

## Standard IIC Student Support Services

**IIC.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

### Description

The College regularly demonstrates that its services support student success and complements the execution of the College mission by regularly evaluating the quality of student support services at all locations and by all instructional modalities including distance education. Two of the methods used to identify student needs for support services, as well as the quality of student support services and programs, are the enrollment planning process through the Student Success and Support (SSS) Committee and the Annual Surveys [[IIC.1-01](#)], which officially provide the mechanism for the College to fulfil one of its multiple missions. The SSS enables the College to provide comprehensive and organized processes for support services for all modalities including face-to-face and distance education [[IIC.1-02](#)]. This will afford students continuity of services, regardless of location or means of delivery.

The College is committed to providing quality student support services that contribute to the achievement of student learning. The institution's Program Review, Allocation, and Institutional Strategies for Excellence (P.R.A.I.S.E) process in conjunction with the Institutional Learning Outcomes (ILO), Program Learning Outcomes (PLO), and Student Learning Outcomes (SLO) development ensures that the college consistently evaluates its services to meet the needs of its diverse student population.

The implementation of a comprehensive P.R.A.I.S.E Report cycle has helped the institution make informed decisions about its support services and programs [[IIC.1-03](#)]. Data collection is a vital component of the P.R.A.I.S.E Report process and is conducted at various levels within the different Student Services Division departments (Admissions and Records, Assessments, Athletics, CalWORKs, CARE, Career Center, Counseling, Disabled Student Program and Services, EOPS, Financial Aid, Puente, Recruitment and Outreach, Student Lab, Student Success and Support Program, Transfer Center, Upward Bound and Veterans Resource Center). Deans lead the process and maintain communication of progress with the Executive Vice President, Instruction and Student Services [[IIC.1-04](#)]. Results are used to make improvements and changes to student support services.

Data collection is part of the area's P.R.A.I.S.E report process and it is analyzed. Findings are discussed at the area level and at the Deans' level and recommendations are documented in P.R.A.I.S.E. Reports. Regular and documented dialogue [[IIC.1-05](#)] has resulted in all Student Services completing the P.R.A.I.S.E. Report and effectively embedding ILOs and SLOs in the P.R.A.I.S.E. Report.

A timeline is developed and implemented to ensure all areas follow what is required of them in order to complete and submit their P.R.A.I.S.E. reports, required documents and evidence such as

student satisfaction surveys, monthly or periodic student service meetings and evaluations. The PRAISE Report is the tool that connects student support areas to resources and actions for improvement each year. Additionally, two-way reporting from campus committees and department meetings results in service level actions that enhance delivery. The results are used by the Dean of Student Services to prioritize the division needs [IIC.1-06]. It is then reviewed by the Executive Vice President of Instruction & Student Affairs, Instructional Deans and then by the Financial Budget and Planning Committee for budget impact and recommended priorities for funding. This recommendation is forwarded to the Superintendent/President for final decision-making on budget allocation at the institutional level pursuant to established procedures [IIC.1-07; IIC.1-08].

The College seeks to reach all students through multiple communication outlets so that they equally have the opportunity to interact with needed information and gain knowledge and understanding about programs offered. Making use of the technology tools available to assure the quality of its student support services are delivered to all students and the community in general the College combines the use of the traditional correspondence, media, the website, e-mails, marquee, Blackboard, WebAdvisor and phone texts. The goal is to provide the same amount and quality of services to the students on campus as provided those enrolled in the Distance Education Program.

