These group meetings (totaling over 40 hours) with key college leadership, personnel and faculty in all of the SSSP core services (Orientation, Assessment and Placement, Counseling and At-Risk Follow-up) were used to gather and synthesize the previous year's efforts. This dialog lead to the brainstorming of new ideas and adjustments based on the findings from the 2014-2015 academic year. The information was populated in the local work plan and covered areas such as identified student needs based on core service access and use numbers, detailed descriptions of the adjustments and the evidence and factors which supported the each adjustment. The information from the local plan was compiled and digested for the production of the statewide plan.

The state SSSP plan was presented to the entire SSEC for review and comment and subsequently to the College's academic senate for approval. In turn, the plan was presented to the College as a whole for comment and to BCC's Presidents Shared Governance Council for approval and recommendation to the Superintendent/President for submission to the governing board for consideration and action. Information about the plan was also presented at the All College Meeting on October 6, 2015.

Creation of Core Service Goals Aligned with the College wide SSSP Goal

The Committee determined that the College needed to align the institution's SSSP goals with specific goals for each core service provided to students. (Core Services Goals) In addition, the College created a scheme to assess progress on both the SSSP goals and the core service goals by establishing detailed descriptions of each adjustment, target outcomes, responsible parties, target dates for completion, and measures of progress and budget allocations.

Target Group

Based on the recommendations from the Chancellor's Office on the 2014-2015 plan, Barstow Community College reexamined and clarified the identification of the College's target group. Based upon the California statutory and regulatory requirements and the unique issues and challenges at the institution (remote location; large and rich tradition in distance education), the College selected the following target group for focus for SSSP analysis:

1. Non-exempt, first time students at Barstow Community College (Title 5, section 55530)
   a. Special Sub-Group: Local Feeder High School Students as part of the face-to-face Outreach Programs (Barstow High School (BHS), Silver Valley High School (SVHS), Barstow Central High School (BCHS), Baker High School, and Excelsior Charter School)
2. Continuing Students (who have failed to complete the SSSP pathway)
3. Returning Students (who have failed to complete the SSSP pathway)

The College's Student Success and Equity Committee (SSEC) facilitated conversations with college staff and leads in the principal core services covered by the SSSP regulations. In addition, the SSEC outreached to faculty leads to garner the instructional division perspective on student pathway supports.

Primary focus was placed on providing orientation, assessment and placement, and counseling, advising, follow up services, and other education planning services on all entering students who enroll to earn degrees, career and technical certificates, transfer and career advancement, as required by Title V and the California Education Code. Given the College's rural location and exclusive role in postsecondary education for the region, the Student Success and Equity Committee created a sub target group for local high school feeder institutions (Barstow High School, Silver Valley, Baker and Excelsior) which has historically received extensive outreach including in person orientation presentations.

The SSEC decided to examine Continuing Students to evaluate the delivery of SSSP core services in relation to the time degree completion. The SSEC also chose to examine Returning Students to establish whether receipt of SSSP services was factor in the student fall out. These examinations may continue over a number of academic years.

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

To establish adjustments for the 2014-2015 academic year as well as proposed adjustments for the 2015-2016 academic year, Barstow Community College examined the 2014-2015 Student Success and Support Program (SSSP) Plan findings and evidence, including qualitative and quantitative data, direct and indirect evidence, and reflected on the recommendations from the Chancellor's Office on areas of improvement.

In addition to the SSSP Plan, the College developed a detailed local work plan that:

- captures the dialogue and discussions of the College faculty and staff
- analyzes the data and evidence to conduct evaluations of processes and systems
- details the specific analysis and evaluation used to reach conclusions.

The Barstow Community College SSSP local work plan helped to inform the state plan for each of the core services (orientation, assessment and placement, counseling and at risk follow-up). This was the foundation for each of the adjustments for the 2014-2015 academic year and for the proposed adjustments for the 2015-2016 academic year are borne out of the dialogue, analysis and evaluation.

Data Integrity

Barstow Community College recognized as it went through many of its planning processes that the availability of data, and the reliability of some of the data available was a concern. In the spring of 2015, BCC pursued one of the Institutional Effectiveness Partnership Initiative (IEPI) grants in order to address data integrity and enrollment management.

The data for the SSSP core services represents both quantitative and qualitative reviews of the available information. In some cases anecdotal information was also used to inform the college about student trends and process gaps.

BCC was awarded the IEPI grant in October of 2015 and is working to improve the data integrity of the institution that will inform our institutional processes and planning going forward.

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

Not Applicable, Barstow Community College District is a single college district.

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

The Barstow Community College SSSP plan is coordinated with the other district and college plans, processes and structures in the following manner:

Student Equity Plan: The College has a joint Student Success and Equity Committee which updates, evaluates and reviews both plans. Members of the SSEC come from all constituency groups, including faculty, classified, students, and administration.

Accreditation, self-study: During the evaluation of the 2014-2015 plan, the College considered the new 2014 accreditation standards that are impacted by the SSSP and Equity efforts, including Standards IB Institutional Effectiveness, IC Institutional Integrity, IIA Instructional Programs, IIC Student Services, IIIA Human Resources, IIIB Physical Resources, IIIC Technology, IIID Financial Resources, and IVA Governance and Decision Making.

Educational master plans: The College is in the process of creating a new Educational Master Plan and student success is at the heart of the college mission.

Strategic Plans: The College has an existing set of Strategic Priorities which are mapped to the SSSP plan outcomes and objectives. New Strategic Priorities are being created at this time which also have student success at the core of the priorities.

Institutional Effectiveness: The Office of Institutional Effectiveness at BCC handles all accreditation, research and planning activities at the college. Members of the SSEC are also members of the College's Institutional Effectiveness Committee and its sub-committees. In the beginning of the 2015-2016 academic year significant cross-department partnerships are being developed and include creating a

college data warehouse as well as MIS data warehouses from which reports can be extracted and new studies conducted based on SSSP findings.

Basic Skills Initiative: The College's Basic Skills Committee is separately funded and to date the committees have not worked in tandem to address the need of the large number of first time students who test in pre-collegiate math and English. Jointly, the Basic Skills Committee and the SSEC have worked on the purchasing and implementation (2015-16) of NROC, which provides students with math and English skills practice. They also put forward workshops in basic skills areas in the spring of 2015.

AB 86: Key members of the college involved in the AB 86 collaborative are also members of the Student Success & Equity Committee.

Departmental Program Review: the College intends to provide key SSSP and Equity data in the program review packets for departmental analysis and connection during the 2016 academic year cycle.
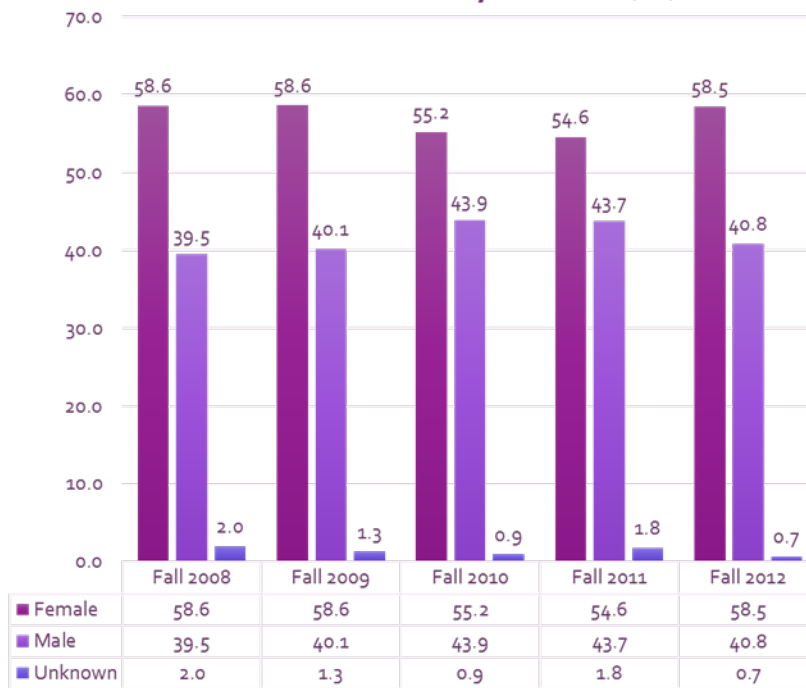
2.   **Describe the college's student profile.**

College Profile

Barstow Community College is located on Interstate 15 in the Mojave region of San Bernardino County, California, approximately 120 miles from both Los Angeles, California and Las Vegas, Nevada. The College district encompasses a vast area from the Nevada border on the east to Kern County on the west, and from Inyo County in the north to the San Bernardino Mountains. The College serves the communities of Barstow, Lenwood, Newberry Springs, Daggett, Yermo, Hinkley, Ludlow and Baker. A college center provides on-site programs to military personnel at the U.S. Army National Training Center, Ft. Irwin. Recognizing that students have varying learning styles, have preferences for particular learning formats, or have extremely tight schedules, students at BCC can enroll in online classes, traditional "live" classes, or hybrid classes.

Student Headcount by Gender

Female and male student unduplicated headcounts have been maintaining the 60-40 ratio for most of the last five years. The genders seemed to be pulling even between 2010-11, but in the most recent year, they are back to 58% for females and 41% for males.

Student Headcount by Gender (%)

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
■ Female	58.6	58.6	55.2	54.6	58.5
■ Male	39.5	40.1	43.9	43.7	40.8
■ Unknown	2.0	1.3	0.9	1.8	0.7

Student Headcount by Ethnicity

The ethnic group with the most students was white (non-Latino) in 2008, but the Latino student headcount has been increasing in the past five years and is now approximately equal to the white (non-
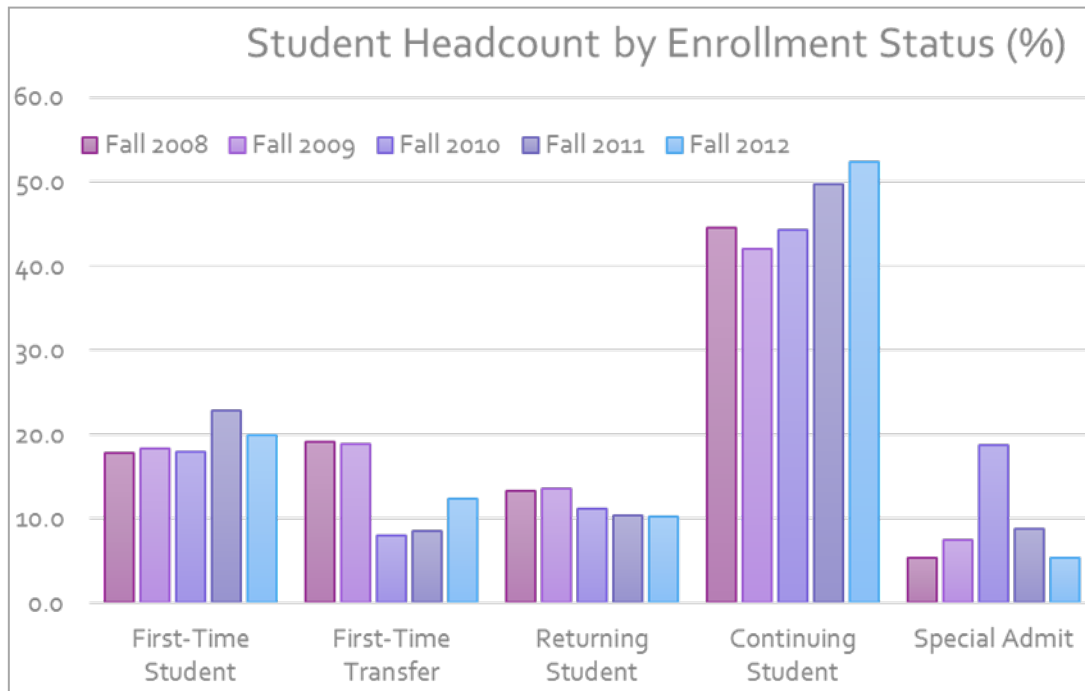
Latino) student population. In fall 2009 there was a large group of students who stated their ethnicity as unknown due to the changes in CCCapply process and the new multi-ethnicity coding.
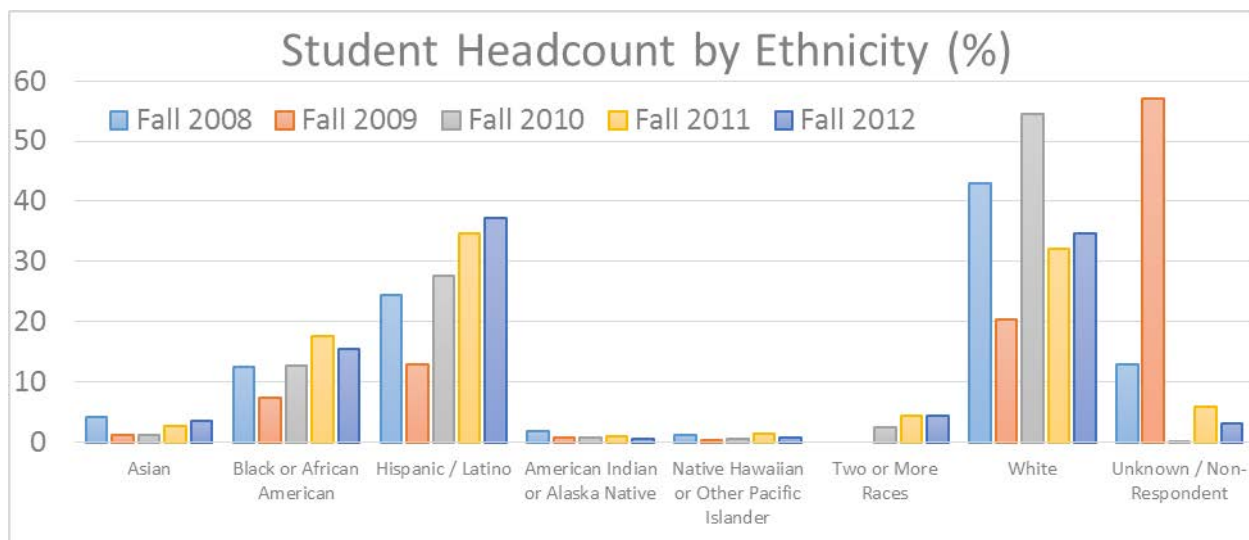
	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Yr Chg	5-Yr Avg
Asian	145	4.1%	53	1.2%	38	1.3%	64	2.8%	109	3.6%	-24.8%	2.6%
Black or African American	437	12.4%	320	7.3%	369	12.6%	403	17.6%	476	15.6%	8.9%	13.1%
Hispanic / Latino	861	24.5%	569	13.0%	808	27.7%	795	34.7%	1138	37.3%	32.2%	27.4%
American Indian or Alaska Native	64	1.8%	35	0.8%	23	0.8%	25	1.1%	16	0.5%	-75.0%	1.0%
Hawaiian / Pacific Islander	45	1.3%	16	0.4%	17	0.6%	32	1.4%	25	0.8%	44.4%	0.9%
Two or More Races	0	0.0%	0	0.0%	72	2.5%	99	4.3%	134	4.4%	n/a	n/a
White	1513	43.0%	888	20.3%	1591	54.5%	735	32.1%	1055	34.6%	-30.3%	36.9%
Unknown / Non-Respondent	453	12.9%	2487	56.9%	1	0.03%	136	5.9%	98	3.2%	-78.3%	15.8%
Total	3518	100%	4368	100%	2919	100%	2289	100%	3051	100%	-13.3%	100%

Student Headcount by Enrollment Status

Continuing students accounted for approximately half – 46.5% five-year average – of the student population. Returning students and first-time transfer students saw an overall decrease in the last five fall semesters, but both groups rebounded in the past year.

