Student Success and Support Program Plan
(Credit Students)

2014-15

District: Contra Costa Community College District
College: Diablo Valley College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

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

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

INTRODUCTION

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

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students[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 the completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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

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

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

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

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

The program plan should <u>not</u> be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

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

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

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

College Name: _____Diablo Valley College_____

District Name: _____Contra Costa Community College District_____

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

Signature of College SSSP Coordinator: _____

Name: Beth Hauscarriague_____ Date: _____

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

Name: Dr. Newin Orante_____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Rachel Westlake_____ Date: _____

Signature of College Academic Senate President: _____

Name: Laurie Lema___ _____ Date: _____

Signature of College President: _____

Name: Peter Garcia___ _____ Date: _____

Signature of District Chancellor: _____

Name: Dr. Helen Benjamin_ _____ Date: _____

Contact information for the person preparing the plan:

Name: _Beth Hauscarriague_____ Title: Dean, Counseling and Enrollment Services
Email: __ehauscarriague@dvc.edu_____ Phone: _____925-969-2085_____

College: _____Diablo Valley College_____   **District:** _____Contra Costa_____

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

IIa.   Core Services

i. Orientation

1. **Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).**

   The primary target audience is all students who are new to Diablo Valley College (DVC) both at the Pleasant Hill and San Ramon campuses; including new transfer students. Returning students who have not completed orientation or COUNS 095 will be directed to the online orientation as well. The annual number of first-time students enrolling at Diablo Valley College each year is approximately 6,000 and there are an additional 3,000 returning students. It is anticipated that approximately 9,000 students (new to DVC) each year could complete orientation.

   The main method in which students complete DVC's orientation is online; however, in person group orientation sessions will also be available as requested for special populations. The initial online orientation is text based, includes one instructional video, and requires students to demonstrate their knowledge of the information covered by correctly responding to a few quiz questions after each of the 6 modules (Application, Orientation, Assessment, Financial Aid, Educational Planning and Registration). The formal online orientation (currently under development) will be similar; but will include an introductory welcome video and several instructional videos as well as allow for various options for students to demonstrate their knowledge of the content covered. In addition, students will be able to further explore and gain a greater understanding of specific modules and may include success topics such as study skills or financial aid.

   New, returning and transfer students who complete an application receive information about the online orientation when they apply to the college. They are sent an email specifying the steps they need to complete and how the completion of these steps will grant them priority registration. Because the online orientation includes a module on the assessment process, it is required that students complete this activity prior to taking the college assessment.

   There is a strong partnership for the development and implementation of the orientation between DVC student service's personnel and faculty; as well as with colleagues at the colleges within the Contra Costa District. Partnerships exist with local high school counselors and principals who assist with the promotion of and access to the DVC orientation to their high school seniors. DVC outreach staff provides some information covered in the orientation during enrollment presentations conducted for our local high school seniors or a specific group requesting such presentations, including East Bay Works, Oakland Private Industry Council and other agencies.

Other face-to-face orientations, population specific and general, will be offered and include:

- Veterans
- EOPS
- Disability Support Services (DSS)
- Athletes
- ESL
- Foster Youth
- Undecided on major
- General population

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

Online Orientation Development
The staff working on the development and implementation of the online orientation consist 5 full-time counselors (representing UMOJA learning community, athletics, transfer, EOP&S and Veterans); the Student Services Instructional Support Coordinator for Outreach and Welcome Services; one Academic Student Services Manager of Relations with School, Outreach, Assessment and Welcome Services and the Dean of Counseling and Enrollment Services. This group works as a team to develop the content of the online orientation and a subgroup of this group serves on the districtwide orientation task force. The group meets regularly and as needed to ensure the orientation content is clear, the system is functioning as designed and that it meets the needs of all new students.

Staff Providing Orientation Activities
Faculty: Counselors – provide face-to-face orientation sessions for new students (new high school graduates, veterans, athletes, DSS and, new transfer students).

- 20 general counselors (18 FTE full-time, 2 FTE adjunct)
- 2 DSS counselors
- 2 EOPS counselors

Manager of Relations with School, Outreach, Assessment and Welcome Services (1) – provides face-to-face workshops for high school seniors (includes introductory segments of orientation).

Student Services Instructional Support Coordinator for Outreach and Welcome Services (1) – provides face-to-face workshops for high school seniors (includes introductory segments of orientation).

Senior Admissions and Records Assistant (1) – provides orientation information to veterans.

Admissions and Records Assistant II (1) – provides orientation information to veterans.

Counseling Office Supervisor (1) – coordinates scheduling of orientation classes and orientation workshops.

Administrative Assistant (1) – provides support for the coordination of the Student Success and Support Program.

Dean of Counseling and Enrollment Services (1) – coordinates the online and face-to face orientation activities.

Information Technology Technician (2) – Both at the district and college level to ensure online orientation is fully functional and accessible; provides technical support to online orientation.