To improve efficiency and convenience departments update their webpage regularly, providing FAQs and links to information [IIC.1-09]. Throughout the College's website (www.vvc.edu) students are able to complete many tasks online. They can apply to the College through CCCApply and set appointments for their Assessment Test and Counseling. With their WebAdvisor account they are able to view registration dates, register and drop classes, access their Financial Aid Award Letter and documentation that may need to be submitted, pay fees, order a parking permit, print unofficial transcripts and registration statements, and complete orientation. Counselors also communicate with students via phone and/or email ([counselor@vvc.edu](mailto:counselor@vvc.edu)). For students out of the area, counselors can provide Preliminary Ed Plans via email. The Assessment Center helps students out of the area who cannot take the assessment test at the College but have access to other colleges and/or sites that also use the Accuplacer Test; The College creates a username and password for them and allows the proctor from their local institution to administer the test. Students also have the ability to take the College's orientation online (7 parts, quiz for students after each section: <https://webadvisor.vvc.edu/orientation2.jsp>.) Specific information regarding DE courses and adding DE courses is provided; in addition, information is provided to students regarding readiness for a DE course [IIC.1-10].

Beginning in October 2015, the College hosted a series of focus groups to contextually discover emerging student needs through the Student Success and Support Program (SSSP) committee [IIC.1-11]. These sessions were designed to see what the student liked and disliked about the college. This information will be used to educate the institution and potentially change student service procedures in the future. Student success initiatives and practices are put into place from these discussion forums. For example, the "Success Contract" is a component of a larger system for Student Early Alert of success barriers is in its third trial and expecting to be in place soon. This process is intended to help ensure that at-risk students are taking goal-appropriate courses,

identifying personal barriers and learning about techniques used to overcome them prior to registration.

### **Evaluation**

The College meets the standards by conducting statistical studies, satisfaction surveys, and on-demand studies to meet institutional needs. By hosting a series of focus groups and establishing a Student Success and Support Committee, the College is able to provide a comprehensive and organized process for support services for all modalities. Making use of the technology tools available assures the quality and efficiency of its student support services, providing the same amount and quality of services to those students on campus as well as those taking part in distance learning.

### **Action Plan**

To improve student services, it is important to survey students who had completed a “Success Contract” with counselors to determine whether the forced intervention fostered improved learning and conduct analysis of grade trends for students who received “Success Contract” strategies.

### **IIC.1 Evidence**

- IIC.1-01. [Student Services SAO Survey Spring 2013](#)
- IIC.1-02. [SSS Committee Meetings- SharePoint](#)
- IIC.1-03. [AP6200 Timeline](#)
- IIC.1-04. [PRAISE Reports](#)
- IIC.1-05. [SS Directors Meeting Agenda](#)
- IIC.1-06. [SS Directors Meeting Minutes](#)
- IIC.1-07. [Board Policy 3250, Institutional Planning](#)
- IIC.1-08. [Administrative Procedure 6200, Budget Development](#)
- IIC.1-09. [VVC Student Services Webpage](#)
- IIC.1-10. [VVC's Online New Student Orientation Website](#)
- IIC.1-11. [Recommendations from Fall 2016 SSSP Focus Group](#)

**IIC.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

### **Description**

The College identifies and assesses learning support outcomes for its students and then uses the data to drive improved existing processes as well as new initiatives [[IIC.2-01](#)]. Meeting discussions, based on student input data, commonly breed actions that staff can take to better serve their students. SharePoint also contains PRAISE report activity for each program [[IIC.2-02](#)]. Student Services directors and other leaders use survey data in their annual PRAISE reports to

justify staffing, funding, material and other resources needed to improve student support processes.

Likewise, Learning Support Programs such as the Campus Library, the Math Success Center, the Communications Center and the Writing Center conduct their individual student surveys and, when appropriate, respond with enhanced services and initiatives.

With a mandate for amplified Student Equity services, the College has heightened its attention to this area of student success. The College created and filled a Dean of Student Equity and Success position. Under the supervision of this dean, a Student Equity Counselor and other staff positions identify students who may be at-risk of underperforming and may flourish from involvement in special initiatives. They provide services, often in collaboration with Student Learning Support and Student Services, aimed at increasing learning achievements in the students who benefit from the added contact. Aligning with the Math Success Center and the Writing Center, the Student Success and Support counselor and other general counselors provide in-classroom workshops and services aimed at generating higher rates of achievement, particularly at pre-collegiate levels of math and English.