Student Headcount by Enrollment Status (%)

Legend: Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012

Categories: First-Time Student, First-Time Transfer, Returning Student, Continuing Student, Special Admit

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Yr Chg	5-Yr Avg
First-Time Student	623	17.7%	801	18.3%	522	17.9%	521	22.8%	608	19.9%	-2.4%	19.3%
First-Time Transfer	673	19.1%	823	18.8%	232	8.0%	193	8.4%	375	12.3%	-44.3%	13.3%
Returning Student	467	13.3%	588	13.5%	327	11.2%	236	10.3%	310	10.2%	-33.6%	11.7%
Continuing Student	1566	44.5%	1833	42.0%	1292	44.3%	1138	49.7%	1596	52.3%	1.9%	46.5%
Special Admit	189	5.4%	323	7.4%	546	18.7%	201	8.8%	162	5.3%	-14.3%	9.1%
Total	3518	100%	4368	100%	2919	100%	2289	100%	3051	100%	-13.3%	100%

Student Headcount by Enrollment Status

While the 18-21 age group commands the largest proportion of the student population throughout the entire five-year period, there is a resurgence of the older age groups between 26 and 49 in the past three years. Students over the age of 26 now roughly comprise half of our student population.
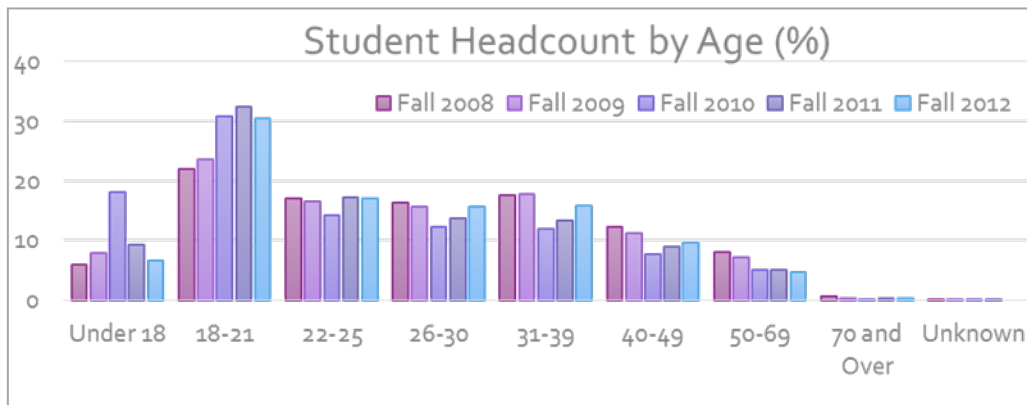
	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Yr Chg	5-Yr Avg
Under 18	207	5.9%	341	7.8%	530	18.2%	211	9.2%	201	6.6%	-2.9%	9.5%
18-21	771	21.9%	1026	23.5%	898	30.8%	740	32.3%	930	30.5%	20.6%	27.8%
22-25	602	17.1%	721	16.5%	414	14.2%	395	17.3%	520	17.0%	-13.6%	16.4%
26-30	576	16.4%	682	15.6%	356	12.2%	312	13.6%	474	15.5%	-17.7%	14.7%
31-39	620	17.6%	777	17.8%	348	11.9%	307	13.4%	480	15.7%	-22.6%	15.3%
40-49	430	12.2%	488	11.2%	222	7.6%	203	8.9%	294	9.6%	-31.6%	9.9%
50-69	282	8.0%	312	7.1%	145	5.0%	114	5.0%	145	4.8%	-48.6%	6.0%
70 and Over	24	0.7%	14	0.3%	4	0.1%	5	0.2%	7	0.2%	-70.8%	0.3%
Unknown	6	0.2%	7	0.2%	2	0.07%	2	0.09%	0	0%	-100%	0.1%
Total	3518	100%	4368	100%	2919	100%	2289	100%	3051	100%	-13.3%	100%

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

The Barstow Community College Superintendent/President meets jointly on a monthly basis with the local K-12 Superintendent/Presidents. This provides collaboration that has resulted in two joint board meetings between our largest local district, Barstow Unified (BUSD), and Barstow Community College. Further, it has inspired plans to have a multi-district board meeting of all local feeder districts with the Barstow Community College Board of Trustees during the 2015-16 year.

Collaboration with Victor Valley College has also begun. This effort has resulted in a joint board meeting between the Board of Trustees at both institutions. Interest by both boards indicates interest in further meetings.

Barstow Community College works with their local feeder high schools, primarily to educate high school juniors and seniors on:

- Educational opportunities through Barstow Community College
- The core SSSP steps
- Summer Bridge Program

The College also works with the local high schools to provide opportunities through our Career Technical Education (CTE) programs. This partnership is so valued by one of our local charter schools that they have relocated their program near the CTE facility and named the local operation the Excelsior CTE Academy.

Barstow Community College is also part of a RAMP UP grant. The grant is a collaboration with Victor Valley College and Barstow Unified School District. Among the many opportunities the grant offers, is the opportunity for the participating institutions to expand into technology platforms that assist in developing immersive and collaborative teaching.

CTE also provides a summer camp for middle school age students in our community. The camp exposes these students to career and vocational skills and fields of study. Participation in this camp is usually between 60-80 students each year. This is also an important first experience for many of them with the college campus. As part of the 2015 summer camp, past participants were invited back for a one day event. This is intended to help maintain a connection between the College and past participants.

Currently, meetings between CTE and our local high schools are taking place to establish articulation agreements to grant students early college credit and ease of transferability.

Through our basic skills program, especially ESL, the College has been working closely with our K-12 partners to fulfill the intent of AB 86. This partnership is focused on establishing pathways for admittance into the college.

Other initiatives that the College is participating in, or pursing include with other partners include:

Dinner & Dialog: Where our math and English faculty meet with their counterparts at the local high schools to have dialog around curriculum alignment, and basic skills issues.

Teaching Collaborative: BCC has entered into a partnership with local K-12 districts and California State University-San Bernardino to establish a cohort of education paraprofessionals who intend to pursue a teaching credential. BCC will provide services such as college transcript review (if any), placement assessment, and education plans to achieve transfer to CSUSB and assist students in completing the requirements to become credentialed teachers. So far 50 people from our local area have shown interest in this program.

CSUSB Math Initiative: CSUSB has invited math faculty from BCC to participate in a collaborative effort to establish a recommended fourth year math program for high school students. This would be a project for high school math, that is similar to the ERWC was to high school English.

B. Orientation

Orientation at Barstow Community College

The Orientation component of the Barstow Community College Student Success and Support Plan (SSSP) is designed to familiarize all students, particularly new students, to college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information pursuant to (Title 5, section 55521). The goal of orientation is to improve student college experience and build a foundation for future success. This core service goal is aligned with the larger college-wide initiatives for student success support.

The purpose of orientation, as defined in title 5, section 55502, is to acquaint "students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information pursuant to title 5, section 55521."

Barstow Orientation Goal

Identify and implement best practices in familiarizing students with the college experience to increase access to college programs and services.

Target Group

Target Group for Orientation

1. Non-exempt, first time students at Barstow Community College (Title 5, section 55530)
   a. Special Sub-Group: Local Feeder High School Students as part of the face-to-face Outreach Programs (Barstow High School (BARSTOW HIGH SCHOOL), Silver Valley High School (SVHS), Barstow Central High School (BCHS), Baker High School, and Excelsior Charter School)
2. Continuing Students (who have failed to complete the SSSP pathway)
3. Returning Students (who have failed to complete the SSSP pathway)

Orientation Focus Area and Key Pathway Activities

State SSSP Expectations

First time nonexempt students represent about 25% of the College's total enrollment. Barstow Community College has a high population of distance education students which puts a high demand on the online orientation presentation as a primary means to deliver information about the key college support services that improve student learning and success. In fact, over fifty percent of the students who attend Barstow Community College receive their education in an online format. Specific attention has been paid to improving the online orientation presentation and is a foundation for adjustments made to the orientation process.

Face to face orientation at BCC is primarily geared towards the high school subset of the first time, nonexempt students. These outreach efforts are conducted directly on local high campuses or during campus visits. The College feels that this is an important focus for the local service area and the large

number of first generation students and the socioeconomic factors in the community. In working with our local high schools, the College made adjustments to improve the quality of the one-on-one contact and retention of information provided.

The online orientation and the orientation course are the principal methods to deliver orientation services to students not immediately out of high school. The College reflected on this fact, and is discussing the feasibility of reinstituting the campus orientation which had been discontinued due to low attendance.

Issues Unique to Barstow Community College

In addition to the express state requirements to cover first time nonexempt students, the College reflected on the large number of continuing and returning students who are enrolled at the College. The College desires to make every effort to provide these students the same supports and services as students covered by the new SSSP legislation. Adjustments were made to the orientation process to examine the particular needs of these students.

Delivery Method

Orientation is the first step in the triple SSSP process, immediately upon completion of the College application. The College uses both online and face-to-face orientation presentations. In addition, there is an Orientation course which is a degree graduation requirement. The course focuses on core services, study habits and other skills needed for success.

The College relies principally on the online orientation given the unique college population and its remote location. Face-to-face orientation is tailored specifically for all seniors at the service area high schools. The College's location at Ft. Irwin provides comprehensive support for current service personnel, veterans and their families and dependents. Similarly, the College's off-campus Career and Technology center, provides well-supported services designed to guide students on the certificate or degree pathway.

Analysis and Evaluation

For local face-to-face orientation presentations, the sessions are comprehensive, well-attended and interactive. There are significant support systems both through high school and college personnel. Despite the captive audiences at the face-to-face sessions, the College is uncertain whether the information presented has been fully understood or retained by the students.

For the online orientation presentations, efficiency and prompt turn-around time remain challenges. For example, there were delays in implementation of the new software due to limitations on human resources. We hope to reduce these delays for content update going forward. Currently, Information must be manually compiled in a document for annual review. Ways to expedite and automate information delivery. Overall, the program is an improvement to the existing software platform, and many additional tools and features to the program remain untapped. ComEVO does have the capability to be integrated with Banner, the College's student information services system, but this has not happened yet. Currently all of the students who participate in orientation are manually entered into Banner.

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

Adjustments for 2014-2015; Proposed Adjustments for 2015-2016

The Barstow work plan provided a basis for analysis of the 2014-2015 adjustments and the proposed adjustments for the 2015-2016 academic year to orientation services and practices along with the description, target outcomes, measures for progress, timelines, and college leads is included in the College SSSP work plan attached to this plan. Numerous possible alternatives were proffered and prioritized.

A summary of the priority adjustments and the description are included here.

2014-2015 Adjustments	Description
Update and Augment Orientation Topics (inc. Title 5, Section 55521) using more interactive software	Reviewed existing online and in person orientation presentations, re-examined statutory requirements and local needs, contacted appropriate college leads, collated the information, populated the new information into the orientation presentations.
Purchase and Implement Online Software (ComEVO)	Online software for orientation to improvement edit ability; Created Multiple Modules; Individualized for Service Departments

2015-2016 Proposed Adjustments	Description
Automate online orientation completion data into the student information system (Banner); Update reporting features to assess and adjust effective orientation delivery.	The ComEVO online orientation has the ability to automatically populate the student information system (BANNER) which will reduce reporting errors.
Improved connection and alignment of curriculum in college orientation course (ORIE 1) to the information topics contained of the Orientation presentations as required by Title 5.	Align instructional and student services orientation components to better support student navigation of the college experience (increased student social capital).
Conduct Student Evaluation of Orientation (in both face-to-face and online mode of Delivery)and Evaluate Results	Inquire of students as to the satisfaction of the orientation, specifically disaggregating for local high school target subgroup for efficacy of in person orientation. Student Leaders also provide feedback

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

The total number of students receiving orientation services was 1324.

