



## **Credit**

# **Student Success and Support Program Plan**

**2015-16**

District: Imperial Valley College District  
College: Imperial Valley College

**Report Due by**  
**Friday, October 30, 2015**

**Email PDF of completed plan to:**

**[cccssp@cccco.edu](mailto:cccssp@cccco.edu)**

**and**

**Mail signature page with original signatures to:**

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

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

### **INTRODUCTION**

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students<sup>1</sup>. 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<sup>2</sup>.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

### **INSTRUCTIONS AND GUIDELINES**

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

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to [cccssp@cccoco.edu](mailto:cccssp@cccoco.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. 30<sup>th</sup>).

The program plan is to be submitted on an annual basis<sup>3</sup>. 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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<sup>1</sup> Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

<sup>2</sup> 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.

<sup>3</sup> 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: IMPERIAL VALLEY COLLEGE

District Name: IMPERIAL 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: Norma Núñez Date: \_\_\_\_\_

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

Name: Ted Ceasar Date: \_\_\_\_\_

Signature of the Chief Instructional Officer: \_\_\_\_\_

Name: Dr. Nicholas Akinkuoye Date: \_\_\_\_\_

Signature of College Academic Senate President: \_\_\_\_\_

Name: Michael Heumann Date: \_\_\_\_\_

Signature of College President: \_\_\_\_\_

Name: Dr. Victor Jaime Date: \_\_\_\_\_

Contact information for person preparing the plan:

Name: Norma Núñez Title: SSS Program Director

Email: norma.nunez@imperial.edu Phone: 760.355.6216

**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.**

At Imperial Valley College in preparation for updating the 2015-2016 SSSP Plan the Student Success & Support Program Director and staff reviewed the data for every activity that was offered throughout the past year sponsored by the program. Each activity was scrutinized, data was gathered and suggestions were made on how to improve the activity and/or outcomes for the coming year. If an activity did not yield the expected results it will be reconsidered and if need be replaced.

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

Since the goals of the Student Success & Support Program are to increase student access and success by providing students with core services to assist them in achieving their educational and career goals, it made sense to review each of the core services to gauge how effective the activities were in each area. Factors that were considered were; the ease of accessing the services, how did the activity help the students move through the college system, did it help them transition smoothly or did it create a barrier? Were the on-line programs that were put in place student, staff and faculty friendly? What opportunities were offered for training?

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

N/A

**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 College is working to ensure that the SSSP plan is aligned with the College's Educational Master Plan, as well as the Equity Plan, Basic Skills Initiative Plan, and Accreditation. A coordinated effort to eliminate duplicity of effort and to integrate the goals of the SSSP Plan with EOPS, Disabled Students Programs & Services (DSPS), and CalWORKs was made. Program Reviews were completed with data provided by the Director of Institutional Research that is disaggregated by gender, ethnicity, disability, economic status, and basic skills to align program review with the Student Equity and



Unit Load	# of Students	Percent
0.1 – 2.9	127	1.57%
3.0 – 5.9	1,218	15.10%
6.0 – 8.9	1,154	14.31%
9.0 -11.9	1,499	18.58%
12.0 – 14.9	2,938	36.42%
15+	854	10.59%
Non-Credit	277	3.43%

**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.**

Imperial Valley College through the SSSP Student Success Specialists maintains a strong working relationship with the counselors at the 12 local high schools including continuation and private high schools. In the Fall the matriculation process begins with pre-admission information and guidance in completing the IVC admission application. Additionally, high school students and their parents are invited to attend Higher Ed Week, a collaborative effort between IVC and Imperial County Partnership for Higher Education (ICPHE) group composed of partners from UC, CSU, ROP, Cal-Soap and other agencies. Education options and preparation workshops for students as they progress from high school to college are highlighted.

IVC Student Success Specialists in conjunction with our ICPHE partners will be at the local high schools assisting students in completing their college admission applications to Imperial Valley College in October.

**B. Orientation**

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

Yes, adjustments were made to the orientation process based on outcomes during the 2014-2015 program plan year. The IVC on-line orientation was developed by the Comevo Group specifically to meet the needs of Imperial Valley College students. The Comevo Group has implemented a new platform that will assist us in updating and enhancing the orientation. New videos will be added that will be presented in a more seamless fashion. Also full Spanish translation of the orientation will be implemented this year. Several Spanish orientations took place last year in order to accommodate our ESL population. Even so, not all Spanish speaking students took advantage of the workshops for which a lot of time and effort was dedicated. Having the online orientation in Spanish will facilitate the process for these students who will be able to access the on-line orientation at their own convenience.

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

The charts below represent the number of students who completed the online orientation.