Marketing (1) – assist with the promotion of the online orientation (on and offline).

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

An interim online orientation, which incorporates college policies and procedures previously covered in person is currently used. The online orientation webpage was written using HTML elements, based on a template developed by a college within our district. It consists of an introduction, 6 modules (Application, Orientation, Assessment, Financial Aid, Educational Planning and, Registration), a quiz after each module and certification of completion. Web-based code has been developed so that completion of the orientation is uploaded into our student database daily. Within the first month and a half after implementation over 1000 students completed the online orientation.

The formal districtwide online orientation is under development, with an expected launch date of February 1, 2015. The districtwide orientation task force selected COMEVO as the third-party vendor. The task force selected this vendor because of the initial support provided for the development of the orientation. This includes all of the initial videotaping, photographing, storyboard, branching options for special populations (e.g. international students, veterans, etc.) and the translation services available. Once the initial orientation is complete COMEVO grants each college total control of the product, allowing for easy updating, with continued support from the company as requested. The project is currently in the middle stages of development, including an initial outline of the content and the storyboard. Videotaping of all modules has been completed and is in the final stage of development for college review. COMEVO requires one point of contact for each college, and it was decided that the deans responsible for counseling at each campus would serve as that contact, working along with various faculty and staff on their campus to ensure the most current information is included for each area. There is an annual subscription for COMEVO's services.

Initial cost $118,000 for a districtwide orientation (three years) and approximate $14,000 annual subscription thereafter. DVC's share is $62,500 with approximate annual fee $7240 thereafter.

To support the online orientation IT technicians and a content expert (counselor or manager) are necessary to ensure the online orientation provides current and relevant data and it is available and accessible to students.

4. **Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.**
    Orientation Checklist (Required Policy or Procedure)
    (1) Academic expectations and progress and probation standards pursuant to section 55031;
    (2) Maintaining registration priority pursuant to section 58108;
    (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
    (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
    (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
    (6) Academic calendar and important timelines.
    (7) Registration and college fees.
    (8) Available education planning services

The temporary online orientation is comprised of the required components of orientation as identified in Title 5 section 55521. Information previously included in the in-person orientation as well as additional information from an online orientation used by another college within the district was used to ensure all policies and procedures are covered and are clear to students attending college for the first time.

The formal online orientation outline (currently under development and available February 1, 2015) will include the following:

MODULE TOPICS and SUBTOPICS
1. New Student Orientation
    a. Welcome
    b. Campus Overview
    c. Admissions and matriculation
    d. Assessment tests
    e. Campus procedures and rules
    f. Electronic education plan overview
    g. Financial aid basics (in English and Spanish)
    h. Student success
    i. Student involvement
    j. Student assistance and resources
2. Special Populations Orientation Module
    a. Overview of special populations
    b. Veterans
    c. Athletes
    d. Probationary students
    e. International students
    f. Disabled Students Programs & Services (DSPS)/Disability Support Services (DSS)
    g. Extended Opportunities Programs and Services (EOPS)
    h. Upward Bound/TRiO assistance
    i. Foster youth
    j. Concurrent enrollment (HS)/special admit (including SB 150)
    k. Returning students/new transfer student (first time in the district, but not new to college)
    l. AB 540
    m. ESL
3. Financial Aid Literacy Module
    a. Tuition, fees and financial aid overview
    b. Requirements, rights and responsibilities
    c. Repayment obligations
    d. Deadlines and submission requirements
    e. Satisfactory Academic Progress (SAP) policy
    f. Financial aid resources
    g. Specific financial aid opportunities: AB540, BOG, Etc.
    h. Scholarships overview and timelines
4. College Success Module
    a. Student success overview
    b. Active listening and note-taking
    c. Balancing school and life, study habits
    d. Student assistance, resources and learning communities
    e. Student involvement, clubs, activities, organizations, extracurricular programs
    f. Time management, test-taking and reducing test anxiety
5. First Semester Student Advising and Education Planning Module
    a. Academic planning
    b. Placement: transcripts and placement exams
    c. Course selection including certificate, AA/AS and transfer courses
    d. Registration procedures, using D2L and InSite portal
    e. Academic expectations
    f. Student education plan
    g. Academic advising and counselling resources

The initial launch of the online orientation using COMEVO will include all the title 5 sections required for a California Community College as well as information specific to our college and district which also promotes student success. Upon submitting an application, students will receive an email with instructions on how to access the online orientation.

In person, face-to-face orientations are also offered and include athletes, ESL, veterans, DSS, EOPS, undecided as well as sessions for the general population.

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

We are still determining what additional information we will include in the online orientation, but portions of items 2, 3 and 4 above are included as topics to make our orientation comprehensive and address issues that new students face based on our experiences.