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

Barstow Community College has identified three essential target groups for analysis for student support core services:

1.   Non-exempt, first time students at Barstow Community College (Title 5, section 55530)
      a.   Special Sub-Group: Local Feeder High School Students as part of the face-to-face Outreach Programs (Barstow High School, Silver Valley High School, Barstow Continuing High School)
2.   Continuing Students (who have failed to complete the SSSP pathway)
3.   Returning Students (who have failed to complete the SSSP pathway)

For the 2014-2015 academic year, the target group for which meaningful data could be gathered and examined was for the non-exempt, first time students at Barstow Community College. Specifically:

First-time students (including first-time transfer):   963/2044 or 47.1%
First-time students: 425/ 886 or 47.9%
First-time students (first-time transfer only):   534/1158 or 46.1%

For the Continuing Students (Pre-2014 first-time enrollment, but nonexempt category) and Returning Students (Pre-2014 first-time enrollment, but nonexempt category), the data collection is incomplete. In 2014-2015 academic year, Continuing Students totaled 1839 students, with 87 receiving orientation services. Current access to data does not permit the SSEC to evaluate how many Continuing Students have received Orientation in previous terms. Similarly, Returning Students totaled 864 students during the 2014-2015 academic year with 223 receiving orientation services. To assess student need, the SSEC has added to its research agenda for the 2015-2016 academic year the request to discover how many Continuing and Returning Students received orientation services. The SSEC decided to examine Continuing Students to evaluate the delivery of SSSP core services in relation to the time degree completion. The SSEC is examining Returning Students to establish whether receipt of SSSP services was factor in the student fall out. These examinations may continue over a number of academic years.

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

The SSEC examined the evidence to determine whether the 47% participation rate for orientation services was real or whether the result of difficulties with data integrity. A subcommittee of the SSEC has been charged to determine whether all nonexempt students receiving orientation services are being properly coded.

In 2015-16 counselors will be following up with students who have not completed orientation, and work to get students to complete.

Second, the SSEC evaluated the findings as reported to determine the quality of services provided and will investigate the participation rates are for online students as well as for local high school feeder institutions. Depending on the results, efforts will be made to require orientation services including enrollment restrictions, direct outreach and discussions at counselor appointments.

Third, the SSEC determined that the 87 Continuing Students and the 234 Returning Students receiving orientation was low due to data incompleteness. The Committee will determine the total number of Continuing Students and Returning Students who have received orientation services. Depending on the results, efforts will be made to strongly encourage orientation for the pre-SSSP students. Finally, this year we are developing a campus taskforce to begin conversations about the first-year experience. As a campus, we are looking at various models to begin dialog on new ways of capturing and retaining our target first-year students.

3.   a. Are orientation services offered online?

As of April 2015 the Online Orientation is hosted through ComEVO online format. The original online orientation had become outdated, supplied incomplete information and was not easily updateable. ComEVO was easy to implement, use and update so the College is in compliance with Student Success regulations. For the 2014-15 school year the Student Success and Equity committee set a goal of updating the online orientation. During the process it was determined that it was not feasible to continue with the current software and purchased ComEVO's higher education online orientation software. The software allows the staff to effortlessly create, update and manage customized content. Barstow Community College went live with the new online orientation format in April 2015. Students now have unlimited access to information on the latest policies, procedures, regulations and services provided at Barstow Community College.

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

ComEVO's higher education online orientation
Microsoft Office PowerPoint

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

Each of the orientation topics are covered below with a description of where the topic is covered in the orientation presentation formats for the students, as well as a description of how the services' area offered at the institution. Academic expectations, and progress and probation standards pursuant to section 55031.

- **Academic expectations, and progress and probation standards pursuant to section 55031.**
    - Coverage in Orientation
        - Section 6-Student Conduct: Page 3-Academic Standards
    - Operations at Barstow Community College
        - AP 4250 (Title 5 Sections 55030, 55031, 55032, and 55034)

- General Academic standards are covered during Orientation and in the BCC College Catalog. Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed.
    1. Notification of Probation
    2. Probationary Letter
    3. Removal from Probation or Dismissal
- **Maintaining registration priority pursuant to section 58108.**
    - Coverage in Orientation
        - Section 3- Admission Services: Page 5-Priority Registration
    - Operations at Barstow Community College
        - AP 5052 (Title 5, Sections 58106, 58108), AP 5055(Education Code Sections 66025.8, 66025.9 and Title 5 Section 58106, 58108) All courses of the District shall be open to enrollment in accordance with a priority system consistent with Administrative Procedure 5055.
        - Students will have the following registration priority, in the order of priority listed below:
            - Tier 1: Active Duty Military; Veterans; Foster Youth and Former Foster Youth; ACCESS; EOPS; CalWORKS
            - Tier 2: Athletes; Students who have completed 60-100 units and have an appropriate education goal; students participating in FasTrack. All courses of the District shall be open to enrollment in accordance with a priority system consistent with Administrative Procedure 5055. Enrollment may be limited to students meeting properly validated prerequisites and co-requisites, or due to other non-evaluative, practical considerations as determined by the Director of Enrollment Services.
            - Tier 3: Students who have completed 45-60 units and have declared an appropriate education goal; Active duty military family members
            - Tier 4: All other continuing and returning students and recent high school graduates (within the past year) from the District's service area (Baker Valley Unified School District; Barstow Unified School District; Excelsior Charter School (Barstow Campus) ; Silver Valley Unified School District)
            - Tier 5: Newly admitted students and those students who did not meet requirements to receive priority registration
- **Prerequisite or co-requisite challenge process pursuant to section 55003.**
    - Coverage in Orientation
        - Section 5- College Success: Page 13-Prerequisite/Co-requisite
    - Operations at Barstow Community College
        - AP 4260 (Title 5 Section 55003 and California Education Code 70901)
        - These admissions policies and procedures are published in the College Catalog.
            - 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;

- - o The pre/co-requisite course has not been made readily available;
    - o 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:
    - o Completion of applicable academic placement testing must occur to the challenge process.

- **Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621.**
  - o Coverage in Orientation
    - § Section 3- Admission Services: Page 6-Financial Aid
  - o Operations at Barstow Community College
    - § AP 5130 (Title 5, Sections 55758, 54041, 54042)
    - § To apply, students should complete a FAFSA and/or a BOGW waiver application. Applications can be found at the Financial Aid Office.

- **Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed.**
  - o Coverage in Orientation
    - § Section 1-Program and Degrees: Page 2-Program Overview, Page 3-Management, Page 4-Cosmetology, Page 5-Early Childhood, Page 6-Psychology, Page 7-Certificates
    - § Section 2-Transfer Programs: Page 2-TCPC, Page 3-Transfer Resources
    - § Section 3-Admission Services: Page 2-Admissions, Page 8-Financial Aid
    - § Section 4- Success Services: Page 2-Advising, Page 4-EOPS/CARE, Page 5-CalWORKS, Page 6-VTEA, Page 7-ACCES-DSPS
    - § Section 5- College Success: Page 7-Ft. Irwin Campus, Page 8-CTE campus, Page 9-Class Alternatives, Page 10-Online Learning
  - o Operations at Barstow Community College
    - § All support services and programs are available at the main campus as well as the Fort Irwin campus and online.
    - § BP 5050 (Education Code Sections 78210, et seq. and Title 5, Section 55500)
      - Student Success and Support Program:
        - o The purpose of Student Success and Support Program is to bring the student and the district into agreement regarding the student's educational goal through the district's established programs, policies and requirements.
    - § BP 5110 (Education Code Section 72620 and Title 5, Section 51018)
      - Counseling:
        - o The District President shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education. Counseling shall be required for all first time students enrolled for more than six units, students enrolled provisionally, and students on academic or progress probation.
    - § BP 5120 (Education Code, Sections 66720-66744 and Title 5, Section 51027)
      - Transfer Center:

- o The District President shall assure that a transfer center plan is implemented that identifies appropriate target student populations, is designed to increase the transfer applications of underrepresented students and complies with law and regulations.
  - ▪ BP 5140 (Education Code, Sections 67310 and 84850 and Title 5, Sections 56000 et seq. and 56027)
    - • Disabled Students Programs and Services:
      - o The Disabled Students Programs and Services (DSPS) program shall be the primary provider for support programs and services that facilitate equal educational opportunities for disabled students who can profit from instruction as required by federal and state laws.
  - ▪ BP 5150 (Title 5 Sections 56200 et seq. and California Education Code Sections 69640-69656)
    - • Extended Opportunity Programs and Services
      - o The Extended Opportunity Programs and Services (EOPS) is established to provide services that may include, but are not limited to, outreach, recruitment, orientation, assessment, tutorial services, counseling and advising, and financial aid.
  - ▪ BP 5130 (20 U.S.C. Sections 1070 et seq 34; Code of Federal Regulations Section 668 and Education Code Section 66021.6, 76300)
    - • Financial Aid:
      - o A program of financial aid to students will be provided, which may include, but is not limited to, scholarships, grants, and work and employment programs. All financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements.
- **Academic calendar and important timelines.**
  - o Coverage in Orientation
    - ▪ Section 5-College Success: Page 2-Stay Organized, Page 12-Setting up your schedule
  - o Operations at Barstow Community College
    - ▪ AP 4010 (California Education Code Section 70902(b)(12))
      - • Academic Calendar:
        - o The Academic Calendar Committee determines the academic calendar to be recommended to the Board of Trustees. Every attempt is made to develop the calendar in consideration of local school districts to accommodate the schedules of students and staff.
        - o The academic calendar consists of 175 days of instruction and evaluation.
- **Registration and college fees.**
  - o Coverage in Orientation
    - ▪ Section 3-Admission Services: Page 6-Tuition and Fees
  - o Operations at Barstow Community College

- AP 5030 (Title 5 Section 51012 and California Education Code Section 70902(b)(9); 76300; 76300.5)
  - Fees:
    - Required Fees:
      - Enrollment Fee: An enrollment fee shall be charged to all students for any Barstow Community College class in which the student enrolls. No maximum fees are set.
      - Nonresident Tuition: Nonresidents shall pay nonresident tuition in accordance with AP 5020. Fees authorized by law:
      - Student Representation Fee: A Student Representation Fee of $1 per semester shall be charged to all Barstow Community College students each semester.
      - Student Activities Fee: A fee of $7 per semester will be charged to all Barstow Community College students to support student life and activities.
      - Instructional Materials Fee: Students enrolling in classes which require materials fees as noted in the College Catalog shall be required to pay the materials fees, the amount of which shall be published in the Schedule of Classes.
      - Audit Fee: Students auditing a course shall pay an audit fee, the amount of which shall be published in the Schedule of Classes.
      - Community Service Fee: Students enrolled in a community service course shall pay a fee, the amount of which shall be published in the Schedule of Classes.
      - Credit by Examination Fee: A fee equivalent to the per unit charge will be assessed for each examination administered.
- **Available education planning services.**
  - Coverage in Orientation
    - Section 4- Success Services: Page 2-Advising
  - Operations at Barstow Community College
    - AP 5110 (Education Code Section 72620 and 72621 and Title 5 Section 51018)
      - Counseling:
        - The counseling services available in the Barstow Community College counseling program include the following:
          - Academic counseling, in which students are assisted in assessing, planning and implementing their immediate and long range academic goals with a Student Education Plan (SEP).
          - Career counseling in which students are assisted in assessing their aptitudes, abilities, and interests; and are advised of current and future employment trends;

- Personal counseling, in which students are assisted with personal, family or other social concerns, when that assistance is related to the students' education;
- Coordination with the counseling aspects of other services which exist on campus, including but not limited to those services provided in programs for students with special needs, skills testing programs, financial assistance programs and job placement services.

- **Other**
  - o Coverage in Orientation
    - FERPA-Federal Educational Rights and Privacy Act: Section 3-Admission Services, Page 3
    - Grade System: Section 5, Page 4
    - Time Management- Section 5, Pages 5 & 6
    - Student Conduct- Section 6, Page 2
    - Student Life- Section 8, Pages 3 & 4
  - o Operations at Barstow Community College
    - FERPA- AP 5040 Student Records & Directory Information (Educational Code Section 76200 et seq.; Title 5, 54600 et seq.)
    - Grades- AP 4230 Grading and Academic Records Symbols (Education Code 6670, 70901, 70902, 7600; Title 5, Section 5502, 55023, 55024); AP 4232 Incomplete Grade (Education Code 6670, 70901, 70902, 7600; Title 5, Section 55022, 55023, 55024)
    - Student Conduct- AP 5520 Student Discipline (Education Code Section 66300, 72122, 76030)

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Administrative Secretary VPSS	Updates online orientation	Match
1	Student Success Coordinator	Coordinates information from different departments for orientation	SSSP
2	Student Success Advisors	Conduct live orientation during high school outreach	SSSP
8.5	Counselors	Assist in student follow-up to close the gap in orientation services	SSSP/Match
1	Peer Mentor	Assist with HS Outreach; help students access orientation	SSSP
1	Student Success Manager	Works with all areas of campus to ensure coordination and integration of SSSP requirements	SSSP

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Outreach Supplies & Materials	SSSP	$1200
5000	ComEvo	SSSP	$4500
5000	Printing	SSSP	$500
7000	Summer Bridge Materials	SSSP	$1500

C. Assessment for Placement

Assessment and Placement at Barstow Community College

The Assessment and Placement component of the Barstow Community College Student Success and Support Plan (SSSP) is a holistic process through which our institution gathers information about students to support their success by confirming their appropriate placement into the curriculum. Students' math and English/ESL course placements are based on multiple sources of information to create a clear, overall picture of, including math and English skills, study skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services.

The use of multiple measures guarantees that the students' assessment of skills is triangulated and thus more accurate. The use of fair and valid assessment leads to appropriate placement into the curriculum. Steps are taken to ensure test validity, reliability, and the minimization of bias. Further, disproportionate impact analysis is conducted to assure that students from traditionally underrepresented groups are not over identified in need of services.

Barstow Assessment and Placement Goal

Facilitate Student Success by Ensuring Fair and Valid Assessment that Leads to Appropriate Placement into the Curriculum.