2014-2015 Academic Year		
Year	TERM	Total
2014	201430	10
	201510	174
	201520	13
2014 Total		197
2015	201520	1080
	201530	449
	201610	550
2015 Total		2079
<b>Grand Total</b>		<b>2276</b>

**High School Students who completed orientation by School**

High School	Total Seniors	Completed Orientation	Percentage
Aurora High School	46	35	76%
Brawley High School	287	203	71%
Calexico High School	480	411	86%
Calipatria High School	66	28	42%
Central High School	333	215	65%
Desert Oasis High School	26	34	131%
Desert Valley High School	29	34	117%
Holtville High School	112	77	69%
Imperial High School	206	152	74%
Mission School	3	3	100%
Southwest High School	324	215	66%
Valley Academy	3	2	67%
<b>Total</b>	<b>1915</b>	<b>1409</b>	<b>74%</b>

Eight face to face orientation workshops were held for non-English speaking students with 95 students participating.

Orientations were also provided in a group setting for students who preferred face to face interaction, or were not comfortable using computers, or had any other extenuating circumstances. Students were asked to sign-up for any of the scheduled orientations and were guided through the orientation by a Student Success Specialist who was available to answer their questions.

Through our partnership with Imperial Valley Regional Occupational Program (IVROP), which offers a program called Accessing Careers through Education (ACE) for Foster Youth, Imperial Valley College provided orientation, assessment and other core services to the Foster Youth of the Imperial Valley in a classroom setting in order to make a personal connection with them.

In addition, special program orientations (EOPS, DSP&S, CalWORKs, and Student Support Services) conduct enhanced orientations for new students in their programs. The counseling staff in the programs provide information specific to their program requirements, expectations and services available.

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

The target populations for the core services of the Student Success & Support Program are all new non-exempt students. New non-exempt students that have never attended or been enrolled at another college. Based on our statistics there were 2,242 first time college students who enrolled Fall 2014 of those 1546 or 69% completed the orientation.

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

In order to ensure student participation in the core services the SSSP Director met with an IVC programmer to discuss and explore ways to allow the counselors to see at a glance who has received the core services. The Assessment scores already appear in the students' profile, however orientation and education plans did not. The programmer developed a program where he taps into the MIS components of SSSP and in the students' profile that counselors view added a section titled "Student Success". Under this area if a student has completed orientation or an education plan a notation appears with the following information:

Student Success  
EdPlan: **ABBRE [201530], NO COMPR**  
Orientation: **Orientation Completed [201520]**  
Or  
EdPlan: **NONE**  
Orientation: **NONE**

Having this information in the students' profile has helped tremendously in identifying who has completed the services and in referring students to complete the core services in order to receive priority registration.

The Students Success Specialists in the SSSP program are assigned as liaisons to high schools we serve. Each SS Specialist works with their schools to make sure all students who want to attend Imperial Valley College complete all the steps necessary to be eligible for priority registration. SSSP Specialists follow-up with students enrolled at

Imperial Valley College, via email and phone calls if they have not completed the core services. Appointments are made at the time of the phone call with a counselor to develop their SEPs. In addition, Specialists raise flags through the Early Alert program notifying counselors that students need to complete core services.

Assessment Center staff refers all students once they complete their assessment tests to the online orientation and to complete the abbreviated SEP online or make an appointment with a counselor.

**d. Are orientation services offered online?**

Yes. Our online orientation is designed to help students familiarized themselves with the tools they need to succeed and help them facilitate their transition and integration into our college with the help of Comevo online orientation software.

With the Comevo online orientation software it makes it easy for students to navigate and gives them access 24/7 to our orientation. With Comevo students can access the online orientation from any computer. Students can complete the orientation at their own pace and gives us an opportunity to see what they learn with the quizzes administer at the end of each section. With this interactive online orientation program students get clear and comprehensive information about Imperial Valley College making it more meaningful.

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

The IVC on-line orientation was developed by the Comevo Group specifically to meet the needs of Imperial Valley College students. The initial cost of the contract for development and translation to Spanish was \$13,676. The annual subscription is \$5,676 a year.

**d. 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.**

The topics that are covered in the online orientation are:

- Academic expectations and progress and probation  
**AP 4250 Probation, Dismissal, Reinstatement**
- Maintaining registration priority  
**AP 5055 Registration Priorities**
- Prerequisite or co-requisite challenge process  
**AP 4260 Prerequisites and Co-requisites**
- Maintaining Board of Governors Fee Waiver eligibility  
**AP 5130 Maintaining Board of Governor Fee Waiver eligibility**
- Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;  
**Procedure - College Website, Catalog, Schedule of Classes**

- Academic calendar and important timelines  
Procedure - College Website, Catalog, Schedule of Classes
- Registration and college fees  
Procedure - College Website, Catalog, Schedule of Classes
- Available education planning services  
Procedure - College Website, Catalog, Schedule of Classes
- Tips on Becoming a Successful student  
Video of Faculty
- Community Leaders as Role Models  
Video of Alumni
- Consumer Information  
Web site link <http://www.imperial.edu/about/consumer-information/>
- Imperial Valley College Security Report  
Web site link <http://www.imperial.edu/about/campus-safety/clery-act-information/>

Imperial Valley College understands that the goal of the Student Success and Support Program is to increase student access and success. All strategies will be evaluated and measured to determine success in providing the core services.