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

Staffing costs and direct costs of technology tools are included in the enclosed budget plan for 14-15. Funding for existing activities and future recommendations is included in the budget plan.

ii. Assessment and Placement

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

The target audience at Diablo Valley College (DVC), including both Pleasant Hill and San Ramon campuses, is all students entering the college who have not satisfied the assessment requirement through another pathway. Students can also fulfill assessment requirements in other ways by using high school or college transcripts that include completed English or math. They may also use Advanced Placement results in English or math, scores/placements from another California Community College taken within the last two years, have Early Assessment Program (EAP) results or have taken the test previously. It is estimated that this will result in 4,000-6,000 students being assessed annually.

Assessment and placement services will be delivered by computer (Accuplacer) for English/ESL and transfer level math, online self-assessment for non-transfer level math, and paper & pencil based exam for the chemistry. DVC is participating as a pilot college for the Common Assessment Initiative.

The majority of the exams that are given to students are for incoming students. Some of these students will still be in high school, preparing for the upcoming semesters. DVC works closely with the local feeder high schools to provide enrollment presentations as well as assessment sessions to the students who will be attending DVC. Some of these sessions are given at the high school, provided there are computer labs equipped to handle the testing instrument. Those schools that are not able to host our staff and testing are invited to special testing sessions held on campus.

Assessment services are offered continuously throughout the year. Placement tests are offered at the high school as mentioned above and on both college campuses. Placement tests given at the high school are specifically offered during the spring for graduating seniors entering college in the fall.

DVC works with, local agencies, such as county child care, local unions (firefighters, plumbers, etc.) and hospitals in the past and are always open to this in the future. The outreach department, career, technical and vocational programs and other areas of campus, refer groups to the Assessment Center for group testing. We provide these programs with information, select a date, test as well as provide information on the follow up steps.

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

Assessment Center Coordinator (1) – oversee all operations with the office related to the day-to-day operation of the center (includes matriculation functions, technology requirements, test creation, etc.).

Assessment Center Technician (1) – support day-to-day operation of the center (includes proctoring exams, scheduling staff, test upkeep, research, loading of scores).

Hourly Employees (3) – during peak periods hourly employees assist the coordinator and technician in proctoring exams.

Student Services and Instructional Support Coordinator (1) – provides assessment at the San Ramon Campus.

Manager of Relations with School, Outreach, Assessment and Welcome Services (1) – provides supervision to the Assessment Center, ensures compliance and validation of testing instruments, and coordinates enrollment presentations and assessment testing sessions to high schools.

Administrative Assistant (1) - provides support for the coordination of the Student Success and Support Program.

Dean of Counseling and Enrollment Services (1) – provides oversight and overall coordination of the assessment activities.

Office Assistant (2) – seasonal, as needed, during peak times (proctor exams, assist students, projects).

The District Office Research Department provides analysis and information regarding testing instruments, cut scores as well as other projects related to the assessment and matriculation process.

3. **Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.**
   - **If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.**
   - **If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.**
   - **Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)**

Test Instrument Used	Mode of Delivery	Format
English (Accuplacer Reading Comprehension)	Online Exam-Completed in person	Group
English (Accuplacer Writeplacer)	Online Exam-Completed in person	Group
English as a Second Language (Accuplacer Language Use)	Online Exam-Completed in person	Group
English as a Second Language (Accuplacer Reading Skills)	Online Exam-Completed in person	Group
Math (Informed Student Self-Assessment)	Online Exam-Completed at any computer student chooses (computer lab, home, etc.)	Individual
Math (Accuplacer College Level Math)	Online Exam-Completed in person	Group
Chemistry (California Chemistry Diagnostic Test, CDTP 88C)	Paper/Pencil Exam-Completed in person	Group
Early Assessment Program (EAP)	Paper/Pencil or Online-Completed in person at high schools	Group
Advanced Placement (AP)	Paper/Pencil Exam-Completed in Person by Outside Agency	Group

Multiple measures have been incorporated in the scoring process for the math and English placement and include questions which are answered by the students during their exams. These questions, broken down by discipline, are listed below:

College Level Math	Overall High School GPA
College Level Math	Time since completion of last math class
English	Type of writing done in last two years
English	Statement of understanding academic writing
English	Reading time per week
Chemistry	High School chemistry information
Chemistry	Grade in intermediate algebra

4. **Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.**

DVC accepts scores from all other California Community Colleges that have been taken within two years. Placements from our sister colleges, Contra Costa College and Los Medanos College, have been loaded into the course files so that students are able to use those without submitting paperwork to the Assessment Center.

5. **Describe college or district policies and practices on:**
   a. *Pre-test practice* - **Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.**
      Sample test questions for the math, English and ESL assessment tests can be found on the website. This information is disseminated to students through the website, in person conversations with

students, the voice mail system, the information sessions that are presented to various groups as well as brochures that are given out.

Prep test (Pearson as an example) is under discussion with the SSSP Committee, Equity Committee and counseling, math and English departments.

b. *Re-take* - **How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?**

The retest policy and restrictions for DVC assessment tests, as well as the restrictions are listed below. There are no conditions that must be met prior to the student taking a test again and there are no guidelines to be followed from the publisher that must be adhered to.