The College collects and reports comprehensive data about its DE student population as part of the PRAISE Process via TracDat on SharePoint. Information is posted about the authorization policy, best instructional practices and other useful documents about DE on the College's website [[IIC.2-03](#)]. Moreover, to better understand online students, geographical location is studied periodically using zip code [[IIC.2-04](#)]. Most online students reside in the High Desert with very few being outside of the district boundary.

Part of the initial assessment test (currently "Accuplacer"), which includes math, English and ESL, also tests for such computer basics as file management, word processing, and information technology. This assessment can determine whether a student has the computer skills that an institution or specific program requires. Currently, the college students are able to take a self-assessment entitled "Are you ready for an online course." Information is provided to students regarding readiness for a DE course [[IIC.2-05](#)].

All students, regardless of whether they are Distance Education students, have the ability to apply for admissions online through CCCApply. The College is aware that there are students who may not have the opportunity to come to campus in person to follow all matriculation steps to enrollment. With the exception of the Assessment/Placement exam and meeting with a Counselor, students can complete all other steps to enrollment navigating through online processes. These steps are clearly defined on the website.

The online automated Admissions and enrollment services to students has been improved over the last several years and the College continues to find solutions for improvement to meet the needs of Distance Education and on-campus students. CCCApply in October 2013 was upgraded to the most current version. Registration functionality is improved and recently implemented is the ability to receive and send transcripts electronically. The College has recently begun to post external transcript course equivalencies for transfer students in the Student Information System,

which allows students to register for classes that have prerequisites without having to come to campus.

### **Evaluation**

The College meets the standard. Identifying and assessing learning support outcomes for its students allows continuous improvement of processes. Survey data is used in annual PRAISE reports as well as input from staff based on feedback from students and trends noticed. Learning Support Programs conduct surveys and respond with enhanced services and initiatives. All of these have helped to continuously improve student services support programs and services.

The College is open to developing preparatory courses to help students succeed in DE courses. The College has steadily improved its response to DE. The faculty, staff, administrators and students who first collaborated as the Distance Education Advisory Committee that produced and vetted the DE Plan in 2012 were proactive in anticipation of DE's imminent emergence. Since then, the College has continued to further develop its DE programs.

### **Action Plan**

The College will continue to improve its response to a growing need for DE policies, procedures, practices and services.

### **IIC.2 Evidence**

- IIC.2-01. [Student Services-SAO Survey Spring 2013](#)
- IIC.2-02. [PRAISE Reports](#)
- IIC.2-03. [Distance Education Website](#)
- IIC.2-04. [Curriculum Output and Enrollment Efficiency Study](#)
- IIC.2-05. [Online Readiness Survey](#)

### **IIC.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

#### **Description**

Each Student Services department conducts its own form of surveys to determine whether the needs of their student populations are met. Data compiled from these surveys are reported to constituent groups to improve services where needed, and the data are also reported in each department's PRAISE report [[IIC.3-01](#)].

The College offers a comprehensive range of student support services that reflect its diverse student population. These offices and services consist of: Academic Counseling, Admissions and Records, Assessment Center Career/Transfer Center, Bursar's Office, California Work Opportunity and Responsibility to Children (CalWORKs), Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Financial Aid, Outreach,

Veteran Services and a Veteran Resource Center, Student Lab, and the K-16 Bridge Program. Days and times of operation are posted in their building locations and on each department's webpage. Information on these programs and services are provided to students using several methods--the college website, which can be accessed remotely by DE students, the student portal, the college catalog, online events calendar, the marquee, bulletin boards and program brochures.