Some of the areas we need to enhance in orientation are:

- Student Motivational Resources
- Financial Literacy
- Pathways to Careers (Career Café)
- Transfer Opportunities

**3. 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)
1.0	SSSP Director	Coordinate Services	100% SSSP Funding
4.5	Student Success Specialists	Assist in implementing SSSP Core Services	100% SSSP Funding
1.5	Counselors	Assist in Implementing SSSP Core Services, specifically SEPs	100% SSP

**4. 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
5620	Comevo Group Yearly Fee	100% SSSP	\$5,676
5890	Spectrum Professional Videos	100%	\$10,000

**C. Assessment for Placement**

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

Yes. Adjustments were made to the assessment and placement process based on the 2014-15 outcomes. We began implementing multiple measures for students who felt their placement scores did not reflect their abilities. A meeting was held between the SSSP Director, Math Coordinator and English Department Chair to develop a process and procedures. A petition was developed in which the student requests a multiple measures evaluation for English/and or Math.

Another change that was implemented was the acceptance of EAP scores for students who scored "Ready for CSU or CCC". For 2015-2016 more students will have taken the EAP test since it was embedded in the Smarter Balanced assessment test administered to Juniors in Spring 2015. We will contact all eligible students who enroll at IVC and have the new scores of "Standard Exceeded" and allow them to enroll in the transfer level English or Math classes.

A Multiple Measures work group, a subcommittee of the Student Success & Equity Committee, was established to review research data regarding multiple measures and to recommend new practices that lead to student success.

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

See chart below for breakdown of assessment services provided in 2014-15.

Assessment Instrument	Number of Students		
ACCUPLACER TEST	3,158		
Early Assessment Program (EAP)	123		
External Assessments Articulated	96		
<b># of First Time College Students who tested ACCUPLACER by H. S.</b>			
<b>Grand Total</b>	<b>Total Seniors</b>	<b>Participated</b>	<b>Percentage</b>
High School			
Aurora High School	70	56	80%
Brawley High School	361	287	80%
Calexico High School	593	480	81%
Calipatria High School	65	66	102%
Central High School	367	333	91%
Desert Oasis High School	56	40	71%
Desert Valley High School	79	48	61%
Holtville High School	139	112	81%
Imperial High School	242	206	85%
Mission School	15	3	20%
Southwest High School	415	324	78%
Valley Academy	6	3	50%
<b>Total</b>	<b>2408</b>	<b>1958</b>	<b>81%</b>

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

Based on our statistics there were 2,242 first time college students who enrolled for Fall 2014 of those 1,958 or 87% completed the assessment process.

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

To ensure student participation in the assessment process counselors review the student’s record when they see them for a scheduled appointment. If the students have not taken the placement test they are referred to the Assessment Center to do so. In addition, the Student Success Specialists periodically review the MIS information to make sure students are completing the core services. Students who are missing any core service are called, emailed or flags are raised in Starfish alerting students and counselors.

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

Imperial Valley College Assessment Center assesses approximately 2,000 first-time college students annually in either English, ESL, and Math. All new, non-exempt students and continuing students that need to meet Math and English prerequisites are required to take the assessment test. No appointments are required. Students can drop in during testing hours at their own convenience. They can select to take the full battery of tests (ESL, English and Math) or select one and return at a later date to take the other. Accommodations are available at the Assessment Center and through the Disabled Students Programs & Services (DSP&S) department. The Assessment Center is open year-round with the highest volume of students occurring before every registration period.

**Preparation**

Imperial Valley College started the “Rock the Test” campaign Spring 15. Test preparation workshops were scheduled at the local high school sites. In January and February Student Success Specialist conducted several workshops to prepare students for the ACCUPLACER placement exam. See chart below for student participation:

**# of Students Participating in “Rock the Test” Workshops**

High School	Total Seniors	Participated	Percentage
Aurora High School	70	41	59%
Brawley High School	361	139	39%
Calexico High School	593	57	10%
Calipatria High School	65	5	8%
Central High School	367	25	7%
Desert Oasis High School	56	24	43%
Desert Valley High School	79	66	84%
Holtville High School	139	136	98%
Imperial High School	242	167	69%

Mission School	15	15	100%
Southwest High School	415	14	3%
Valley Academy	6	6	100%
<b>Total</b>	<b>2408</b>	<b>695</b>	<b>29%</b>

The Basic Skills Committee sponsored Math and English preparation workshops conducted by IVC teaching faculty Imperial Valley College campus. SSSP Specialist assisted the faculty by contacting students who place in basic skills math and English via email and phone calls, 259 students participated in these workshops.

In addition, test preparation websites for the ACCUPLACER test are available online and many of the websites are free. We list some of these links on the Assessment Center webpage.

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.**

Imperial Valley College uses the ACCUPLACER test to administer ESL, English and Math placement tests. The assessment is a fully computerized adaptive web based test that provides immediate results upon completion of the test. The data is uploaded directly to the college’s student database.

Students can also submit **EAP** scores with a passing score in the subject matter they passed, English , Math or both and be placed at the college level English or Math class.

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

ACCUPLACER was granted probationary approval as a second party assessment test from March 2014 to March 2016. .

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

New research data was submitted to the Chancellor’s Office by the College Board Fall 2015 to renew the ACCUPLACER test approval. Imperial Valley College participated in this validation by providing our test data to their researcher.