Test	*Retake Policy*	*Restrictions*
English	Twice	Seven Days In Between
English as a Second Language	Twice	Seven Days In Between
College Level Math	Twice during the first testing semester Once each semester thereafter	Seven Days in Between
Informed Student Self-Assessment (ISSA)	No restrictions	No restrictions
Chemistry	Once Per Semester	Seven Days in Between (at the end of the semester)

c. *Recency* - **How long are test scores, high school grades, etc. accepted before the student is required to reassess?**
- Test scores are valid for two years before students need to reassess.
- High school and college grades do not expire.
- EAP scores are valid for one year following the student's graduation.
- Advanced Placement scores do not expire.

6. **Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?**

DVC uses the Early Assessment Program (EAP) English-CSU Ready designation to exempt student from the placement test, allowing them to enroll in English 122-Freshman English: Comp and Reading. The CSU Ready-Conditional designation can be combined with an Expository Reading/Writing Course that six local high schools are giving. If the student is successful (receives a 'C' grade or higher) in the year-long class along with the EAP result, they are allowed to bypass the assessment test and enroll into the English 122. Math also accepts the CSU Ready designation to bypass the exam and enroll in the first level of the transferable classes. We do not accept the CSU-Conditional for the math area. All EAP scores are submitted to the Assessment Center staff to be processed and posted to the student record.

Students who have taken the Advanced Placement English Literature or the English Language test and have received a score of '3' or higher can submit their scores to the Admissions office to fulfill the assessment requirement. Students who have taken the Advanced Placement Calculus AB or BC exam and have received a '4' or higher are able to use these scores in lieu of taking the assessment test for math. All Advanced Placement exams are submitted to the Admissions office for processing.

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

All staffing costs and the direct cost to develop and maintain assessment instruments and other technology are included in the enclosed 14-15 budget plan. Funding for existing activities and future recommendations is included in the budget plan.

iii. Counseling, Advising, and Other Education Planning Services

1. **Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)**

Diablo Valley College (DVC), both Pleasant Hill and San Ramon campuses, provides counseling, advising and other education planning services to all students. This includes new, continuing and returning students. DVC serves approximately 20,000 students each primary term and 10,000 students during the summer session. Students are provided advisement concerning course selection, development of an education plan and appropriate placement based on assessment.

Counseling/advisement is available to all students throughout the semester in order to assist students with the identification and clarification of goals, the development of educational plans and referral to support services as necessary. Services are available at the Pleasant Hill Campus and the San Ramon Campus to meet the needs of day and evening students.

Services included individual face-to-face counseling appointments, Counseling 095 (FTES generating course), group educational planning workshops, online advising via email and Skype, and advising via telephone.

COUNS-095 is offered to all students who are new to college (graduating high school seniors and other students who have never attended college) prior to their first term and before registering. Other services are offered continuously to students throughout the year. Focus on course selection and educational planning is primary prior to registration for continuing students. Targeted communications are sent to students on probation or dismissal advising them to make appointments well enough in advance of the following term. Students on the maximum timeframe for financial aid are also notified.

Special populations of students including veterans, athletes, international students and students on probation and dismissal are sent focused communications each semester to ensure they stay on track and are apprised of the services available.

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

The counseling faculty provides services in a variety of methods and include the following:

- In person individual appointments
- Group workshops
- Online via Skype or email

Appointments are available in 30 minute increments. One hour appointments are available for specific groups (veterans, maximum time frame, probation/dismissal)

- E-advising
- Drop-in available
- Appointments required for specific groups – veterans, MTF, probation/dismissal

Counseling appointments are scheduled in person, over the phone and online using the ESARS system. Students receive answers to simple questions over the phone, through Express Counseling Sessions and through email. Appointments are scheduled two weeks in advance. There are a limited number of same day appointments available and drop-in counseling is available daily. Immediately before the start of the term and during the first week of the term drop-in counseling is the primary method with limited appointments. The average wait time for drop-in varies depending on the time of the year. Immediately before the start of the term and during the first week wait times may be as long as one hour due to the volume and capacity.

Currently only counseling faculty advises students on course selection, educational planning, appropriate placement into courses based on assessment, career counseling, transfer advising, etc.

Contacts
2013-2014 – there were 28,266 student contacts (appointments, drop-in, and workshops).
2012-2013 – there were 28,678 student contacts (appointments, drop-in, and workshops).
2011-2012 – there were 23,593 student contacts (appointments, drop-in, and workshops).
2010-2011 – there were 23,700 student contacts (appointments, drop-in, and workshops).