The Counseling Department has made several improvements to expand its effectiveness in assisting a diverse student population within the last few years. In the past year, there have been three full-time and two part-time counselors hired. In spring 2016, the Athletic counselor relocated to the gym; this counselor has also been making regular visits to the Regional Public Safety Center, an off campus site, to provide counseling and educational plans to those students. During fall semesters counselors do some outreach with an Information Table in strategic places to answer questions and encourage students to see a counselor in mid-semester. [[IIC.3 -02](#)]

The College is also one of the 13 pilot colleges working on the development of the electronic educational plan that the Chancellor's office wants to be used statewide with weekly phone meetings being held with EPI committee members [[IIC.3-03](#)].

The College utilizes an automated online admissions application. However, students still have the option to get assistance in person if needed. Students can register for classes and add and drop classes online. Admissions and Records (A&R) has implemented a transcript online ordering process so students have the ability to order and pay for transcripts online, with the option to have them sent electronically mailed to a specified location or pick them up at one of the A&R office windows. Students, employers and other agencies can verify a degree, type of degree and date awarded through the National Student Clearinghouse system. A&R has updated the Web Advisor registration program that allows a more "student friendly" approach after receiving suggestions that it was difficult to navigate. They have created and implemented the use of authorization codes for students to add classes using their Web Advisor account. The web page has been enhanced to give the most current information and access to the A&R forms. In spring 2016, email notifications started going out informing students when they have gone from a course wait list status to officially enrolled status. During peak times office hours are extended for student convenience.

The College administers the computerized Accuplacer Test, Ability to Benefit (ATB) Accuplacer Test as well as the CELSA English as a Second Language (ESL) Test at no cost to students. The Accuplacer assessment covers several skill areas, including reading, English, arithmetic, elementary algebra and college-level mathematics. The ATB Accuplacer is for students applying for Financial Aid and provides the level of English and math courses that are essential for student success in their program of study. The CELSA Test is designed to test English learners' language skills. Online assessment test appointments have been made available along with extended hours for student convenience. A copy of the test results is provided before the student leaves the center and is also made available online through a student's WebAdvisor account to view within 48 hours of test completion.



Students have access to their information 24 hours a day when they login to WebAdvisor. An online flexible payment plan option has been implemented for students when they are unable to pay their fees all at once [[IIC.3-04](#)].

The College's Transfer Center has a designated counselor to assist students with all their transfer requirements. This department also provides many services to assist students with their career and transfer goals to include: Dress for Success workshops, Resume Review, and an annual Job Fair. Also a Career Exploration Website is available for those seeking employment. In addition, the department offers University Campus Tours, Mini College Fairs, Transfer 101 sessions, Study Abroad, Scholarships & Transfer Enrichment Programs, Transfer Admissions Guarantees (TAG), CSU Admission Guarantee: SB1440 Degrees (AA-T/AS-T) offered at the College, University Catalog Loans, GPA Calculator and Housing and Financial Aid information for those aspiring to transfer [[IIC.3-05](#)].

California Work Opportunity and Responsibility to Kids (CalWORKs) is a state funded welfare-to-work program designed to help students on public assistance. CalWORKs provides students and their families with educational and career opportunities to find meaningful employment that will enable them to be self-sufficient. Several support services are available to aid in student academic success that include an orientation, priority registration, career and personal counseling, vouchers, gas cards, a loan library, child care, supplies, Work-Study/Job Placement and meeting the work study participation requirements. They also work jointly with other programs on campus to inform them of all options available. Surveys are given during orientation prior to the beginning of each semester to assess the presentation effectiveness and future modifications [[IIC.3-06](#)]. The number of workshops offered has been increased and has had positive feedback.