5. **a. What multiple measures are used?**

A petition was developed in which students can request a multiple measures evaluation for English/and or Math. The student submits his petition with official high school transcripts to the assessment center technician. Petitions are forwarded to either the English Department Chair and/or Math Coordinator who review the courses taken in the subject matter, grade received, and overall g.p.a. In some instances a holistic essay is administered to the student for English placement or a short math test based on the math skills the student is challenging.

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

Once a student’s record is evaluated through the multiple measures process the student is placed in the recommended level of English or math that the faculty expert of the discipline has recommended. The SSSP Director who is also a counselor, inputs the information in the database.

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

Yes. These measures meet the requirements per title 5, sections 55502 and 55522.

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

Imperial Valley College accepts placement results from all California Community Colleges with supporting documentation. For the assessment test to be valid, the assessment results must be less than three (3) years old. Out of state assessments scores are evaluated by SSSP Director who articulates the placements.

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

Policies on re-takes and recency are published on the Assessment Center webpage, catalog and schedule of classes. Students are also verbally informed of the policies before they take the test.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	SSSP Director	Coordinates Services	100% SSSP Funds
1.0	SSSP Student Services Technician	Administer Placement tests	100% SSSP Funds
.50	Student Assistants	Assist Technician Administer tests	100% SSSP Funds
4.5	Student Success Specialists	Administer Tests at the High Schools	100% SSSP Funds

**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
4320	Placement Test Units	100% SSSP Funds	\$23,000

**D. Counseling, Advising, and Other Education Planning Services**

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

Yes. Adjustments were made to the counseling process based on outcomes from the 2014-2015 plan. The strengthening of counseling courses (COUN 100 and 120) and integration of to a student's success plan did not become part of student success plans due to the amount of sections allowed by the college. The Academic Services office had restrictions based on historical enrollment statistics. Therefore, it became impracticable to offer a small amount of sections that cannot accommodate the amount of newly matriculated students.

Starfish Retention Solution software was partially implemented. Although both counselors and instructors use the software effectively, most instructors are reluctant in utilizing it because it requires the use of Blackboard. However, the software quickly became the primary tool of Student Services and it expedited communication between instructors and counseling. Starfish has proven itself an efficient tool in identifying at-risk students who will benefit from services provided/referred to by the Student Success and Support Program staff.

Although the electronic Abbreviated Student Education Plan has accelerated the distribution of individual suggested course lists to newly matriculated students, it has inadvertently increased the amount of students making follow-up appointments with counselors.

Counseling does not have sufficient academic counseling coverage in the late afternoon and evening hours to match student demand. Counselors have to accommodate both continuing students and new first time college students. There is no quick solution to this issue at this point. Hiring new counselors is a time consuming process that takes months.

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

Out of 8,067 students enrolled at Imperial Valley College Fall 2014, 6,579 received counseling services such as advising and educational planning.

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

A total of 1,537 of the 2,242 target population completed education plans bringing the percentage to 69%.

The chart below represents the number of students by high school that completed an SEP:

SEP Completion			
High School	Total Seniors	Participated	Percentage
Aurora High School	46	40	87%
Brawley High School	287	188	66%
Calexico High School	480	425	89%
Calipatria High School	66	26	39%
Central High School	333	211	63%
Desert Oasis High School	26	30	115%
Desert Valley High School	29	37	128%
Holtville High School	112	112	100%
Imperial High School	206	151	73%
Mission School	3	2	67%
Southwest High School	324	210	65%
Valley Academy	3	2	67%
<b>Total</b>	<b>1915</b>	<b>1434</b>	<b>75%</b>

103 other first time college students completed SEP's.

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

The Starfish Program has an automated "Flag" system which sends alerts immediately via email to teaching faculty, students' academic counselors, and SSSP Student Success Specialist when a student's percentage is low in a class. The students receive emails informing them of their substandard academic standing. Student Success Specialist contact these students and set up appointments with the counselors for follow-up.

In addition, SSSP Student Success Specialists have compiled a list of the 2014-2015 cohort and continuously check the status of the students SEP plans. Student who have not completed their education plans are contacted by email, phone calls and flags are raised in Starfish to alert students and counselors that these students need to develop an SEP.

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

The delivery method of this service is accomplished by several means; through workshops, face to face academic counseling session, online abbreviated SEP, email, and through the Counseling courses.

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

Drop-in counseling appointments are available daily on a one-counselor rotation. Two weeks prior to the start of each term all counselors take in drop-ins to minimize “the rush” once the term starts. All counselors remain on drop-ins for the first two weeks of a term.

Appointments are required for the development of the Comprehensive Education Plans and other types of counseling services, such as financial aid petitions. Counselors get booked two weeks in advance.

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

Each drop-in session is set to 30-minutes in duration, but 20 minutes is the average wait time for drop-ins.