Counseling Appointments
On average the following lists the number of appointments available to students each week:
- Athletic Counseling appointments per week average = 24
- General Counseling appointments per week average = 367
- DSS Counseling appointments per week average = 61
- EOPS Counseling appointments per week average = 71
- International Counseling appointments per week average = 36
- Veterans Counseling appointments per week average = 8

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

Activities are conducted by counseling faculty:

- Counseling 095 (Educational Planning)
- Counseling 096 (educational planning targeted to athletes)
- CARER-110
- COUNS-120
- Information and Orientation session for veteran
- Educational Planning Workshops
- One-to-one appointments with counselors

Scope and Content of Plan
- 1-2 semesters in length
- Depending on goal - to facilitate timely and efficient completion, foundation courses appropriate to the goal

4. **Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.**

Activities are conducted by counseling faculty:

- Counseling 095 (Educational Planning)
- Counseling 096 (educational planning targeted to athletes)
- Educational Planning Workshops
- One-to-one appointments with counselors
- Evaluation of student transcripts

Communications are also sent to students in specific at-risk groups:
- Targeted communication to students with English and math completed and 30 or more degree applicable units
- Targeted communication to students who are undecided prior to completion of 15 degree applicable units
- Targeted communication students on probation/dismissal

Scope and Content of Plan
- More than two semesters in length
- Educational goal identified
- Complete plan that includes major courses and general education courses that will accomplish the student's educational goal

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

Faculty
- 27.5 weekly student contact hours
- 18 full-time counselors (18 FTE)
- 2 DSS counselors (2 FTE)
- 2 EOPS counselors (2 FTE)
- 8 adjunct counselors (2.2 FTE)

24.2 FTE Counseling faculty are assigned as follows:

FTE	Specialty (Filled by Full Time Faculty unless otherwise noted)
2	EOPS
2	DSS
1.6	Athletes
1	Transfer Services
1	Articulation
0.8	Puente
0.15	MESA
0.25	Umoja
0.1	CTE
12.1	General Counseling
2	General Counseling (Filled by adjunct faculty)
1.2	International (filled by two .6 adjunct counselors)

Counseling Department Supervisor (1) – oversees appointment scheduling and preparation of evaluated materials for counselors and students.

Counseling office assistants (3) – schedule appointments, prepare materials for counseling appointments; track education plans and follow up with students who specifically need education plans.

Retention Specialist (1) – provides intervention services and case management to student on probation and dismissal.

Evaluator (1) – evaluate transcripts.

Administrative Assistant (1) - supports the coordinator of the SSSP in all aspects of the program.

Dean of Counseling and Enrollment Services (1) – oversight and coordination of counseling, advising and educational planning activities.

6. **Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.**

- Ellucian Student Planning – electronic education plan that can be student or counselor initiated. Students are able to plan and track progress toward multiple educational goals and register for courses. Test scores, degree audit progress, academic history, unofficial transcripts and future plans are available.

- SARS Message – messaging system that allows appointment reminders via text messaging.

- SARS Call – messaging system that allows appointment reminders via phone calls.

- Ellucian Degree Audit – tracking system to monitor progress toward educational goals.

- SARS Trak – appointment system used to schedule appointments for students and counselors.

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

All staffing costs and direct costs used to purchase, develop and maintain technology tools are included in the enclosed 14-15 budget plan. Current and future activities are included in the budget plan.

iv. Follow-Up for At-Risk Students

1. **Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:**
   - o **Types of services are available to these students; how they are notified and when.**
   - o **Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.**
   - o **How the services identified in "a" and "b" above are provided (online, in groups, etc.).**
   - o **How teaching faculty is involved or encouraged to monitor student progress and develop or participate in early alert systems.**

At risk student populations include the following groups as defined by title 5 section 55525:
- Probation/dismissal students
- Basic skills students
- Undecided students

DVC works with District Research to determine the students identified in the at-risk groups. Using Elusion Colleague (DVC's student system), it can be determined which students are undecided and which students are on probation or dismissal. For students who are at a basic skill level, placement scores are used and students enrolled in basic skills courses. However, it is recognized that not all students will complete the assessment test or will avoid English and math. Discussion is underway on how to capture this fragile, at-risk group. It's estimated that annually DVC will serve the following number of students in each category:

- Probation/dismissal – 4,200
- Basic skills – 7,000
- Undecided – 2,000

Services and Resources are provided at both Pleasant Hill and San Ramon campuses and include the following:
- Conduct workshops designed to promote educational planning and college success. Workshops will include the following topics:
  - probation/dismissal
  - UC/CSU application/preparation
  - transfer planning
  - transfer admission agreements
  - how to succeed in an online course
  - note taking
  - time management
  - learning styles and strategies
  - reading strategies
  - writing strategies

- Contact all students on probation and dismissal by email at the end of each term. The email notification (examples provided) includes definition of level of probation (level 1, level 2, or dismissal), impact of probation or dismissal and steps to resolve the probation or dismissal.

- All students on dismissal are required to meet with a counselor and develop an education plan. Students are advised with email notification to schedule an appointment and also apprised of the deadline in order to continue in the next registration cycle. Appointments are set aside for students on dismissal.