Disabled Students Program and Services (DSPS) is a "bridge for students to have their limitations not be a hindrance to their education." This group of staff and volunteers continuously dedicate their time to help students with physical, learning, psychological and hearing disabilities. Specialized counseling, physical accommodations, and aid in the classroom is provided for students who are a part of the program. This allows students an equal opportunity to the same quality education as any other student. DSPS has a Partnership with Adult Schools in the service area to assist adults with disabilities or who test poorly for basic skills to achieve a GED/High School Diploma. (State Mandate AB 104--formerly known as AB 86). In addition, they have added a Technology Enhanced Classroom (previously referred to as "smart" classroom) that has been developed with a variety of technological devices that can enhance the learning environment.

The purpose of the Extended Opportunity Program and Services (EOPS) & Cooperative Agencies Resources for Education (CARE) department is to encourage the enrollment and retention of students who are educationally and economically disadvantaged. A strong relationship with local agencies such as Family Services, Social Services, Health Services, and shelters offer students the stability needed to stay on track. This program requires students to have frequent contact with an EOPS Counselor. Students are also required to meet with an EOPS Peer Advisor during mid-semester. This continued contact ensures that students are succeeding and also serves as an early warning system that additional support is needed. The program provides an orientation, priority registration, book vouchers, tutoring, career counseling, and an opportunity to work for EOPS

through the work-study program as well as caps and gowns for graduates. C.A.R.E. is a support program for single parents receiving Temporary Assistance for Needy Families (TANF). An Orientation, Priority Registration, counseling, transportation grants, book service, food/gas gift cards, and parking vouchers are available to assist students with their educational costs to alleviate the financial burden and allowing them to focus and succeed in their educational goals.

Financial Aid (FA) is comprised of federal, state and local programs that assist eligible students with the cost of attending College. These programs include but are not limited to the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study (FWS), California State Grants (CALB and CALC), Full Time Student Success Grant (FTSS), California Chafee Grant, Dream Act, California Board of Governors Fee Waiver (BOGW), Veterans Affairs, Scholarships and Foster Youth. The College reaches out to community high schools, libraries, churches and to any other group of future students to establish a positive open relationship and to link the gap in educational services helping students succeed in reaching their dreams [[IIC.3-07](#)].

The College is a veteran friendly campus with two locations to serve veterans, dependents of veterans and active duty personnel. Located within the Financial Aid Department, in the Student Services building, is a designated window that serves these men and women and their dependents. In addition, a Veterans Resource Center (VRC) was recently opened (April 2015) with a library of books on various subjects for students to borrow at no cost. A designated veteran counselor is available 12 hours per week on a walk-in basis for student convenience to ask questions, receive professional guidance and have an education plan developed. Additionally, VA work study staff have been hired to assist students with any questions on admissions, financial aid, GI Bill benefits, community resources, or to simply relax and interact with other Veterans.

The Student Lab offers students, prospective students and visitors the opportunity to ask questions about the college, review the college catalog, course offerings, and program brochures to better prepare them for success. Computer access can be utilized to apply for admissions, schedule an orientation, assessment test, student success workshop, or a counseling appointment and assistance with the process to set up a WebAdvisor account. Students may also go online to pay fees, request a parking permit, and apply for financial aid. In addition, the following improvements have been made for student ease and comfort: new visual aids on the wall directing students on how to apply to the college, set up WebAdvisor, and helpful contact numbers have been added.

The K16 Bridge Program has significantly increased the number of high school students who have access to college information and early matriculation services [[IIC3-08](#)]. The program supports and further accomplishes the statewide matriculation goals of providing access to college for all students; assessing students at off-site locations; providing on-line orientation; counseling and advising; monitoring students' academic progress; providing training for staff, faculty and administrators; ensuring coordination; conducting meaningful matriculation research; and ensuring that students know their rights and responsibilities in the college environment.