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.**

Students are provided assistance to complete their Student Education Plans in two ways:

- Scheduled appointments with a counselor – New first time college students meet with a counselor face-to-face by appointment or on a drop-in basis. The counselor provides students with a written abbreviated student education plan. The list consists of two semesters of courses based on students’ stated major and educational goals. The abbreviated plans in this format allows for an abundance of course selections listed on alternate course side of the list, which is also course suggestions for their second term.
- Electronic Abbreviate SEP– Upon completion of the mandatory orientation Imperial Valley College, students are presented with the option of making an appointment with a counselor for face-to-face meeting or completing the abbreviated SEP electronically. The electronic SEP was developed in conjunction with counseling. When the student selects this option, he/she puts in his/her IVC ID number and the student’s assessment scores automatically populate the

form with the students English, Math or ESL recommended courses. The student then has the option of selecting general education courses from a drop down menu. When the student completes his selection he submits it and can print it if he chooses. An email is sent to the student's account with the abbreviated SEP information (course list). The electronic SEP is connected to our MIS system and data is recorded as completed.

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

Students need to make a counseling appointment to develop a Comprehensive Education Plan. The Comprehensive Student Education Plans typically is a two to three year plan for students whose goal is obtaining an associate degree and/or transfer; but for some students who have completed course work at other colleges, or whose goal is a Certificate of Achievement (or other goal requiring fewer courses), the plan could be as little as one to two semesters. The plan development phase merges information from various sources (i.e. ASSIST, university websites, etc.) into a single all-encompassing document. This document is used to guide the individual student in course planning, track the student's progress through coursework completion, facilitate referral to appropriate support services, and increase student and counselor accountability by outlining specific objectives and responsibilities for each party.

Students who belong to special programs, EOPS, DSP&S, Student Support Services, and Cal-Works, received this service from the program's counselors. Students who do not belong to these programs make appointments with general, and SSSP counselors.

Besides students making appointments directly at the Counseling Center, SSSP Student Success Specialist contact students who have not developed their comprehensive plans and set up appointments with the 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.**

The technology tools used for or in support of educational planning are:

- **Degree Works – Degree Audit Software**

A web-based product that enables students and their advisors to review past, present, and future academic coursework to evaluate which degree requirements are complete and which degree requirements are remaining. DegreeWorks is a SunGard product and integrates seamlessly with the Banner Student System Imperial Valley College uses. Benefits include:

- Comprehensive Student Education Plan completion
- Supports real time delivery of degree completion information through intuitive web self-service interfaces

- Allows advisors to search for students by school, degree, and/or major to view degree progress
  - Provides the ability for advisors to make degree requirement substitutions electronically
  - Online environment reduces paperwork and manual degree checklists
- **ASSIST**
  - Online program lists UC and CSU degrees and course requirements- For services for students who have not identified an educational goal and course of study;
- **Starfish Retention Solutions**
  - Counselor documentation and notes from previous meetings with students.
  - Scheduling of appointments.
  - Expedited communication between success network (i.e. instructors, counselors, Student Success Specialist, early alert, etc.)
  - Progress reports (assignment by assignment) that are extracted via Blackboard.
  - Student Success Plans for students
- **Banner Database**  
 An administrative database that houses all student-related data, essentially tracking student activity from recruitment to graduation. The database provides data integrity, accessibility, and flexibility for enhanced decision-making and improved service to students. The Banner database is directly linked with the online Student Information System (SIS), which allows for web registration and web-based faculty grade submission
- **Websites** accessed during educational planning sessions include: CSU Mentor, Transfer Counselor Website;
- Additional technology includes tutorials, career assessments and online resources

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)
1.0	SSSP Director	Coordinates Services	100% SSSP Funds
1.5	SSSP Counselors	Academic Advising	100% SSSP Funding
7.0	General Counselors	Academic Advising	District Match

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
5620	Comevo Online Orientation	100% SSSP Funding	\$5,676
5620	Starfish Solutions	100% SSSP Funding	\$4,588
5620	DegreeWorks	100% SSSP Funding	\$9,775

**E. Follow-Up for At-Risk Students**

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

Yes. Adjustments were made to the follow-up services based on the 2014-2015 outcomes. The Early Alert system through Starfish works very well when it is used. However, the amount of instructors using the system is small. We have implemented a more aggressive training plan to assist faculty in becoming comfortable using Starfish. The SSSP Specialist in charge of the faculty trainings has contacted Department Deans and asked to speak at the department meetings in order explain the system and offer individual trainings. She will also ask the Academic Senate president to put her on the agenda to give a quick overview of the program to the senators.

An online probation workshop is currently being developed for students who are at risk to complete. The workshop will provide students with information about probation and the tools available to assist them in being successful college students. Students will follow a Student Success Plan for the semester.

In person probation workshops are scheduled to begin in the Spring semester. These workshops will be scheduled on campus at various times of the day to accommodate students who do not have computers or feel more comfortable in a face to face environment and want interaction with the presenter.

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

In academic year 2014-2015 there were 1,750 referrals through Starfish Early Alert system; of those 1,117 were first time college students. First time college students who took advantage of student support services available and received services were 596.

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

The percentage of the number of students who received services is 53%.