Target Group

Target Group for Assessment and Placement

1. Non-exempt, first time students at Barstow Community College (Title 5, section 55530)
   a. Special Sub-Group: Local Feeder High School Students as part of the face-to-face Outreach Programs (Barstow High School (BARSTOW HIGH SCHOOL), Silver Valley High School (SVHS), Barstow Central High School (BCHS), Baker High School, and Excelsior Charter School)
2. Continuing Students (who have failed to complete the SSSP pathway)
3. Returning Students (who have failed to complete the SSSP pathway)[2]

Analysis and Evaluation

The Accuplacer has long been relied on as a solid, reliable instrument. The College eagerly awaits the state decision about a common testing tool, however, to provide the institution some economies of scale in the use of an assessment instrument. The current Banner/Student Identification System does not permit with reliability a system of placing holds on enrollment based on lack of assessment. The system of using multiple measures currently works well, and will be monitored for improvement.

The College continues to review the current placement for mathematics and English. Six years ago, the College created an academic skills program which would support the students who need an alternatively paced course for success. The default course, Math 101, largely is lecture format and does not promote alternative ways to demonstrate mastery.

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

Adjustments for 2014-2015; Proposed Adjustments for 2015-2016

2014-2015 Adjustments	Description
Develop and implement comprehensive communication strategies to better promote and publicize pre-assessment workshops and available tutoring options for students.	The College seeks to develop partnerships with the local high schools to create opportunities to take examinations earlier and provide training options for students who merely need a refresher of concepts previously taught.

2015-2016 Adjustments	Description
Increase and Improve test proctoring services for students taking assessment tests outside of the BCC service area.	Outreach to new and existing proctoring resources that cover course proctoring to also cover assessment placement testing.
Increase student awareness of testing information, practice and preparation	Better Inform students of Placement Testing with improved informational materials online.
Develop and implement comprehensive communication	The College seeks to develop partnerships with the local high schools to create opportunities to take examinations earlier and provide

strategies to better promote and publicize pre-assessment workshops and available tutoring options for students.	training options for students who merely need a refresher of concepts previously taught.

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

There were 353 students that received assessment services.

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

Barstow Community College has identified three essential target groups for analysis for student support core services:

1. Non-exempt, first time students at Barstow Community College (Title 5, section 55530)
   a. Special Sub-Group: Local Feeder High School Students as part of the face-to-face Outreach Programs (Barstow High School, Silver Valley High School, Barstow Continuing High School)
2. Continuing Students (who have failed to complete the SSSP pathway)
3. Returning Students (who have failed to complete the SSSP pathway)

For the 2014-2015 academic year, the target group for which meaningful data could be gathered and examined for assessment and placement was for the non-exempt, first time students at Barstow Community College. Specifically:

First-time students (including first-time transfer):	226/2044 or 11.1%
First-time students:	133/ 886 or 15.0%
First-time students (first-time transfer only):	93/1158 or 8.0%

For the Continuing Students (Pre-2014 first-time enrollment, but nonexempt category) and Returning Students (Pre-2014 first-time enrollment, but nonexempt category), the data collection is incomplete. In 2014-2015 academic year, Continuing Students totaled 1839 students, with 57 receiving assessment and placement services. Current access to data does not permit the SSEC to evaluate how many Continuing Students have received Assessment and placement in previous terms. Similarly, Returning Students totaled 864 students during the 2014-2015 academic year with 223 receiving assessment and placement services. The SSEC has added to its research agenda for the 2015-2016 academic year the request to discover how many Continuing and Returning Students received assessment and placement services to assess student need. The SSEC decided to examine Continuing Students to evaluate the delivery of SSSP core services in relation to the time degree completion. The SSEC is examining Returning Students to establish whether receipt of SSSP services was factor in the student fall out. These examinations may continue over a number of academic years.

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

An examination of the evidence was conducted to determine whether the 11.1% capture rate for assessment and placement services was real or whether the result of difficulties with data integrity. It was hypothesized that the number is low, and thus inaccurate because of data cleanliness issues which

the College recognizes is an area of improvement. A subcommittee of the SSEC will be assigned to determine whether all nonexempt students receiving assessment and placement services are being properly coded.

Second, the SSEC will investigate what the participation rates are for online students as well as for local high school feeder institutions who participated in the intense outreach efforts of the College. Depending on the results, efforts will be made to require assessment and placement to capture the students who have indeed not participated in assessment and placement including enrollment restrictions, direct outreach and discussions at counselor appointments.

Third, the SSEC determined that the 87 Continuing Students and the 234 Returning Students receiving assessment and placement was low due to data entry errors. Nevertheless, the Committee will determine the total number of Continuing Students and Returning Students who have received assessment and placement services. Depending on the results, efforts will be made to strongly encourage assessment and placement for the pre-SSSP students. Through discussion, some gaps in the process were identified.

Steps are being taken to research how to close the following gaps:

- Look at Banner registration system default that allows students to enroll in English 101 or Math 101 without an assessment.
- Online and face-to-face students may be registering without taking an assessment for English and math, because they are enrolling in other disciplines or courses.
- A need for a consistent message among counseling staff regarding the order a student should use to complete the SSSP steps may need to be investigated.

Detailed discussions of the analysis and evaluation are contained in the Barstow Community College local work plan.

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

After the application for admission is completed, students are given a checklist to help move them through the SSSP process. Every new student has to take math, reading, and English assessment tests. Assessment tests are administered in three areas: reading comprehension, sentence skills, and math. These tests will determine in which level of math, reading or English in which the student can enroll. The purpose is to place the student the correct level of courses so that skills needed to succeed can be learned at the appropriate level.
The assessment questions are multiple choice, but the tests are also adaptive, which means that the questions it asks are based on answers to the previous question. Because the test is adaptive, there is a need to answer every question. If a question is not answered, it is best to eliminate a few of the choices and choose the best one. Academic Placement tests are taken in the computer commons or at remote locations with the use of a test proctor.

Assessment tests are required for students participating in any special programs such as EOPS, CalWORKs, Aid for School (AFS)(Equity funded), etc. Most of these programs require students to make academic progress and assessment is part of this process.

At Barstow Community College, assessment services depend on the category of student and the educational objective.

For first time students attending college, assessment is required for students who are:

- planning to take six or more units
- uncertain of Educational Goal and/or Program of Study or major
- pursuing an AA/AS degree
- pursuing a Certificate
- planning to transfer to a 4-year college after BCC

For students who are returning to Barstow Community College after leaving the institution for a period of time, assessment:

- is required for students who took an assessment test prior to July 1, 2004
- is required for students with a gap of three years from testing are encouraged to retest
- is not available for retake if a student has already taken an English or math class with a satisfactory grade of "C' or better
- is not required for those taking a course that does not have an English or math prerequisite.
- is required if the student wants to take a class in English or Math or with an English or math prerequisite.

For transfer students, assessment depends on whether:

- the student is pursuing a degree or certificate at BCC and whether or not the student has taken any math or English classes at a previous college
- the student has taken any English or Math course work from another college so that the coursework can be evaluated to see whether prerequisites are met for future coursework.

For online and distance education students (e.g., military students outside of the service area) students need to have the assessment test proctored.

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

- Accuplacer, version i3, by College Board (web format).
- ProctorU, live online proctoring service

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's 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 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.

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

Accuplacer is on the approved lists of assessments by the Chancellor's office.

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

In 2008, the College completed a thorough examination of the cut score validity using a disproportionate impact analysis and a consequential validity analysis examining subsequent course success, faculty identification of proper placement and student self-reporting on the appropriateness of placement.

Disproportionate impact must examined for all demographic groups (including gender, age, racial, ethnic, and disability groups). A record of these data is maintained and stored and periodically reviewed. In anticipation of the state adopting a unified assessment measure, the College continues to use the College Board Accuplacer instrument and will adopt the statewide assessment when available.

5.   a. What multiple measures are used?

Multiple measure assessment attempts to make possible a fuller description of the student than testing alone.

Comprehensive assessment at BCC is designed to provide for equitable opportunity for all students to demonstrate achievement in a variety of modes and methods; permit input from a variety of sources, including students, staff and faculty in the placement decisions, establish a foundation for the development of the Student Educational Plan (SEP) and identify delivery of supportive services and instructional needs.

Multiple measures for assessment placement include a wide variety of measures, including

- The examination of high school transcripts and AP scores and grades
- Discussions with faculty on placement using existing guidelines and permission rules.
- Directed study and retest.
- Post-test surveys
- Military experience
- EAP scores
- Direct observation and discussions with the student.
- An assessment pre-test survey asks students about their math course work in high school. For students who report having successfully completed algebra in high school, they start the math assessment with algebra questions to improve the testing experience.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

Counselors review score reports, and document the discussions, rationale and conclusions about the placement. There is no mathematical algorithm or co-efficient created. Rather the College takes a holistic view of the student performance and present levels of function with a goal to maximize student success.

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

Yes.

Specifically, Title 5 §55502(i) notes that additional measures may include "interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience."   The measures at Barstow Community College use a number of these identified measures.

In addition, Title 5 §55522(a)(2) allows the Chancellor's Office to "identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum." This section of Title 5 has permitted some colleges to explore the use of high school transcripts for placement, as well as the scores earned through the California State University's (CSU) Early Assessment Program. Barstow Community College examines the EAP scores.

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

Students who have taken assessment tests approved by the California Community College Chancellor's Office at another community college may bring the results and scores to the BCC Counseling department for use and proper placement into BCC courses. The evidence should clearly identify the college, placement test used, recommended course placement (for example, English 200) and numerical score. Any Chancellor's Office approved assessment instrument may be used for placement at Barstow Community College if taken within the last three years. Students who have attempted or completed coursework in the math or English pathway are reviewed under the prior coursework exception to the assessment and testing requirement.

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

Students are notified of the requirements as to recency and retakes during the orientation session, on the College webpage dedicated to assessment and in person of the recency requirements.

For test recency requirements, students who have not attempted or completed any coursework are encouraged to reassess. Generally, assessment scores are considered valid for three years. Students must retake scores taken prior to July 1, 2004.
http://www.barstow.edu/who_needs_to_be_tested.html

For test retake requirements, there is a two week waiting period between test administrations. For a retake to be approved, an intervention must have taken place to warrant the retake. For example, a retake may occur upon counselor recommendation, faculty recommendation, or class achievement results from a lower course in the math or English pathway. Students who experienced extenuating circumstances during testing conditions are encouraged to seek counselor approval.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Instructional Lab Assistant II	Accuplacer monitoring and set up	Match
2	Student Success Advisors	Assist with assessment during high school outreach	SSSP
1	Student Success Coordinator	Works to establish outreach team and schedule assessment	SSSP
1	Student Success & Equity Manager	Coordinates with all areas with regard to placement issues, including instruction	SSSP

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Accuplacer Testing Units	SSSP	$5000

D. Counseling, Advising, and Other Education Planning Services

Counseling at Barstow Community College

Counseling at Barstow Community College is an important component of the Student Success and Support Plan (SSSP). Counseling encompasses advising, educational planning, early alert, and follow up services. Follow-up services are particularly important for at-risk groups such as those student on academic probation, basic skills, ESL and other key groups locally identified through the Equity Plan.

In addition, counselors participate in key governance committees as required by our integrated institutional planning and governance structure. Our counselors are part of the faculty structure, and in 2014-15 played a key role in the College's local Academic Senate and curriculum committee. All of this involvement by the counseling team provides an important perspective in our planning processes.

Barstow Counseling Goal

Work to close gaps in the SSSP core steps by improving the number of target students that receive an education plan, and improving follow-up contact with those students.

Counseling Focus Areas and Key Pathway Activities

State SSSP Expectations

Student counseling, advising and education planning services are central to SSSP services. Title 5, sections 55523, 55524, and 55525, as well as Education Code section 78212, require colleges to provide counseling and advising services, to create or update a student educational plan for all non-exempt students, and to provide timely follow-up services for at-risk students. Title 5, section 55034 further requires the colleges to provide counseling and other services for students on probation. The ultimate goal of counseling, advising, education planning and follow-up is to support all students in successfully meeting their educational goals (SSSP Handbook, p. 2.9).

The BCC counseling staff engaged in good discussion on these expectations. Their observations and challenges were recorded. Gaps in current processes were discussed and are being used to inform changes for 2015-16. Some of this dialog was captured in the Barstow work plan.

Issues Unique to Barstow Community College

The area Census for Barstow, CA indicates that Bachelor's Degree attainment for the area is 10.6%. As a result, we have many first generation college students. These students arrive on campus with little to no knowledge of college process. Their expectation when they arrive is that enrollment starts on the first day of class. Much to their surprise, there is a process prior to enrollment. This creates unique challenges for our counseling department, and their processes. Acknowledging this challenge allows us to creatively look for solutions to not only alleviate the issues created, but proactively work to establish better processes given our student population.

Analysis and Evaluation

During analysis and evaluation it was determined that opportunities to improve student success exist. One of the key areas with the most potential was identified in the area of follow-up. Thus, follow-up was selected as the primary goal for counseling this year. This is seen as two fold. First it addresses gaps in the process by ensuring students without education plans are identified and that the goal is to eliminate the gap. Second, it improves student contact which can lead to improved student success and retention.

Other areas were discussed. There are other areas that require further discussion and analysis:

- Workshop/Classroom activities for counseling and transfer should be evaluated for effectiveness and to determine if student's needs are being met.

- Improve and expand dialog among the counseling group that leads to new and innovative ideas related to counseling, advising, and student educational plans.

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

Adjustments for 2014-2015; Proposed Adjustments for 2015-2016

A review of the 2014-2015 adjustments and the proposed adjustment for the 2015-2016 academic year to counseling services and practices along with the description, target outcomes, measures for progress, timelines, and College leads is included in the College's SSSP work plan attached to this plan.

A summary of the priority adjustments and the descriptions are included here.