The K16 Bridge Program utilizes high school counselors, CTE directors, administrators and program directors along with a wide variety of staff and student success personnel. The program



works hand-in-hand with Admissions and Records, CTE, Financial Aid, DSPS, ASB, STEM, and other departments. The program is under the direction of Dean of Student Services and Executive Vice-President of Instruction & Student Services

### **Evaluation**

The College meets this standard. As noted in the other Standard sections that examine Student Services, particularly with respect to off-site and DE populations, the College has been vigilant and compliant in its efforts to provide excellent support, comparable to that afforded on-site students. To this point, however, the focus of administrative, staffing, funding and other resources has been on the development and delivery of support for students within these non-traditional modalities. The campus has only begun to turn its attention to effective methods of collecting DE and off-site assessment data to measure a level of effectiveness in serving these student groups. For student services like Admissions and Records and Financial Aid, the College anticipates comparable levels of success in serving their needs due to the digital nature of processes these Student Service departments offer. In other words, from the FAFSA to the College's admission application to the WebAdvisor course enrollment process (as well as financial aid documentation information on WebAdvisor), student service is largely a web-based process that students complete without direct staff contact. Even Orientation services are web-based through the WebAdvisor currently, and it will continue to be digital upon the rollout of the new Cynosure interactive orientation product. Counseling (general and specialty), Assessment and any other support traditionally offered face-to-face will be the areas on which the College must concentrate efforts to develop DE and off-site student feedback mechanisms. Constituents from all Student Services have already begun to brainstorm and formulate best practices of extracting student data. Once the College obtains DE and off-site student service efficacy information, then appropriate improvement measures can be implemented.

The College continues to comply with the Federal regulations mandating that it assures access to appropriate, comprehensive and reliable services and delivery of materials to students with remote access to information. As mentioned in responses to previous prompts, such as under Standard IIC 1.1-1.4, the College maintains updated admission, assessment, program, counseling, course, cost, support, safety and other forms of information materials on its website. From the main page, students, whether their location for learning is on-site, off-site or DE, have the ability to apply, complete assessment, receive counseling and advisement, complete orientation, connect with financial aid and register for classes, using the course enrollment system (WebAdvisor). Tutoring information is also accessible through the College's web page. The Math Success Center, for example, encourages on-site tutoring and also lists math-related websites students can visit. From the College's Assessment Center web page, students can link to math and grammar websites that provide added tutorials and test prep materials. The College's website is maintained and updated regularly. The College's Webmaster is on staff and works with department and division leaders to maintain the information that is posted for public access. The Office of Instruction, in collaboration with the College's information technology staff and other campus constituent groups, such as Admissions and Records, Financial Aid and the College's Curriculum Committee, approves information for publication within the WebAdvisor system.

## Action Plan

Continue efforts to identify the learning modalities of students, collect achievement information about all populations, compare those of one learning environment to the others and implement appropriate service initiatives that increase their success rates. New Orientation will be available to students this year, providing new students a more comprehensive experience than the dated video orientation currently used. The College is one of 13 Education Planning Initiative (EPI) pilot colleges working with the California Community College Chancellor's office and Hopson's University to create an innovative statewide project in the deployment of a new academic advising and planning platform. The platform will assist students in identifying their academic goals, developing structured personalized Ed Plans for success and making informed course choices about their education. All counselors will be supporting the SSSP Counselor and Student Equity Counselor in their efforts to connect at-risk students to success intervention resources, such as the Writing Center, Communications Center and Math Success Center.

The College will make available to all students an online account of what they owe in an itemized format and if they are a financial aid recipient, what fees are covered with the FA entitlement.

Planning for services to veterans include to hire several tutors for Math and English, Priority Registration for a Spouse of a disabled Veteran, (Board Approved 12Apr16) and an online and hard copy survey for student suggestions about ways to enhance this program.