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

Student Success & Support Program staff works in collaboration with instructors, counselors, tutoring center and special programs to provide students an array of services to ensure their involvement when identified as an at risk student or if missing any of the core services. Starfish, through the referral process has facilitated Imperial Valley College staff access to students who are struggling with their courses or experiencing issues that are interfering with their academic success. At risk students are referred to SSSP Specialists through Starfish automatic system. When 3 or more flags are raised by system or when the instructor identifies them as an at-risk student and submits a referral for a specific reason SSS Specialist contact the students. Records are kept of those students who choose to take advantage of follow-up services and instructors are notified. Instructors serve as intermediaries when students do not follow up with SSSP staff for intervention services. SSSP staff has created a Facebook account and has made it available for students to inquire about services regarding the program and upcoming events. SSSP staff is available to meet with faculty to provide them with individual training in order to increase faculty involvement in the Early Alert process.

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

Following up services available for at-risk students are: tutoring, academic and mental health counseling, workshops, referrals to special programs, as well as continuous monitoring of their courses during semester.

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

At risk students are identified through Starfish by two different methods. The First method is by faculty referrals, when this happens a student is notified within 24 hours through their IVC email that they have been identified through our Early Alert system as being at risk for failing a class. In the email students receive specific information regarding the referral that was made, course they are struggling in as well as the various interventions available to them such as tutoring and counseling. Students are encouraged to contact the Student Success Specialist and take advantage of the student support services the college offers.

The second method of identifying at risk students is through flags raised by the Starfish system. When a student receives 3 flags on Starfish it automatically sends an alert, and then a Student Success Specialist is responsible for contacting them and referring them to the appropriate service. Using Starfish, the instructors are notified of the intervention for remediation for the at risk students in their classes.

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

Students receive the services to ensure they achieve their academic success by various methods. They receive individual counseling to discuss and determine what is causing them to do poorly in their classes. If students need personal counseling they are referred to the mental

health counselors on campus. Referrals are also made to the DSP&S Program for student who may have a learning disability.

Various information workshops are held by the SSSP program, among them are Study Skills, Money & College, Dealing with Stress, etc. Tutoring services are provided by the Basic Skills & Student Equity Programs for their target populations. These services may be individual or group tutoring depending on the subject matter and/or student time availability.

An online Probation Workshop will be available within by the end of November. Students will be able to access the program at their own convenience.

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

Yes, Instructional faculty is involved in the monitoring of student progress through the Early Alert system in Starfish. The participation from faculty has increased since Starfish went live in 2014; we currently have 22 faculty actively using Starfish.

**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)
1.0	SSSP Director	Coordination of services	100% SSSP Funding
1.5	SSSP Counselors	Provide Academic Counseling	100% SSSP Funding
7.0	General Counselors	Provide Academic Counseling	District Match
2.0	Mental Health Counselors	Provide Personal Counseling	District Match

**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
5620	Starfish Systems – Early Alert	100% SSSP Funds	45,588

**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.**

The Office of Institutional Research (IR) will collect and analyze data sets to evaluate interventions (e.g. orientation, assessment, etc.) and assure that performance indicators are being met. Longitudinal studies will be used to measure student performance and

compare cohorts of students and assess the impact of the proposed interventions. In connection with the student Equity Plan, IR will measure performance indicators between the various subgroups to identify achievement gaps and provide accurate and timely data for planning and evaluation. Data collection and analysis of new SSSP cohort students will allow us to compare achievement outcomes (certificate, degrees, basic skills/ESL completion, and transfers) with past non-SSSP cohorts to measure the impact of new activities. IR will meet with SSSP staff to provide progress and provide the data for decision making and evaluation of activities.

Evaluation tools will include both qualitative and quantitative data and will include a combination of services such as MIS data extraction, analysis, reporting, survey development, focus groups, and/or interviews.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2104	Research	District Match	\$5,000

- 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
2104	Institutional Technology	District Match	9,639
2105	Student Services Technicians	District Match	66,440
2300	Student Services Technicians/Evaluators	District Match	335,843
2108	Director of Admissions & Records	District Match	99,187

**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.** Imperial Valley College will exempt a student from orientation, assessment, counseling, advising, or student education plan development if the student:
- a. has completed an associate degree or higher;
  - b. has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence;
  - c. has completed these services at another community college within a time period identified by the district;

- d. has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards.
- e. has enrolled at the college as a special admit student pursuant to Education Code section 76001.

Any student exempt from orientation, assessment, counseling, advising, or student education plan development will be notified and may be given the opportunity to participate in these services.

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

See chart below

Fall 2014 Student Headcount	8,067	Percentage
Student Status	Total	
Returning Student	1061	13%
Continuing Student	4659	58%
Special Admit	5	0.06%

**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.**

Students at Imperial Valley College may appeal policies and procedures related to title 5 section 55520 by completing the Petition to Appeal the Loss of Enrollment Priority form and submitting that to Admissions & Records within the timeline noted on the petition. The appeal committee will review petitions submitted and make a decision based on title 5 section 58108 criteria. Committee decisions are final and not subject to further appeal. IVC website <http://www.imperial.edu/courses-and-programs/catalogs-and-schedules/>.