2014-2015 Adjustments	Description
SARS Purchased First Phase Implementation	SARS was purchased and first phase implementation is underway. The first data tracking begins fall 2015. (*Goal noted in the 2014-15 plan*)
DegreeWorks Purchased	The DegreeWorks program was purchased. Implementation is on hold, pending the outcome of the new OEI educational planning pilot. (*2014-15 Partial goal implementation*)
Added Part-time Counselor	In April 2015, a part-time counselor was added to assist with special populations identified in Student Success & Equity. (*Connection to Equity Plan that also ties to Student Success*)
Approval to Hire Student Success Advisors	In May 2015, approval to hire two Student Success Advisors was given by the Board of Trustees. Those positions will be filled fall of 2015. (*Goal noted in 2014-15 plan to improve use of paraprofessionals*)

2015-2016 Proposed Adjustments	Description
Close gap in SSSP core services by following-up on students who are missing education plans	Counselors are working with Student Services staff to identify students that are missing education plans. The list of students has been divided among the counseling staff for follow-up beginning fall 2015.
Improve follow-up services	Each counselor has been assigned a cohort for follow-up, including early alert. They are also working with probation/reinstatement students.
Expand student success dialog in counseling	Improve and expand dialog among the counseling group that leads to new and innovative ideas related to counseling, advising, and student educational plans.

Increase Counseling	Increase SSSP & Equity Counselor to full time.
Peer Mentors	Peer Mentors increase participation in SSSP core services by walking students through the SSSP steps and assisting with follow-up.
Evaluate workshop/classroom activities for effectiveness	Develop instruments such as surveys to evaluate effectiveness of current workshops and classroom activities.

College Counseling Staff and Personnel

The counseling staff consists of six full-time counselors, and three part-time counselors. They are assigned as follows:

- Five full-time counselors assigned to main campus
- One full-time counselor assigned to the Fort Irwin satellite campus
- One part-time and one full-time counselor are assigned to EOPS/DSPS/CalWorks/CARE
- One part-time counselor assigned to Student Success & Equity program cohorts (Increase to full-time in 2015-16)
- Career & Transfer Specialist (assists with educational plans)

As noted in the adjustments table above, two educational advisors are being added in 2015-2016.

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

There were a total of 1454 students who received counseling/advising/educational planning services.

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

Barstow Community College has identified three essential target groups for analysis for student support core services:

1. Non-exempt, first time students at Barstow Community College (Title 5, section 55530)
   a. Special Sub-Group: Local Feeder High School Students as part of the face-to-face Outreach Programs (Barstow High School, Silver Valley High School, Barstow Continuing High School)
2. Continuing Students (who have failed to complete the SSSP pathway)
3. Returning Students (who have failed to complete the SSSP pathway)

For the 2014-2015 academic year, the target group for which meaningful data could be gathered and examined for assessment and placement was for the non-exempt, first time students at Barstow Community College. Specifically:

First-time students (including first-time transfer):	932/2044 or 45.6%
First-time students:	450/ 886 or 50.8%
First-time students (first-time transfer only):	482/1158 or 41.6%

For the Continuing Students (Pre-2014 first-time enrollment, but nonexempt category) and Returning Students (Pre-2014 first-time enrollment, but nonexempt category), the data collection is incomplete. In 2014-2015 academic year, Continuing Students totaled 1839 students, with 684 receiving counseling and advisement services. Current access to data does not permit the SSEC to evaluate how many Continuing Students have received counseling and advisement in previous terms. Similarly, Returning Students totaled 864 students during the 2014-2015 academic year with 265 receiving counseling and advisement services. It was concluded that the counseling data is the most accurate of the SSSP data retrieved because of more meticulous data collection and reporting efforts for this department.

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

An examination of the evidence was conducted to determine whether the 45.6% capture rate for counseling and advisement services was real or whether the result of difficulties with data integrity. It was hypothesized that the number is likely close to the number reported because of data reporting efforts already in place in counseling. A subcommittee of the SSEC will review and determine whether all nonexempt students receiving assessment and placement services are being properly coded.

Second, the SSEC will investigate what the participation rates are for online students as well as for local high school feeder institutions who participated in the intense outreach efforts of the College. Depending on the results, efforts will be made to require assessment and placement to capture the students who have indeed not participated in assessment and placement including enrollment restrictions, direct outreach and discussions at counselor appointments.

Third, the SSEC determined that the 87 Continuing Students and the 234 Returning Students receiving assessment and placement was low due to data entry errors. Nevertheless, the Committee will determine the total number of Continuing Students and Returning Students who have received assessment and placement services. Depending on the results, efforts will be made to strongly encourage assessment and placement for the pre-SSSP students. Through discussion, some gaps in the process were identified. Counselors will work with Student Services staff to identify students that are missing education plans. The list of students will be divided among the counseling staff for follow-up beginning fall 2015. Each counselor will be assigned a cohort for follow-up beginning fall 2015 to ensure student participation and reduce the unmet needs of each student. Detailed discussions of the analysis and evaluation are contained in the Barstow Community College Local work plan.

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

Counseling primarily delivers services in a one-on-one setting. However, group settings may include High School outreach, College & Career Fairs, and classroom activities. Online students primarily contact counseling through email. Follow-up conversations occur, but how they occur may depend on the depth of the need to be addressed. Email and phone are the two primary methods of communication for online students. For our CTE students, there is a counselor who is scheduled at the site on a weekly basis. Our Fort Irwin location has a full-time counselor assigned to the campus.

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

The counseling department was primarily drop-in only, which was done manually by signing in on a clip board. Each student was also required to fill out a form with their identifying information.

Beginning fall 2015, the first phase of SARS will be implemented, allowing students to make appointments, as well as drop-in at any time. This allows us to better track students and the closure of process gaps. SARS will also allow counselors to be more effective with time management and improve the wait times for drop-in students.

As mentioned in the Adjustments table for 2014-15, approval was given to hire two Student Success Advisors. This will assist the counseling department with general triage. Student Success Advisors can assist with abbreviated education plans, general questions and assist students with the SSSP core services. Tying back to Barstow's circumstances with regard to first generation students, this provides needed support for this unique demographic.

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

The average wait time to see a counselor during peak times is 39 minutes.

The average non-peak wait time is 18 minutes.

Due to the unique student population of Barstow Community College, students need more assistance during the counseling process. In general, when a first time student sits down with a counselor, the counselor is given a 30 minute window to answer questions and complete an abbreviated educational plan.

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

First time drop-in students, will be assisted with an abbreviated educational plan. During that meeting the student will make an appointment for a full educational plan. Developing an educational plan entails communicating with the student about their goals at Barstow Community College. Counselors work with students to help them balance work and family life, with the load student feels they can handle. Once this is established, the counselor is able to suggest appropriate classes that will fit that particular student's needs. This balance is important to a student's overall success.

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

Barstow Community College has three ways of delivering services to their students:

- Face-to-Face: Students who are able to make it to campus, are able to meet with a counselor face-to-face during business hours.
- Phone: All students are able to call our counseling department and receive just-in-time help, or receive a call back.

- Email: All students, including online are able to email general counseling and receive a response within 24 hours during business hours.

During fall 2015, Barstow Community College has implemented some changes to service delivery methods.

- Face-to-Face: Counselors will have a specific cohort to follow including specific sections of the alphabet by last name, special programs and At-Risk Students. Student Success Advisors will also be implemented during this time frame to assist counselors.
- Phone: With SARS first phase implementation, students are able to make phone appointments with counselors. Student Success Advisors will also be implemented during this time frame to assist counselors.
- Email: All counselors, full and part time, are required to log onto the general counseling email to assist with responses and spread work load evenly in a timelier manner. Student Success Advisors will also be implemented during this time frame to assist counselors.

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

During 2014-15, Barstow Community College continued to collect and enter information manually, slowly switching over to technology. Students were required to sign in on clip board and fill out an information form to receive counseling services. The counselor would then complete the form and hand it over to a student worker to be entered into Banner for tracking purposes.

During fall 2015, SARS will be fully implemented, eliminating the paper trail, and communicate to Banner automatically. This technology will provide better counseling services to our students.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
8.5	Counselors	Ed planning, advising & follow-up	SSSP/Match
2	Student Success Advisors	Ed planning, advising & follow-up	SSSP/Equity
1	Student Success Coordinator	Coordination of services	SSSP/Equity
1	Career & Transfer Center Specialist	Ed planning & advising	SSSP/Match
1	Student Success & Equity Manager	Coordination of services	SSSP/Equity
2	Peer Mentors	Assist with student follow-up and increase student contact	SSSP

7. **Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools**

specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies & Materials	SSSP	$800
5000	SARS Licensing/Maintenance	SSSP	$10,693
5000	Consulting/Professional Development	SSSP	$1200

E. Follow-Up for At-Risk Students

At-Risk Services and Support at Barstow Community College

All of Barstow Community College academic standards can be found in the College Catalog or online.

Academic Probation:

- Academic Probation: A student who has attempted a minimum of 12 semester units at Barstow Community College shall be placed on academic probation if he/she has not earned a minimum cumulative GPA of 2.0 in all graded units.
- Progress Probation: A student who has enrolled in a minimum of 12 or more semester units at Barstow Community College shall be placed on progress probation when the percentage of all units enrolled, and for which entries of "FW," "W," "NP" and incompletes are recorded, reaches or exceeds 50%. Grading symbols of "MW," "IP," and "RD" shall not be considered in calculating either academic or progress probation.
- Unit Limitations: Students on probation will be subject to unit limitations when enrolling. First level probation (Academic or Progress Probation): 13 units. Second level probation (Academic or Progress Probation): 7 units.

Notification of Probation Status: A student who is subject to academic or progress probation is notified in writing at the end of the semester in which the probation status is calculated.
Removal from Probation: A student on academic probation is removed from probation when the student's cumulative GPA is 2.0 or higher. A student on progress probation shall be removed from probation when the cumulative percentage of entries of "W," "FW," and "NP" no longer exceeds 50%.

Dismissal:

A student who is on academic probation is subject to dismissal if the student has not earned a minimum cumulative grade point average of at least 2.0 in all units attempted at Barstow Community College in two consecutive semesters.

A student who is on progress probation is subject to dismissal if the cumulative percentage of units enrolled for which entries of "W," "FW," and "NP" are recorded in two consecutive semesters reaches or exceeds 50%.

Notification of Dismissal: A student who is subject to dismissal is notified in writing at the end of the semester in which the dismissal status was calculated.

Appeal of dismissal:

First Dismissal Status: The student must meet with a counselor prior to the Friday before classes begin to be readmitted and continued on probation. If the student fails to meet with a counselor prior to the Friday before classes begin, the student will be dismissed and administratively dropped from any classes for which enrollment has occurred for the upcoming semester.

Subsequent Dismissal Status: If a student has previously been continued on probation after dismissal, but does not make significant academic progress, the student will be dismissed. If the student feels that acts exist that warrant an exception to the dismissal action, the student must file a written petition to Admissions and Records within one week after the dismissal letter is mailed. Petitions will be reviewed by the Academic Exceptions Committee.

Barstow At-Risk Services and Support Goal

Improve follow-up for at-risk students through counselor assigned cohorts.
Target Group

Target Group for At-Risk Services and Support

1. Non-exempt, first time students at Barstow Community College (Title 5, section 55530)
    a. Special Sub-Group: Local Feeder High School Students as part of the face-to-face Outreach Programs (Barstow High School, Silver Valley High School, Barstow Continuing High School)
2. Continuing Students (who have failed to complete the SSSP pathway)
3. Returning Students (who have failed to complete the SSSP pathway)

Analysis and Evaluation

The College determined that follow up with students at the institution was largely ad hoc. The reason for this phenomenon was the busy schedule of the counselors and the taxed resources for subsequent student contact. It was determined that a cohort model would be a worthy experiment as an intervention. While students remain free to have connect with whatever counselor that they prefer, each student is assigned a set counselor that will follow the cohort. The College has put forward for a proposal for two 2015-2016 Student Success Advisors and a Student Success Coordinator to provide additional support at-risk follow-up and permit counselors to specialize their services.

Reason code data entry was outmoded and the College discussed the need for software solutions to permit the timely entry of information and to provide clean reliable data for decision-making. Other tracking systems need to be implemented to provide automaticity and predictability to the intervention services.

Specific supports for special populations such as probation and foster youth was seen as an area for innovation and improvement. The solutions discussed centered on the hiring of personnel to provide one on one supports. Peer mentoring was another area of focus, believing that fellow students could be better resources for struggling students. The traditional way to outreach to at risk students has been to through email and direct contact and self-identification. The College believes that seminars and other workshops would be a viable way for students to learn the steps to address academic and progress probation, especially with the help of student advisors.

Based on the analysis and evaluation of the at-risk groups at BCC the following recommendations were made:

- Goal to Improve Follow-Up for Basic Skills Students:
  o Develop no credit seminars to help students who test into basic skills improve their skill level and success in the classroom. Student who register for these courses will be contacted by the appropriate counselor.
- Improvement Recommendations for Student's without Education Goals or Course of Study:
  o Develop workshops that help students further explore and develop their career and educational goals.
- Academic or Progress Probation or Dismissal Recommended Improvement:
  o The academic probation or dismissal cohort will assigned to a particular counselor for follow-up. The counselor will ensure that all SSSP core services have been provided and any other follow-up services are accessed as needed. Examples of those additional services are follow-up on disability services, tutorial recommendations, and instructor progress reports to be returned to the assigned counselor.

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

Adjustments for 2014-2015; Proposed Adjustments for 2015-2016

A full detailed analysis of the2014-2015 adjustments to counseling services and practices along with the description, target outcomes, measures for progress, timelines, and College leads is included in the College's SSSP work plan attached to this plan.

A summary of the priority adjustments and the descriptions are included here.

2014-2015 Adjustments	Description
SARS Purchased First Phase Implementation	SARS was purchased and first phase implementation is underway. The first data tracking begins fall 2015. (*Goal noted in the 2014-15 plan*)
All counselors assigned cohorts	In fall 2015, all counselors were assigned specific cohorts to improve follow-up tracking ALL students and those At-Risk.
Add Part-time Counselor	In April 2015, a part-time counselor was added to assist with special populations identified in Student Success & Equity. (*Connection to Equity Plan that also ties to Student Success*)

Approval to Hire Student Success Advisors	In May 2015, approval to hire two Student Success Advisors was given by the Board of Trustees. Those positions will be filled fall of 2015. (*Goal noted in 2014-15 plan to improve use of paraprofessionals*)

2015-2016 Proposed Adjustments	Description
Develop workshops & no credit seminars	Intended to improve student success & develop additional counselor contact.
Peer Mentors	Peer Mentors increase participation in SSSP core services by walking students through the SSSP steps and assisting with follow-up. This is especially important for our at-risk students.
Work on data collection and tracking of students on academic or progress probation and dismissal	Work with IT staff to better identify cohort for tracking.