- Develop and implement interventions for students on probation and dismissal. Interventions to be developed

include early alert and activities and follow up for all stages of probation. Interventions will escalate with each level. Case management will include high touch services for this at-risk group.

- Develop Freshmen Year Experience (FYE) that includes instruction and support services that promote and encourage determination of education goal and major and development of an educational plan.

- Send targeted communications to students based on the number of units completed (entering, 15 units completed, 30 units completed and 45 units completed) informing them to make appointments with counselor, determine major and education goal, develop education plan, apply for graduation, etc.

- Develop and implement interventions for students who are undecided on goal. Interventions to be developed include early alert and activities and follow up and ensure students have a declared education goal and a comprehensive education plan by the completion of 15 units or before the end of their third semester.

- Determine students via Research who complete an application but do not complete the matriculation process or register for classes. Send targeted email communications to students. The message will be specific to the student's stage in the process. Communications will go out throughout the application and registration cycle.

- Develop and implement interventions for students who are underprepared and place in basic skills courses. In collaboration with the Student Equity Committee and the Developmental Education Committee determine best practices in the core service areas including but not limited to educational planning.

- Provide counseling and instructional support to "special" populations of students. This support includes Puente, Umoja, ESL, DSS, EOPS, athletes, veterans, and pre-collegiate basic skills groups. Provide referrals to services and provide modified or alternative services as necessary.

- In collaboration with the Student and Equity Committee and the Developmental Education Committee determine needs and establish consistent and regular tutoring services for students enrolled in basic skills classes.

- Tutoring to assist students in basic skills courses or who are on probation or dismissal. Tutoring will include assisting DSS students during the fall 2014, spring 2015 and summer 2015 semesters. 25 hours of basic skills math and 15 hours of English tutoring. Tutoring will occur in the High Tech Center or another location.

- Foster Youth: Financial Aid continues to be a key stakeholder in providing foster youth services at DVC, particularly in the administration of the Chafee Grant program that provides $5000 in additional financial aid funding to foster youth. Financial Aid works in collaboration with EOPS that currently serves as the Foster Youth Success Liaison, to ensure students are provided additional resource information. This collaboration could be strengthened by designating the Financial Aid Outreach and Retention take a lead role in collaborating with EOPS to revive the START program, a program designed 5 years to assist former foster youth at DVC navigate the college environment. This program could work towards improving the student services referral process, strengthening relationship with counselors and other student services programs to case manage foster youth, assisting students with navigating the matriculation process, offering college success/life skills coaching and mentors, ensuring completion of Chafee Grant financial need analysis and financial aid packaging.

- AB 540: With the passage of AB 130 and 131, AB540 students including some undocumented students are eligible to receive state financial aid, including the BOG fee waiver and Cal Grants. Given that undocumented students are difficult to identify, additional human resources are needed to identify and target financial aid services to ensure utilization of financial aid resources.

- Provide targeted communication and resource information to delinquent and defaulted student borrowers to resolve the status with the Department of Education

- Provide thorough financial literacy education and loan exit counseling to current loan students as a means to avoid delinquency and default.   Explore and implement innovative strategies based on best practices to ensure students complete loan exit counseling and understand repayment and deferment/forbearance options. Some strategies under consideration is requiring exit counseling for registration and transcripts, personalized communication with former students, period check-ins with former DVC borrowers.

- Devise and implement interventions specific to the needs of financial aid students on academic probation and dismissal status.

- Develop case management strategies for CalWORKs students, specifically addressing academic and job seeking needs to meet the needs of the college and the County. These strategies could include collaborations with Career & Employment to develop job seeking skills, providing dedicated counseling hours to CalWORKs students, hiring a Job Developer to identify additional potential job placements and increase the job readiness skills of CalWORKs students.

- EOPS progress reports – submitted to and reviewed by EOPS counselors. The report asks instructors to identify potentially beneficial services.

- CalWORKs progress reports – submitted to CalWORKs Coordinator who can provide individual follow-up and case management for students.

- College Success Workshops are offered throughout the year and are facilitated through the Student Life Office and coordinated by a faculty coordinator.

- Develop and implement online community for students – establish a virtual student services resource center for students and offer online office hours/chat for students unable to make it to campus during open hours.

- Marketing and outreach efforts - Dedicated Web Page for Educational Planning; official brochures highlighting counseling classes; a dedicated student services section on the college home page and portal.

- EOPS Alert Status workshops: Students who have not met EOPS academic progress must attend an alert workshop in order to be eligible for a book voucher. These workshops cover a variety of student success topics including procrastination, life balance, and goal setting.

- Offer counseling, advising and educational planning services in a variety of ways to meet the needs of our students and effectively scale the capacity of our services. These include face-to-face workshops for educational planning and other activities, college success courses (face-to-face and online), one-to-one appointments, and online e-advising via email or Skype.

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

Faculty - Counselors (24.2 FTE) – provide counseling, advising, educational planning and other activities related to the core services to at-risk populations.