**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.**

**Prerequisite Procedures**

In accordance with Title 5, section 55003, the Imperial Community College District has adopted a policy in order to provide for the establishing, reviewing and challenging of prerequisites, corequisites, recommended preparation advisories, and certain limitations on enrollment in a manner consistent with law and good practice. All course and program prerequisites are established when faculty in the discipline submits a request and appropriate validation form to the Curriculum Committee for approval. For course prerequisites and corequisites within the discipline, rigorous content review is used to establish entry and exit skill alignment. If a course is required by statute or regulation, is part of paired lecture-lab courses within a discipline, is required by four-year institution, or baccalaureate institutions will not grant credit for a course

unless there is a prerequisite in communication or computation, then neither rigorous content review nor statistical validation is required. Prerequisites, corequisites, and advisories are reviewed at least once every six years.

**Challenge Process:**

Any student who does not meet the prerequisite or co-requisite or who is not permitted to enroll in a class due to a limitation on enrolment may file a student petition to challenge the requirements. The grounds for challenge as specified in Title 5 section 55003 include the following:

- The prerequisite or co-requisite has not been established in accordance with the district policy.
- The prerequisite or co-requisite is in violation of Title 5.
- The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite.
- The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or the co-requisite has not been made reasonably available.

IVC website <http://www.imperial.edu/courses-and-programs/catalogs-and-schedules/>

Students who wish to challenge a prerequisite or co-requisite or any limitations on enrollment should:

- Make an appointment with the SSSP Director to file a petition to challenge a Prerequisite/Corequisite form. The SSSP Director will review the challenge process with the student and assist him/her in completing the form.
- The Department Chairperson will review the petition and resolve the challenge in no more than 5 working days. If the challenge is granted, or the college fails to resolve the challenge within the 5 day period, the student will be allowed to remain in the course. If no space is available in the course when the challenge was filed, the student shall be permitted to enroll for the subsequent term.
- If the challenge is denied by the Department Chairperson, the student may appeal that decision. Upon receipt of notification to the appropriate Vice President, the decision by the appropriate Vice President is final.
- Upon resolution of the challenge, the Department Chairperson shall forward the student petition and all attachments to the Director of Admissions & Records for institutional approval and filing in the student's permanent record.

IVC website <http://www.imperial.edu/courses-and-programs/catalogs-and-schedules/>

<b>SECTION IV. PROFESSIONAL DEVELOPMENT</b>
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**Describe plans for faculty and staff professional development related to implementation of SSSP.**

The College has recently formed a College Hour Professional Development Committee. The SSSP staff will provide input to the committee as they develop the college's professional development plan to include in the plan professional development activities supporting the Student Success & Support Program. Some of these activities include:

- Counselor Training
- Student Services Classified Training in Roles and Responsibilities in meeting the SSSP guidelines
- Activity planning with faculty and staff for at-risk populations
- Campus-wide information campaign
- Orientations for New Faculty and adjunct faculty
- Campus-Hour workshops for teaching and non-teaching faculty and staff on SSSP related topics

<b>SECTION V. ATTACHMENTS</b>
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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](mailto: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: Sergio Lopez Title: Interim Vice-President for Student Services