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

There were 39 students who fall into this group.

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

Total Number:

First-time students (including first-time transfer):	2/2044, or less than 1%
Continuing students:	30/1839, or 1.6%
Returning students:	7/864, or less than 1%

Participation Number:

All Target Student Groups	39/c.325 or 12%

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

The total percentage of the students who are on probation or at-risk is low at the institution when compared with the College enrollment as a whole. The participation rate of students who receive at risk support services in relation to the students who are on probation is low which an area of focus for further study is for the committee. The SSEC determined that the analysis of at risk status makes sense for first time nonexempt students only after the end of the first term (12 units).

Further data is needed on the number of first time (transfer) nonexempt students and for Continuing and Returning Students to determine why the students fail to participate in intervention services. Particular attention needs to be paid to returning students where only 7 of 864 students received interventions.

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

Basic Skills Courses: Many BCC students in Basic Skills Courses are part of a special program such as EOPS, SPSS or our local equity based program Aid for School (AFS). Counselors review assessment scores and suggest courses based on the student's academic level. A large number of students test below college level and fall into some basic skills course. Because counseling will be moving to cohort based follow-up, this will assist in making better contact with our Basic Skills students.

No Identified Education Goal or Course of Study: Students without education goals are encouraged to develop general goals and an education plan for an initial area of interest, with the understanding that they can work with a counselor to change that goal if necessary. These students are directed to an orientation class or a career planning course to help them identify their interests and further develop goals.

Academic or Progress Probation or Facing Dismissal: Students on academic probation or who are facing dismissal have mandatory workshops. The workshops are available online, and can be accessed through student accounts.

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

Students are notified by email and by telephone. Notations are also made to their account so that staff can direct them to the appropriate services prior to enrollment in the subsequent term.

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

Traditional At Risk Students	Distance Education At Risk Students
Probationary students: - Students identified as academic, progress, or combined probation are required to complete either a live group probation workshop or an online probation workshop - After completing the probation workshop, the student must then meet with an identified counselor who explains further about probation, the ramifications, and how to alleviate it. After the meeting, she notifies Admissions and Records to clear the student for registration. - In addition, probationary students are required to have a second meeting with the identified counselor within the same semester.	Probationary students: - Students identified as academic, progress, or combined probation are required to complete an online probation workshop - After completing the probation workshop, the student must then contact an identified counselor who meets with the student by phone and explains further about probation, the ramifications, and how to alleviate it. After the meeting, she notifies Admissions and Records to clear the student for registration. - In addition, probationary students are required to have a second phone meeting with the identified counselor within the same semester.

No informed educational goal/program of study:	No informed educational goal/program of study:
• All counselors are assigned a cohort of students and given a list of students who are part of their cohort and do not have an informed educational goal/program of study. Counselors schedule individual appointments with students during the semester to work with them to identify their goal/program.	• All counselors are assigned a cohort of students and given a list of students who are part of their cohort and do not have an informed educational goal/program of study. Counselors schedule individual phone appointments with students during the semester to work with them to identify their goal/program.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Instructional faculty do participate in the early alert system. Faculty are hesitant to participate due to system limitations. As previously mentioned, the system is not as robust as the institution would like. Steps are being taken to evaluate and enhance early alert processes, including implementation of the SARS early alert tracking system.

EOPS, and AFS require student progress reports from faculty on student progress. Counselors may also request progress reports for individual students if needed.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
8.5	Counselors	Assigned cohorts for improved follow-up	SSSP/Match
2	Student Success Advisors	Work with counseling to assist with follow-up and improve student contact	SSSP/Equity
1	Student Success Coordinator	Coordinates with staff and assists with planning; Follow-up on SSSP goals	SSSP/Equity
1	Career & Transfer Specialist	Assists counseling with follow-up and helps to increase student contact	SSSP/Match
2	Peer Mentors	Assists counseling with follow-up and helps to increase student contact	SSSP
1	Student Success Manager	Works with all areas of campus to ensure coordination and integration of SSSP requirements	SSSP
1	VP Student Services	Coordinates with Student Success & Equity, & Student Services staff to ensure SSSP requirements are addressed	SSSP/General Fund

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Consultant/Professional Development	SSSP	$1200
5000	Printing/Prepared Food	SSSP	$1000

F. Other SSSP/Match Expenditures

1. **Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	Research/Data Analyst	SSSP/Equity	$45,000 (SSSP Portion)
3000	Research/Data Analyst	SSSP/Equity	$26,425
5000	Consulting/Professional Development	SSSP	$4,323

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

Budget Code	Expenditure Title/Description	Funding Source	Amount
1000	Salaries	Match	$315,086
2000	Classified Salaries	Match	$296,805
3000	Benefits	Match	$236,023

SECTION III. POLICIES

A. Exemption Policy

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

AP 5050 (Title 5 Section 55500, California Education Code Sections 78210 et seq.)
Exemptions from the Matriculation Process
All Barstow Community College students are encouraged to participate in the matriculation process; however, individual students may be eligible for an exemption based upon the following:

- Have an associate or higher degree – provide verification of degree.
- Are enrolled at another college and attending Barstow Community College concurrently.
- Have been tested and have written verification of interpreted scores from another accredited college or university.

- Have successfully completed degree-level English or math classes at another accredited college or university. An official copy of a transcript from another school must be provided.
- Students who are not otherwise being matriculated, except those who plan to register for English or math at Barstow Community College.
- In all cases, a student may be exempted from participation in any or all matriculation services. Such action on the part of the student will not result in any limitation on the student's enrollment in College courses or the use of available College services except where a student is not eligible to take specific courses where assessment score prerequisites have not been met.
- "The District will maintain records of all exemptions that are made to this policy. This data will be made available to the Chancellor of the California Community Colleges for purposes of evaluating the impact of matriculation services.

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

There were 282 students who were exempt from services. All 282 were exempt for all three areas:

- Orientation
- Assessment
- Educational Planning

B. Appeal Policies

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

AP 5530 (Title IX, Education Amendments of 1972, California Education Code Section 76224(a))
The student may appeal any action following the normal grievance procedure set forth in Administrative Procedure #5530.

This procedure does not apply to:

- Student disciplinary actions, which are covered under AP 5520.
- Harassment and areas of discrimination covered under AP 3430.
- Police citations (i.e. tickets): complaints about citations must be directed to the County Courthouse in the same way as any traffic violation.

C. Prerequisite and Corequisites Procedures

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

AP 4260 (Title 5 Section 55003, California Education Code 70901)

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
Students who have completed prerequisite courses at another institution may submit the Prerequisite Validation form with an unofficial transcript for evaluation to Admissions and Records. Students are encouraged to initiate this process a week before registration to ensure no delay during registration.

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 to the challenge process.
- Meet with a counselor to discuss 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 Director of Enrollment Services.
- 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 class.
- If the challenge is approved, the student is allowed to enroll in the class. If denied, the student, if already enrolled, will be administratively withdrawn from the class.

The student may appeal the decision following the normal grievance procedure 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.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

As part of the planning process, $4,000 was allocated for professional development.   In 2014-15 there were a number of professional development opportunities put forward by several of the professional organizations such as CCLC and the Chancellor's Office. Several of the offerings were trainings that had not previously been offered. Therefore, the College is requesting the flexibility to meet the needs of the organization with regard to professional development, with the understanding that the activities must meet SSSP appropriate activities.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

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

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

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

Attachment A
Student Success and Support Program Plan Participants

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

Name: Kimberly Young   Title: Student Success & Equity Manager

Stakeholder Group: Student Success & Equity

Name: Sandi Thomas   Title: Dean, Career Technical Education

Stakeholder Group: Career Technical Education (CTE)

Name: John Macomber   Title: Library Technician

Stakeholder Group: California School Employees Association (CSEA)

Name: Nancy Olsen   Title: Webmaster

Stakeholder Group: Distance Education

Name: Heather Minehart   Title: Director of Enrollment Services

Stakeholder Group: Enrollment Services/Management

Name: Jerry Peters   Title: Director of Military Programs

Stakeholder Group: Fort Irwin

Name: Mike Mayoros   Title: Network Specialist

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: Jose Hernandez   Title: A & R Office Coordinator

Stakeholder Group: Advisory

Name: Emily De Bruhl   Title: Counselor

Stakeholder Group: Student Success & Equity _____

Name: Robbie Evans_____ Title: Student Success Advisor_____

Stakeholder Group: Student Success & Equity/Aid for School (AFS)_____

Name: Zephyr Riley_____ Title: Instruction Lab Asst. Comp II_____

Stakeholder Group: Computer Commons/Assessment_____

Name: Stephen Eaton_____ Title: Vice President Academic Affairs__

Stakeholder Group: Advisory_____

Name: Khushnur Dadabhoy_____ Title: Vice President of Student Services__

Stakeholder Group: Advisory_____

Name: Gene Low_____ Title: Counselor_____

Stakeholder Group: Faculty/Academic Senate (AS)_____

Name: Eduardo Vasquez_____ Title: Counselor_____

Stakeholder Group: Faculty_____

Name: Jaime Rodriquez_____ Title: Counselor_____

Stakeholder Group: Faculty_____

Name: Apineru Lealofi_____ Title: Counselor_____

Stakeholder Group: Faculty_____

Name: Barbara Rose_____ Title: Administrative Secretary VPAA___

Stakeholder Group: California School Employee Association (CSEA)/President_____

Name: Lewis Goldstein_____ Title: Faculty_____

Stakeholder Group: Barstow College Faculty Association (BCFA)_____

Name: Chris Clarke_____ Title: Public Information Officer_____

Stakeholder Group: Management_____

Name: Wayne Brown_____ Title: ASG President/Student_____

Stakeholder Group: <u>Associated Student Government (ASG)</u>

Name: <u>Nathan Cullum</u>   Title: <u>Student Trustee</u>

Stakeholder Group: <u>Associated Student Government (ASG)</u>

Name: <u>Debbie DiThomas</u>   Title: <u>President</u>

Stakeholder Group: <u>Management</u>

Name: <u>Clint Dougherty</u>   Title: <u>Associate VP of HR</u>

Stakeholder Group: <u>Human Resources</u>

Name: <u>George Walters</u>   Title: <u>VP Administrative Services</u>

Stakeholder Group: <u>Management</u>

Name: <u>Scott Bulkley</u>   Title: <u>Faculty/AS President</u>

Stakeholder Group: <u>Academic Senate (AS)</u>

Name: <u>Sona Vartainian</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Academic Senate (AS)</u>

Name: <u>Dawn Howey</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Academic Senate (AS)</u>

Name: <u>Claire Benson</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Academic Senate (AS)</u>

Name: <u>Susan Nylander</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Academic Senate (AS)</u>

Name: <u>Rodolfo Duque</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Academic Senate (AS)</u>

Name: <u>Nancy Nunes-Gill</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Academic Senate (AS)</u>

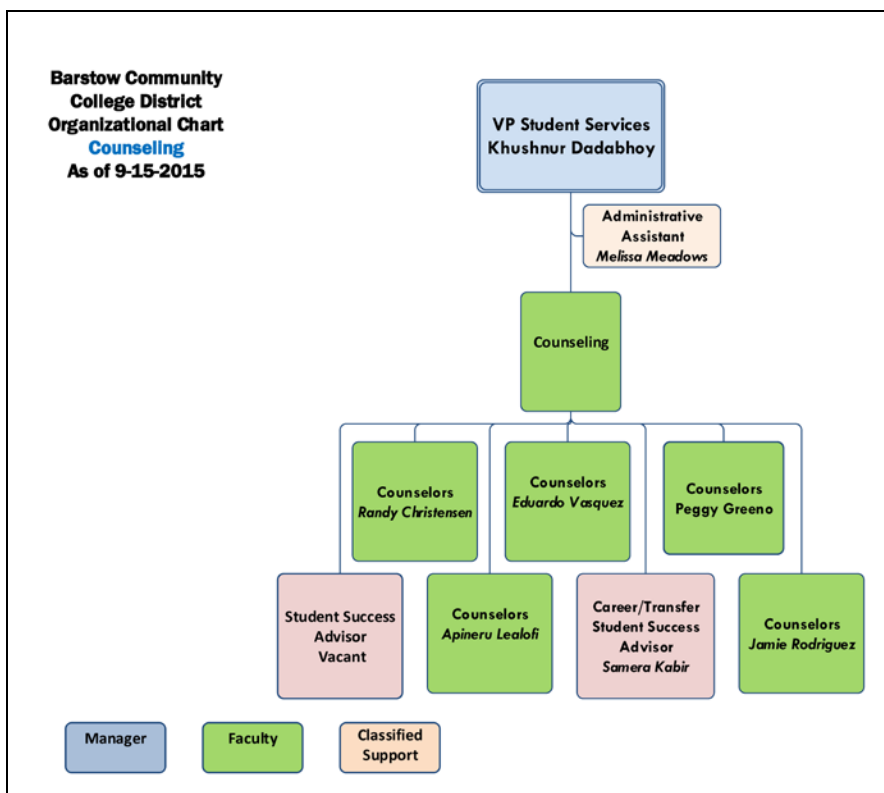Name: <u>Jill Murphy</u>   Title: <u>Faculty ESL</u>

Stakeholder Group: <u>Academic Senate (AS)</u>

Name: <u>Paul Courtney</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Academic Senate (AS)</u>

Attachment B
Organizational Charts

Barstow Community College District Organizational Chart – Student Success – As of 9-15-2015