Instructional Assistant (2) – provide tutoring services to DSS basic skills students.

Financial Aid Outreach and Retention Specialist (1) - assist in aligning Financial Aid services with SSSP, Student Equity and the strategic plan. Focus on interventions with students on probation and dismissal.

Retention Specialist (1) – provide support and resources to students on probation or dismissal.

Counseling Assistant (2) – provide support and resources to students who are undecided

Counseling Department Supervisor (1) – oversees appointment scheduling and preparation of evaluated materials for counselors and students

Counseling office assistants (3) – schedule appointments, prepare materials for counseling appointments

Evaluator (1) – evaluate transcripts

Administrative Assistant (1) – supports the coordinator of the SSSP in all aspects of the program

Dean of Counseling and Enrollment Services (1) – oversight and coordination of counseling, advising and educational planning activities

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

- Kurzweil for greater reading comprehension, Khan Academy for math support and Inspiration and Dragon Naturally Speaking for writing support will be used in supporting interventions for the at-risk DSS population.

- Marketing and presentation materials for financial aid at-risk populations – laptop and projector

- Student Planning by Elusion will be used to develop student education plans for those on dismissal. May also be used for students at any level of probation.

- Colleague communication management will be used to contact students via email who apply but do not complete the matriculation process and/or register for classes.

- Colleague communication management will be used to contact students via email who apply but do not declare a major (undecided).

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

All staffing costs and direct cost used to purchase, develop and maintain technology tools are included in the enclosed 14-15 budget plan. Funding for current and future activities is included in the plan.

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

i. Institutional Research

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

The research office will provide information that will help determine the effectiveness of college orientation programs and assessment processes and examine their relationship on student success and persistence. Likewise, research on student counseling and educational planning will help both improve their ongoing effectiveness and build an understanding of their relationship to a variety of student outcomes including academic success and college completion. Given the importance we place on student equity, all research studies will examine the variation in performance by student subpopulation (ethnicity, gender, age, preparedness, etc.) to help identify necessary interventions to help close any existing gaps in student outcomes.

ii. Technology

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

DVC offers a variety of services using technology. These services are used to enhance the experience and delivery of service to students.

- Online Orientation – new and returning students applying to DVC receive information on accessing the orientation. Students receive relevant and important information about DVC's programs and services.
- Ellucian Student Planning – all students have access to the electronic student planning tool. This tool allows students to track progress toward educational goals, review academic history and register for classes.
- Ellucian Colleague Degree Audit – tracking and evaluation system used to monitor student progress toward educational goal.
- Accuplacer – all students have access and may test for placement in appropriate English and/or math class.
- SARS – students are reminded of appointments for assessment and counseling via phone call, email or text message.
- Skype – students have contact with counselors for academic advising.
- Email – students have contact with counselors for academic advising.
- Regroup – student messaging notification system.

IIc. Transitional Services Allowed for District Match

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

A number of services at DVC provide support for SSSP. They include the following:

- Admissions and Records – provide comprehensive services for SSSP including evaluation of transcripts for placement, degree audit, and assistance with orientation, assessment and educational planning
- Transfer Services – provide comprehensive services to students in determining educational goals and educational planning
- Career Services – provide comprehensive services to students in determining educational goals and educational planning
- Institutional Research – provide comprehensive support in the analysis and reporting of progress of DVC students toward completion

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

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

All students must complete orientation, assessment and educational planning activities. Completion of these activities will foster student success. There are no exemptions at this time, but it is under discussion.

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

DVC has the following appeal policies:

Enrollment priority appeal – students who are on probation/dismissal for two or more consecutive semesters or students who have completed 100 or more degree applicable units will lose priority registration. Students are advised of loss of priority registration and given instruction on how to appeal. Students may appeal prior to registration. Documentation is required for extenuating circumstances. Requests are submitted to the Dean of Counseling and Enrollment Services.

Dismissal reinstatement appeal – students on dismissal must meet with a counselor and complete a request for reinstatement along with meeting with a counselor and completing an educational plan.

Financial Aid Appeal - Federal regulation states that students are not eligible to receive financial aid funds if Satisfactory Academic Progress (SAP) requirements are not met for two (2) consecutive semesters. Students may appeal when extenuating circumstances have occurred. Extenuating circumstances include: illness, death of an immediate family member, medical or family emergencies. Documentation supporting the extenuating circumstance is required. Appeals are submitted to the Financial Aid Office for review.

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

Diablo Valley College follows the district procedure for establishing and reviewing prerequisites:

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co- requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

Title 5, Section 55003(d) delineates the four purposes for which prerequisites and corequisites may be established:

1. the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation;

2. the prerequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;

3. the corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established; and

4.   the prerequisite or corequisite is needed to protect the health or safety of the student or others.

I.   College Policies and Procedures
A.   Information in the Catalog and Schedule of Classes

Each college shall provide the following explanations both in the college catalog and in the schedule of classes.

1.   Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.