Stakeholder Group: President's Cabinet

Name: Ted Ceasar Title: Dean of Counseling

Stakeholder Group: Administrative Council

Name: Norma Núñez Title: Student Success & Support Program Director

Stakeholder Group: Student Services Council

Name: Trini Arguelles Title: Counseling Chair

Stakeholder Group: Student Services Council

Name: Dr. Michael Heumann Title: English Professor

Stakeholder Group: Academic Senate President

Name: Dr. Nicholas Akinkuoye Title: Vice-President for Academic Services

Stakeholder Group: President's Cabinet, Instructional Council

Name: Jose Carrillo Title: Director of Institutional Research

Stakeholder Group: Data Reliability Committee

Name: Jeff Cantwell Title: Director of Application Services

Stakeholder Group: Information Technology

Name: David Zilienski Title: Dean of Arts & Letters

Stakeholder Group: Academic Services

Name: Dr. Martha Garcia Title: Special Projects Coordinator

Stakeholder Group: Academic Services, CTE

Name: Gloria Hoisington Title: Director of Admissions & Records

Stakeholder Group: Student Services Council

Name: Allyn Leon Title: Math Coordinator

Stakeholder Group: Academic Services

Name: Veronica Soto Title: Transfer Center Director

Stakeholder Group: Student Services Council

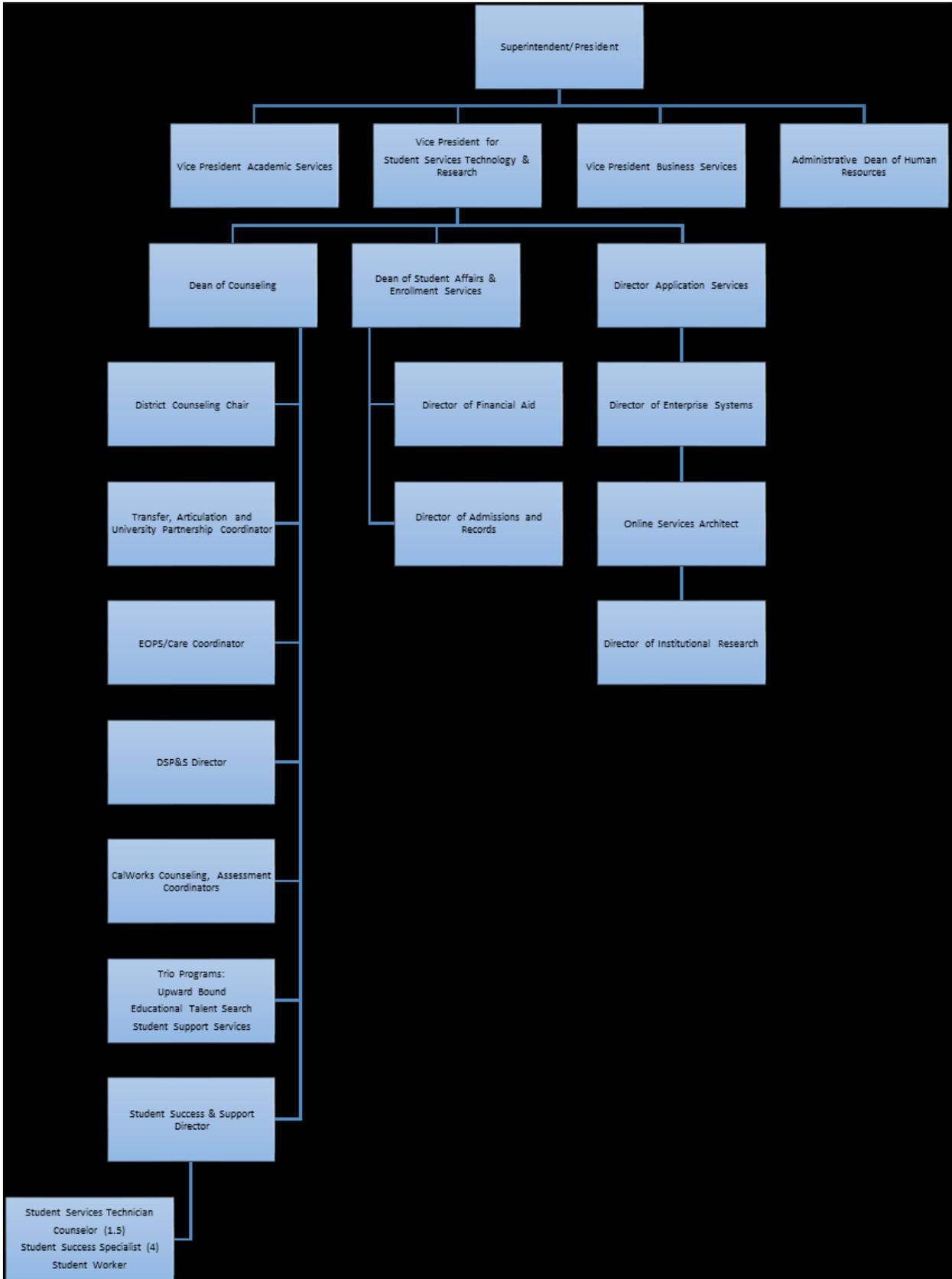
Name: Edalaine Joy Tango An Title: ASG Student Representative

Stakeholder Group: Associated Student Government

Name: Adriana Sano Title: Administrative Assistant to the VP of SS, IT & Research

Stakeholder Group: Classified Confidential Employees

## Attachment B Student Success & Support Program Organizational Chart 2015-16



<b>Administrative Representatives:</b>	<b>Student Services Program Coordinators:</b>
Sergio Lopez Interim VP Student Services	Trini Arguelles, Counseling Chair
Ted Ceasar, Dean of Counseling	Lilia Sandoval, CalWORKs Coordinator
David Zielinski, Dean of Arts and Letters(Co-Chair)	Norma Nava, DSP&S Director
<b>Student Success &amp; Support Program Rep:</b>	Olga Artech, EOPS Coordinator
Norma Nunez, SSSP Director (Co-Chair)	Veronica Soto, Transfer Center Director
<b>Faculty Representatives:</b>	<b>Consultants:</b>
James Patterson, Professor, English Department	Jose Carrillo, Institutional Researcher
Alex Cozzani, Assoc. Professor, SM&E Department	Jeff Cantwell, Application Services
Alex Garza, Assoc. Professor, ESL Department	Diana Melissa Barrios, SSSP Student Success Specialist
<b>Faculty Non-Basic Skills Representatives:</b>	Lisa Seals, Director of Financial Aid
Andrew Chien, Professor, SM&E Department	Gloria Hoisington, Admissions & Records Director
Todd Hansink, Professor, Business Department	Allyn Leon, Math Coordinator
<b>ASG Representative:</b>	Martha Garcia, CTE Coordinator
Edalaine Joy Tango An	Josue Verduzco, Learning Support Services Coordinator
	Frank Hoppe, Reference Librarian
	<b>Recorder:</b> Adriana Sano