- Vice President Student Services — Khushnur Dadabhoy
  - Director, Student Success and Equity — Kim Young (Interim Manager)
    - Secretary - Student Success — April Yanez
    - Student Success & Equity Coordinator — Vacant
    - Student Success Advisor — Robbie Evans
    - Tutorial Services Specialists — Gloria Webster

Legend: Manager | Classified Support

Barstow Community College District Organizational Chart – Counseling – As of 9-15-2015

- VP Student Services — Khushnur Dadabhoy
  - Administrative Assistant — Melissa Meadows
  - Counseling
    - Counselors — Randy Christensen
    - Counselors — Eduardo Vasquez
    - Counselors — Peggy Greeno
    - Student Success Advisor — Vacant
    - Counselors — Apineru Lealofi
    - Career/Transfer Student Success Advisor — Samera Kabir
    - Counselors — Jamie Rodriguez

Legend: Manager | Faculty | Classified Support

Attachment C

Student Success & Equity Committee Membership

Name: <u>Kimberly Young</u>   Title: <u>Student Success & Equity Manager</u>

Stakeholder Group: <u>Student Success & Equity</u>

Name: <u>Ramon Vasconcellos</u>   Title: <u>Faculty</u>

Stakeholder Group: Academic Senate

Name: <u>Yadira Sandoval</u>   Title: <u>Student</u>

Stakeholder Group: <u>Associated Student Government</u>

Name: <u>Carole Blake</u>   Title: <u>Faculty</u>

Stakeholder Group: <u>Barstow Community College Faculty Association</u>

Name: <u>Sandi Thomas</u>   Title: <u>Dean, Career Technical Education</u>

Stakeholder Group: Career Technical Education

Name: <u>John Macomber</u>   Title: <u>Library Technician</u>

Stakeholder Group: California School Employees Association

Name: <u>Nancy Olsen</u>   Title: <u>Webmaster</u>

Stakeholder Group: Distance Education

Name: <u>Heather Minehart</u>   Title: <u>Director of Enrollment Services</u>

Stakeholder Group: Enrollment Services

Name: <u>Jerry Peters</u>   Title: <u>Director of Military Programs</u>

Stakeholder Group: Fort Irwin

Name: <u>Paulette Pereira</u>   Title: <u>Human Resources Technician</u>

Stakeholder Group: <u>Human Resources</u>

Name: <u>Mike Mayoros</u>   Title: <u>Network Specialist</u>

Stakeholder Group: <u>Information Technology</u>

Name: <u>Penny Shreve</u>   Title: Dean of Instruction

Stakeholder Group: Instruction

Name: Kyri Freeman   Title: Librarian

Stakeholder Group: Program Review Committee

Name: Vacant   Title: Director of Research and Planning

Stakeholder Group: Institutional Research

Name: Joanna Quejada   Title: Interim Director of Special Programs and Services

Stakeholder Group: Special Programs and Services

Name: Jose Hernandez   Title: A & R Office Coordinator

Stakeholder Group: Advisory

Name: Gloria Webster   Title: Tutorial Specialist

Stakeholder Group: Tutorial Services

Name: Emily De Bruhl   Title: Counselor

Stakeholder Group: Student Success & Equity

Name: Robbie Evans   Title: Student Success Advisor

Stakeholder Group: Student Success & Equity/Aid for Students

Name: Stephen Eaton   Title: Vice President Academic Affairs

Stakeholder Group: Advisory

Name: Khushnur Dadabhoy   Title: Vice President of Student Services

Stakeholder Group: Advisory

Name: Vacant   Title:

Stakeholder Group: Community Member

Attachment D
Miscellaneous

Barstow Plan

The Orientation component of the Barstow College Student Success and Support Plan (SSSP) is designed to familiarize all students, particularly new students, to familiarize students college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information pursuant to (Title 5, section 55521). The goal of orientation is to improve student college experience and build a foundation for future success.

The purpose of orientation, as defined in title 5, section 55502, is to acquaint "students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information pursuant to title 5, section 55521."

Orientation Goal / Area of Focus	Identify and implement Best Practices in Familiarizing Students with the College Experience to Increase Access to College Programs and Services. Plan Pathway Activities	Assessment and Evaluation	Suggested Adjustments
SSSP State Expectations All first time non exempt students will receive orientation	Orientation was offered at Silver Valley, Baker and Excelsior for the senior class.	The committee was not able to work with Central High school.	Get Central High School involved
	The committee took a different approach with Barstow High School. At BHS, students who completed the application, assessment and abbreviated education plan were invited to a campus visit that included a live orientation.	Even though they were a captive audience we believe the information presented may not have been understood or retained.	Offer a quiz or test after the orientation
		The current partnership with BHS establishes that students who did not complete all of the application, assessment, ed plan do not participate in the orientation/campus visits.	Work with High Schools to have a preset calendar so students know when BCC will be on campus to offer the student success steps so they can participate in the campus visit that offer the live orientation.
Issues Unique to BCC Mission Rich tradition in online education, rural location, and unique population.	Offered orientation to local high school students.	Continuing students are not aware of changes to policies and procedures and additional services they may be qualified for.	Require student to take a refresher orientation to acknowledge changes to policies and procedures and additions to services.
Over fifty percent of the students who attend Barstow Community College receive their education in an online format.	Updated the online and live orientation formats and offered students the ability to go back and retrieve information they may need.		Consider curriculum review of ORIE 1
Specific attention has been paid to improving the online orientation presentation. In addition, the college created a target subgroup of local high school students who receive comprehensive outreach and orientation services.			
Delivery Method for gaps			
Continuing and returning students who have not completed orientation			
Delivery Methods: Online Orientation and Live Orientations	As of April 2015 the Online Orientation is hosted through Comevo online format. The original online orientation was outdated, supplied wrong information and was not easily updateable. Comevo was easy to implement, use and update so the college is in compliance with Student Success regulations.	The format is new and has not been assessed.	Students who are first time students for the 2015-16 school year will be surveyed to see what adjustments need to be made to the online/live orientations.
	Live orientation has only been hosted for the local high school students. The information is presented in a powerpoint with question embedded through out to assess students understanding.	There is concern whether students who attend the face to face presentation are retaining the content delivered.	Remove the old links to the online orientation that is not being used.
College Staff and Personnel Involved Administrative Secretary, A&R Office Coordinator, Financial Aid Tech III, Transfer/Career Center Student Success Specialist, EOPS Specialist, Assistant Coordinator of OSS, Special Programs Specialist, Tutoring Services Specialist, Instruction Lab Assistant, PC Network Specialist, Webmaster, Counselors, Student Success and Equity Manager, Dean of Instruction Workforce and Economic Development, Dean of Instruction, Director of IT, Director M&O, Director of Enrollment Services, Director of Student Development and Outreach, VPAA, VPSS, Faculty, Librarian	When the Online Orientation was being implemented, many departments received the information that was in the old platform. They worked on supplying the up to date information on rules and regulations.	It took 2-3 months for everyone to give their stamp of approval before going live with the orientation. We hope to reduce the turn around time for content update.	A defined path needs to set in place for the approval process. Someone needs to be ultimately responsible for overseeing the product and making the decisions.
Use of Technology COMEVO(School Online Orientation Software), Microsoft PowerPoint Software, Laptop, Projector	The COMEVO software and PowerPoint for the live orientation are updated when needed.	Comevo does not offer an outline to be printed out of the online information. It had to be manually compiled in a document for annual review.	Integrate Comevo with Banner
		Comevo does have the capability to be integrated with Banner which has not been done yet.	Create an approval path so changes can be made to the information in both the online and live formats.
		Currently all of the students who participate in orientation are manually inputted into Banner.	

Orientation Goal	Identify and Implement Best Practices in Familiarizing Students with the College Experience to Increase Access to College Programs and Services.	
Topic	**Orientation Coverage**	**How it Works at BCC**
Academic expectations, and progress and probation standards pursuant to section 55031.	Section 6- Student Conduct Page 3 Academic Standards	AP 4250 (Title 5 Sections 55030, 55031, 55032, and 55034) General Academic standards are covered during Orietation and in the BCC College Catalog. Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed. 1. Notification of Probation 2. Probationary Letter 3. Removal from Probation or Dismissal
Maintaining registration priority pursuant to section 58108.	Section 3- Admission Services Page 5- Priority Registration	AP 5052 (Title 5, Sections 58106, 58108), AP 5055 (Education Code Sections 66025.8, 66025.9 and Title 5 Section 58106, 58108) All courses of the District shall be open to enrollment in accordance with a priority system consistent with Administrative Procedure 5055. Students will have the following registration priority, in the order of priority listed below: Tier 1: Active Duty Military; Veterans; Foster Youth and Former Foster Youth; ACCESS; EOPS; CalWORKS Tier 2: Athletes; Students who have completed 60-100 units and have an appropriate education goal; students participating in FasTrack. All courses of the District shall be open to enrollment in accordance with a priority system consistent with Administrative Procedure 5055. Enrollment may be limited to students meeting properly validated prerequisites and corequisites, or due to other nonevaluative, practical considerations as determined by the Director of Enrollment Services. Tier 3: Students who have completed 45-60 units and have declared an appropriate education goal; Active duty military family members Tier 4: All other continuing and returning students and recent high school graduates (within the past year) from the District's service area (Baker Valley Unified School District; Barstow Unified School District; Excelsior Charter School (Barstow Campus); Silver Valley Unified School District) Tier 5: Newly admitted students and those students who did not meet requirements to receive priority registration
Prerequisite or co-requisite challenge process pursuant to section 55003.	Section 5- College Success Page 13- Prerequisit/Corequisite	AP 4260 (Title 5 Section 55003 and California Education Code 70901) These admissions policies and procedures are published in the College Catalog. Students may challenge a pre/corequisite on the basis of any of the following: Pre/corequisite approval did not follow District policy; The pre/corequisite is not necessary for success in the course; The pre/corequisite is discriminatory; The pre/corequisite course has not been made readily available; The student has the knowledge and/or skills to be successful in the course. A prerequisite or corequisite may be challenged through the following procedures: Completion of applicable academic placement testing must occur to the challenge process.
Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621.	Section 3- Admission Services Page 6- Financial Aid	AP 5130 (Title 5, Sections 55758, 54041, 54042) To apply, students should complete a FAFSA and/or a BOGW waiver application. Applications can be found at the Financial Aid Office.
Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed.	Section 1- Programs and Degrees Page 2- Program Overview Page 3- Management Page 4- Cosmetology Page 5- Early Childhood Page 6 Psychology Page 7- Certificates Section 2- Transfer Programs Page 2 TCPC Section 3- Admission Services Page 2 Admissions Page 8 Financial Aid Section 4- Success Services Page 2 Advising Page 4 EOPS/CARE Page 5 CalWORKS Page 6 VTEA Page 7 ACCES-DSPS Section 5- College Success Page 7 Ft. Irwin Campus Page 8 CTE campus Page 8 Class Alternatives Page 10 Online Learning Section 6 Student Conduct Page 2 Student Code of Conduct Page 3 Academic Standards Section 7- Learning Resources Page 2 Library Page 3 Computer Commons, Page 4 Tutoring Center Section 8- Student Life Page 2 Student Government Page 3 Student Organizations/Clubs Page 4 Athletics Page 5 Viking Shop Bookstore Page 6 Viking Grill	All support services and programs are availible at the main campus as well as the satellite campus and online. BP 5050 (Education Code Sections 78210, et seq. and Title 5, Section 55500) Student Success and Support Program: The purpose of Student Success and Support Program is to bring the student and the district into agreement regarding the student's educational goal through the district's established programs, policies and requirements. BP 5110 (Education Code Section 72620 and Title 5, Section 51018) Counseling: The District President shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education. Counseling shall be required for all first time students enrolled for more than six units, students enrolled provisionally, and students on academic or progress probation. BP 5120 (Education Code, Sections 66720-66744 and Title 5, Section 51027) Transfer Center: The District President shall assure that a transfer center plan is implemented that identifies appropriate target student populations, is designed to increase the transfer applications of underrepresented students and complies with law and regulations. BP 5140 (Education Code, Sections 67310 and 84850 and Title 5, Sections 56000 et seq. and 56027) Disabled Students Programs and Services: The Disabled Students Programs and Services (DSPS) program shall be the primary provider for support programs and services that facilitate equal educational opportunities for disabled students who can profit from instruction as required by federal and state laws. BP 5150 (Title 5 Sections 56200 et seq. and California Education Code Sections 69640-69656) Extended Opportunity Programs and Services The Extended Opportunity Programs and Services (EOPS) is established to provide services that may include, but are not limited to, outreach, recruitment, orientation, assessment, tutorial services, counseling and advising, and financial aid. BP 5130 (20 U.S.C. Sections 1070 et seq 34; Code of Federal Regulations Section 668 and Education Code Section 66021.6, 76300) Financial Aid: A program of financial aid to students will be provided, which may include, but is not limited to, scholarships, grants, and work and employment programs. All financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements.
Academic calendar and important timelines.	Section 5- College Success Page 2 Stay Organized Page 12 Setting up your schedule	AP 4010 (California Education Code Section 70902(b)(12)) Academic Calendar The Academic Calendar Committee determines the academic calendar to be recommended to the Board of Trustees. Every attempt is made to develop the calendar in consideration of local school districts to accommodate the schedules of students and staff. The academic calendar consists of 175 days of instruction and evaluation.
Registration and college fees.	Section 3- Admission Services Page 6 Tuition and Fees	AP 5030 (Title 5 Section 51012 and California Education Code Section 70902(b)(9); 76300; 76300.5) Fees Required Fees: Enrollment Fee: An enrollment fee shall be charged to all students for any Barstow Community College class in which the student enrolls. No maximum fees are set. Nonresident Tuition: Nonresidents shall pay nonresident tuition in accordance with AP 5020. Fees authorized by law: Student Representation Fee: A Student Representation Fee of $1 per semester shall be charged to all Barstow Community College students each semester. Student Activities Fee: A fee of $7 per semester will be charged to all Barstow Community College students to support student life and activities. Instructional Materials Fee: Students enrolling in classes which require materials fees as noted in the College Catalog shall be required to pay the materials fees, the amount of which shall be published in the Schedule of Classes. Audit Fee: Students auditing a course shall pay an audit fee, the amount of which shall be published in the Schedule of Classes. Community Service Fee: Students enrolled in a community service course shall pay a fee, the amount of which shall be published in the Schedule of Classes. Credit by Examination Fee: A fee equivalent to the per unit charge will be assessed for each examination administered.
Available education planning services.	Section 4- Success Services Page 2 Advising	AP 5110 (Education Cide Section 72620 and 72621 and Title 5 Section 51018) Counseling The counseling services available in the Barstow College counseling program include the following: Academic counseling, in which students are assisted in assessing, planning and implementing their immediate and longrange academic goals with a Student Education Plan (SEP). Career counseling in which students are assisted in assessing their aptitudes, abilities, and interests; and are advised of current and future employment trends; Personal counseling, in which students are assisted with personal, family or other social concerns, when that assistance is related to the students' education; Coordination with the counseling aspects of other services which exist on campus, including but not limited to those services provided in programs for students with special needs, skills testing programs, financial assistance programs and job placement services.
Other:		
Other:		
Other:		