2.   Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any dead- lines, the various types of challenges that are established in law, and any additional types of challenge permitted by the college.

3.   Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

4.   Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

The curriculum review process shall at a minimum be in accordance with all of the following.

1.   Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.

2.   Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5, Section 53200-53204 and within the limits set forth in Title 5, Section 55003. Certain limitations on enrollment must be established in the same manner.

3.   Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment on a course-by-course basis using either content review with statistical validation or content review alone, or conceivably both. To meet the requirements for adoption by either option colleges are required to meet the following requirements:

a.   The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
(1) approve the courses; and
(2) as a separate action, on a course by course basis, approve any prerequisite or corequisite, only if the prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program; as demonstrated by a content review including, at a minimum, all of the following:

i.   involvement of faculty with appropriate expertise;

ii.   consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards;

iii.   be based on a detailed course syllabus and outline of record, texts, related instructional materials, course format, type and number of examinations, and grading criteria;

iv.	specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

v.	identification and review of the prerequisite or corequisite courses which develop the body of knowledge and skills identified under iv; and reference to a valid assessment procedure or instrument that measures these;

vi.	matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under v.); and

vii.	maintain documentation that the above steps were taken.

(3)	Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.

(4)	Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
(a)	Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.

(b)	Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.

(c)	A course which should have a prerequisite or corequisite as provided in (a) or (b) but for which one or more of the requirements for establishing a prerequisite have not been met may only:

i.	Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; (Title 5, Section 55002) or

ii.	Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.

(d)	The curriculum committee also reviews the course and prerequisite in a manner that meets each of the specified requirements.

As a regular part of the Program Review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

Prerequisite Challenges – In the event that Admissions and Records cannot approve a prerequisite, but the student meets certain criteria, students may submit a prerequisite challenge, which is reviewed and decided by two discipline subject experts. These criteria are:

- The prerequisite course has not been made readily available.
- The student has satisfied the prerequisite in another way (documentation required).
- The prerequisite is based on health or safety and is either not valid or does not apply to a particular student.
- The prerequisite was not established according to state law.
- The prerequisite is discriminatory on the basis of ethnicity, religious belief, political persuasion, age gender, or sexual orientation.

Prerequisite challenge forms are available in the Admissions and Records Office. They are submitted to Admissions and Records with documentation supporting the request. Students are registered into the class at the time the form is submitted; the form will not be accepted prior to a student's registration date. All forms are forwarded to the appropriate department. The department has 5 business days to make a determination. If they approve the challenge, the student remains in class. If the challenge is denied, the student will be dropped and notified immediately by the Admissions and Records Office.

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

DVC supports and encourages professional development. A focus for 14-15 is training and other professional development related to the implementation of the Student Success and Support Program.

- Chancellor's Office training for 3SP Coordinators (9/16 – 9/17).
- Conduct professional development sessions for both math and English departments to disseminate information about culturally responsive teaching and student services practices especially in the areas of students enrolled in basic skills courses.
- Ensuring Transfer Success Conference.
- UC Counselor Conferences.
- CSU Counselor Conferences.
- Common Assessment Initiative professional development activities.
- Educational Planning Initiative professional development activities.
- Ongoing training in best practices of using the electronic Student Planning tool to develop and modify educational plans.
- Other related professional development trainings, conferences and workshops to support SSSP.

6. **Coordination with Student Equity Plan and Other Planning Efforts**
Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

DVC is dedicated to institutional and inclusive excellence. Diablo Valley College's SSSP Plan will address two of the goals of the DVC Strategic Plan to include:

- Fostering excellence by integrating best practices in academic programs and student support services.
- Effectively direct and augment its resources to increase student learning and success

Incorporating these goals and realizing the opportunity to align our college plans will provide a framework for student success.

In developing the SSSP Plan, the 3SP Committee, the Student Equity Committee, and the Developmental Ed Committee met to review how the three areas could inform each plan. Recognizing the areas of crossover helped inform the writing of the 3SP plan and includes activities to address at risk groups (including basic skills).

7. **Coordination in Multi-College Districts**
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

   There are many district wide activities to coordinate the 3SP program and the policies of the program. They include:

   - Districtwide 3SP Committee - this committee determined the vendor for the districtwide online orientation, developed a crosswalk of placement scores across the district, discusses and recommends best practices for the implementation of 3SP activities, and informs the colleges of such practices.
   - Districtwide counseling meeting – annual meeting to discuss best practices in the counseling area.
   - Districtwide Student Planning Implementation Team – recommends best practices and refinements to the student planning tool (Ellucian Student Planning). This team meets two times per semester.
   - Districtwide A&R Directors – meets monthly to discuss best practices for Admissions and Records especially around registration and enrollment priorities.
   - Districtwide Financial Aid Steering Committee – meets monthly to discuss best practices for financial aid.
   - Process Expert Teams (A&R and Financial Aid) – meet monthly to review, document and implement procedures that support the 3SP plan.