Orientation Goal	Identify and Implement Best Practices in Familiarizing Students with the College Experience to Increase Access to College Programs and Services.					
2014-2015 Action	Description	Target Outcome	Measures to Assess Progress	College Leads	Target Dates for Completion	Estimated Budget
Update and Augment Orientation Topics (inc. Title 5, Section 55521) using more interactive software	Reviewed existing online and in person orientation presentations, re-examined statutory requirements and local needs, contacted appropriate college leads, collated the information, populated the new information into the orientation presentations.	Better quality decision-making by students when accessing the areas of orientation topics.	More timely and accurate information delivered to students. Increased retention of orientation information, Increased access to student and instructional support services as a result of the orientation topics. (Instrument - Student Survey)	Content Leads Vice President of Students Services Director of Enrollment Services Director of Special Programs and Services	Fall 2015	
Purchase and Implement Online Software (Comevo)	Online software for orientation to improvement editability. Created Multiple Modules; Individualized for improved information delivered to students. Software allows for timely adjustments and updates.	Increased flexibility and information delivered to students. Software allows for timely adjustments and updates.	Increased student satisfaction of online orientation presentation given the large distance education program at the college (approximately fifty-percent of enrollment. (Instrument - Student Survey)	Vice President of Students Services Student Success and Equity Manager Director of Enrollment Services Director of Special Programs and Services Assoc. Dean of Student Services and Athletics	Fall 2015	
Conduct Student Evaluation of Orientation (in both face to face and online mode of Delivery) and Evaluate Results	Inquire of students as to the satisfaction of the orientation, specifically disaggregating for local high school target subgroup for efficacy of in person orientation.	Improve method of delivery for orientation topics and make information more accessible and meaningful for students.	Increased student satisfaction of face to face orientation presentation for the target subgroup of students from local high schools (approximately twenty-five percent of enrollment (Instrument - Student Survey)	Vice President of Students Services Student Success and Equity Manager Director of Enrollment Services Director of Special Programs and Services Assoc. Dean of Student Services and Athletics	Fall 2015	
2015-2016 Action	Description	Target Outcome	Measures to Assess Progress	College Leads	Target Dates for Completion	Estimated Budget
Automate online orientation completion data into the student information system (Banner); Update reporting features to assess and adjust effective orientation delivery.	The Comevo online orientation has the ability to automatically populate the student information system (BANNER) which will reduce reporting errors.	Better tracking of students who complete the online orientation process.	Streamlined data reporting, and increased accuracy of orientation completion data.	Director of Information Technology Director of Enrollment Services Student Success and Equity Manager	Spring 2016	
Improved connection and alignment of curriculum in college orientation course [ORIE 1] to the information topics contained of the Orientation presentations as required by Title 5.	Align instructional and student services orientation components to better support student navigation of the college experience (increased student social capital).	Improved communication of SSSP core services by reinforcing mastery of student learning outcomes and subsequent student success.	Authentic assessment of course activities leading to mastery of student learning outcomes and subsequent student success.	Faculty Dean of Instruction Vice President of Student Services Student Success and Equity Manager	Spring 2016	
Progress Report 2015-2016	After reviewing the feedback on the 2014-2015 SSSP from the Chancellor's Office, the college reflected on its mission, its rich tradition in online education, its rural location, and the unique population that it serves. Over fifty percent of the students who attend Barstow Community College receive their education in an online format. Specific attention has been paid to improving the online orientation presentation. In addition, the college created a target subgroup of local high school students who receive comprehensive outreach and orientation services.					
Progress Report 2016-2017						

A — Facilitate Student Success by Ensuring Fair and Valid Assessment that Leads to Appropriate Placement into the Curriculum.

2014-2015 Action	Description	Target Outcome	Measures to Assess Progress	College Leads	Target Dates for Completion
Develop and implement comprehensive communication strategies to better promote and examinations earlier and provide training options for	The College seeks to develop partnerships with the local high schools to create opportunities to take	Full assessment and placement. Enrollment for students pursuing degrees and certificates.	Enrollment counts for newly-enrolled and returning students.	Barstow Counselors Student Success Manager Vice Presidents of Academic Affairs and Student	Fall 2016

2015-2016 Action	Description	Target Outcome	Measures to Assess Progress	College Leads	Target Dates for Completion
Increase and improve test proctoring services for students taking assessment tests outside	Outreach to new and existing proctoring resources that cover course proctoring to also cover assessment placement testing.	Completed Memorandums of understanding with Proctoring Service Providers	Increase in the number and quality of off-campus assessment counts.	Assessment Coordinator	Fall 2016
Increase student awareness of testing information, practice and preparation.	Better inform students of Placement Testing with improved informational materials online.	Improved methods of preparation materials in a variety of media formats	Improved counts and quality of assessments.	Barstow Counselors Student Success Manager Vice Presidents of Academic Affairs and Student	Fall 2016
Develop and implement comprehensive communication strategies to better promote and examinations earlier and provide training options for	The College seeks to develop partnerships with the local high schools to create opportunities to take	Improved methods of preparation materials in a variety of media formats	Improved counts and quality of assessments.	Barstow Counselors Student Success Manager Vice Presidents of Academic Affairs and Student	Fall 2016

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Counseling Goal: Work to close gaps in the SSSP core steps by improving the number of target students that receive an education plan, and improving follow-up contact with those students.

Service delivery methods	Area of Focus	Assessment and Evaluation	Adjustments
In Person	**Classroom Presentations:** Introduce Student Success Steps, Identify the Importance and purpose of an Ed Plan, components. ORIE, English Pathway, PSYC 5, Child Development. **One of One:** 30 minutes to hour, walk through of steps. Assessment scores, class decisions on assessment scores and projected major. Follow ups...largely student directed. **AT BHS, SVHS:** Target seniors **COllege and Career Fairs:** Target juniors, seniors and sophomores. **Grad Petitions** **Program Updates** **Summer Bridge** **Ed Plan Changes** **Early Alert**	**Classroom Presentations** Student contact, but many classes missing. **One on One** Time consuming, but effective, come back **AT BHS, SVHS:** Time consuming, yield is positive, **COllege and Career Fairs:** Sparks early interest. **Grad Petitions** Positive; counseling shopping **Program Updates** **Ed Plan Changes** **Summer Bridge**	For students AAT or ADT students, after 24 units, out reach out, transfer options, revisit the ed plans Students without an abbreviated plan contacted during the 9th week, halfway point.... Survey of the students in the courses for satisfaction Possible group counseling Making waiting time for students more productive Follow Up with student services personnel Increase Faculty buy in to student success, including inside and outside classroom activities. Explore development of a more comprehensive early alert system
Workshop	**Transfer Workshops:** Completion Golden 4 (Eng 1A, 1C, SPCH 1, College Level Math); 40 transfer units... email notification. (Email communications see below) **Resume Workshops** **Time Management** **Kuder Journey** **Transfer EOPS**	**Transfer Workshops** Low participation, good information. Resume Workshops Time Management Kuder Assessments Transfer EOPS	Use of technology to record Embed in classes
Drop In	**Ad hoc Meetings** **Late Enrollments** **Quick Signatures** **Mini Crises**	**Ad hoc Meetings** Outcomes are positive, student behavior makes meetings necessary, **Late Enrollments** **Quick Signatures** **Mini Crises** Life happens to our students.	More effective triage Online mini workshops
Courses	ORIE 1, Transition to College Skill Development PSYC 5 Career Development Mandatory	**ORIE 1,** Curriculum Solid, learning outcomes need to be created **PSYC 5** Possible merger of the classes....	Tie to priority registration Improve the curriculum for transition focused and improve relevancy

Counseling Goal	Work to close gaps in the SSSP core steps by improving the number of target students that receive an education plan, and improving follow-up contact with those students.				
2014-2015 Action	**Description**	**Target Outcome**	**Measures to Assess Progress**	**College Leads**	**Target Dates for Completion**
First Phase Implementation SARS Purchased	SARS was purchased and first phase implementation is underway. The first data tracking begins fall 2015. (Goal noted in the 2014-15 plan)	Improve available data and tracking for counseling; improve institutional awareness of student contact and follow up	Review data tracking for fall 2015 in Spring 2016 and make adjustments accordingly	Student Success Manager & Student Success Coordinator	2/28/2016
DegreeWorks Purchased	The DegreeWorks program was purchased. (2014-15 Partial goal implementation)	Implementation is on hold, pendin the outcome of the OEI educational planning pilot.	Monitor progress on OEI pilot	Student Success Manager & Student Success Coordinator	On-going
Added Part-time Counselor	In April 2015, a part-time counselor was added to assist with special populations identified in Student Success & Equity. (Connection to Equity Plan that also ties to Student Success)	Provide additional student follow-up; Improve overall student contact; Support outreach activities; Provide additional coordination support.	Positions will be filled	VPSS &Student Success Manager	1/30/2016
Approval to Hire Student Success Advisors	In May 2015, approval to hire two Student Success Advisors was given by the Board of Trustees. Those positions will be filled fall of 2015. (Goal noted in 2014-15 plan to improve use of paraprofessionals)				
2015-2016 Action	**Description**	**Target Outcome**	**Measures to Assess Progress**	**College Leads**	**Target Dates for Completion**
Close gap in SSSP core services by following-up on students who are missing education plans	Counselors will work with Student Services staff to identify students that are missing education plans. The list of students will be divided among the counseling staff for follow-up beginning fall 2015.	All non-exempt students will have education plans.	Establish % of students who are missing SAP & monitor Improvement	Gene Low	Follow up fall & spring semesters
Improve follow-up services	Each counselor will be assigned a cohort for follow-up.	Improve student contact and advising; Improve student retention.	Track cohort numbers & look at retentions or completions Counselor evaluation sheets	Each counselor follow own cohort and report to group	May-16
Expand student success dialog in counseling	Improve and expand dialog among the counseling group that leads to new and innovative ideas related to counseling, advising, and student educational plans.	Increase SSSP awareness and effectiveness.	ndize SSSP issues at counseling meet	All counselors	16-May
Evaluate workshop/classroom activities for effectiveness	Develop instruments such as surveys to evaluate effectiveness of current workshops and classroom activities.	Increase SSSP awareness and effectiveness.	ovide evaluation sheets for worksho	Api & Edwardo	spring 16
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At Risk Goal	Improve follow-up for at-risk students through counselor assigned cohorts				
2014-2015 Action	**Description**	**Target Outcome**	**Measures to Assess Progress**	**College Leads**	**Target Dates for Completion**
SARS Purchased First Phase Implementation	SARS was purchased and first phase implementation is underway. The first data tracking begins fall 2015. (Goal noted in the 2014-15 plan)	Complete purchase and first phase implementation	Evaluate first phase implementation in spring 2016	VPSS Student Success & Equity Manager Student Success Coordinator	Spring 2016
All counselors assigned cohorts	In fall 2015, all counselors were assigned specific cohorts to improve follow-up tracking ALL students and those At-Risk.	Cohorts will be assigned; Work with HR to hire Student Success & Equity Counselor	Follow-up to make sure cohorts are assigned Counselor will be hired	VPSS Student Success & Equity Manager Student Success Coordinator	Fall 2015
Add Part-time Counselor	In April 2015, a part-time counselor was added to assist with special populations identified in Student Success & Equity. (Connection to Equity Plan that also ties to Student Success)				
Approval to Hire Student Success Advisors	In May 2015, approval to hire two Student Success Advisors was given by the Board of Trustees. Those positions will be filled fall of 2015. (Goal noted in 2014-15 plan to improve use of paraprofessionals)	Work with HR to complete hiring process	Student Success Advisors will be hired and in place	Student Success & Equity Manager	Fall 2015
2015-2016 Action	**Description**	**Target Outcome**	**Measures to Assess Progress**	**College Leads**	**Target Dates for Completion**
Develop workshops & no credit seminars	Intended to improve student success & develop additional counselor contact.	Increase the available workshops for students. Examples include: Educational planning; Life skills (foster youth); Veterans workshops; Improve Probation Workshops; Basic Skills workshops.	Increase retention rates; Satisfaction surveys	Veteran's Workshops: Jaime Rodriguez Probation: Emily De Bruhl/Gene Low Basic Skills: Penny Shreve AFS: Robbie Evans	Fall 2015
Work on data collection and tracking of students on academic or progress probation and dismissal	Work with IT staff to better identify cohort for tracking.	Work with Financial Aid on ed plan renewal; Develop list of data for tracking, such as identifying students: eligible for academic renewal; who have gone 2 or more semesters without math and/or English; without an ed plan, ed goal, program of study; Look at students who only need one class to complete there degree.	Measurables that can be tracked and provide insight will be developed.	Vice President of Student Services Jaime Rodriguez	Spring 2016
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