## IIC.3 Evidence

- IIC.3-01. [PRAISE Reports](#)
- IIC.3-02. [Transfer Center Kickoff 2016](#)
- IIC.3-03. [EPI VVC Project Schedule](#)
- IIC.3-04. [Payment Plan Webpage](#)
- IIC.3-05. [Transfer Center Webpage](#)
- IIC.3-06. [CALWORKS-Survey](#)
- IIC.3-07. [Financial Aid Outreach](#)
- IIC.3-08. [VVC Bridge Data Report Comparing 2014, 2015 and 2016](#)

**IIC.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

## Description

The College determines what co-curricular programs are appropriate for its students by assuring they meet the College's mission. The College's goals of co-curricular programs are to cultivate social responsibility, embrace difference in the students' communities by integrating their wealth of multicultural knowledge into a cohesive learning environment for all, and to empower the student to learn by modeling integrity, democratic citizenship, and meaningful contribution to society.

The College evaluates the quality and effectiveness of its co-curricular programs with a combination of self-regulation by each club as well as assessment by the ASB department. The self-regulation is overseen by the co-curricular programs' internal leadership. Co-curricular programs that are effective with their missions are re-chartered at the beginning of each academic semester by ASB [[IIC.4-01](#)].

The athletic sport programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), the Board of Trustees (Board Policy 5700) [[IIC.4-02](#)], State Education Code Section 67360-67365, and Federal Register of Title IX. The CCCAA maintains the general oversight of all athletic sport programs in the California Community College System. Annual gender equity and financial reports are submitted to the U.S. Department of Education (Equity in Athletics Disclosure Act) and self-evaluation report to the CCCAA to provide statistics and information to the public. The College is also a member of the Foothill Athletic Conference and competes with other community college conferences [[IIC.4-03](#)].

The college music and theater departments offer co-curricular performance and production programs [[IIC.4-04](#)]. These co-curricular programs offer students and the community the opportunity to participate in or enjoy performances and productions.

### **Evaluation**

The College meets the standard. The co-curricular programs are aligned with the college mission and provide cultural and social experiences for students and the surrounding community. The quality and effectiveness of the athletics programs is determined by the success of the individual sport as well as the success of the individual athlete in each specific sport and in the classroom setting. Since athletics are aimed at supplementing an athlete's education, grades, transfer rates, and graduation rates are all indicators of the quality and effectiveness of athletic programs. This program follows policy and protocol.

### **Action Plan**

Athletics will grow its student success in partnership with all student and academic support services. The Athletics specialty counselor, now located in an office near the coaching, athletic training and the Athletic Director offices, will assist student athletes in identifying campus resources.

### **IIC.4 Evidence**

- IIC.4-01. [ASB Website](#)
- IIC.4-02. [Board Policy 5700, Athletics](#)
- IIC.4-03. [Athletics Website](#)
- IIC.4-04. [Performing Arts Center Website](#)

**IIC.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

### **Description**

The College's Student Services Division designs and maintains counseling programs to support student success. In compliance with the Student Success and Support Program (SSSP), along with initiatives funded through the Student Equity Program, proactive administrative leaders recently funded and filled vacant counseling positions. General counselors and specialized counselors, alike, are skilled in assisting students with their university transfer planning. Services and initiatives for transfer students have been successfully enhanced due to a counseling position that is dedicated to transfer counseling and related activities.

Specialized counseling continues for various student populations, including military veterans and for college athletes. To better serve the needs of students in these populations, each dedicated specialty counselor's office has been relocated to campus locations that afford their respective populations more immediate access to needed services. For example, the Veterans counselor has offices in General Counseling as well as in the Veteran's Resource Center, and the Athletics counselor is now located near the gymnasium and Athletic Director's office. The College's counseling for students in specialized student populations, such as DSPS, EOPS/CARE, Foster CARE/Kinship, Puente and CalWORKs remains robust. Recently, a specialized counselor for the new UMOJA program was added, who will also have a focused role in the College's student equity initiatives.

In compliance with regulations, the College has established a counseling presence for students whose courses are located at the off-site Regional Public Safety Training Center. Likewise, the College's distance education students and those who prefer to make their counseling contacts via email can do so by clicking the "Ask the Ram" link on our main web page (or from the Counseling web page). Their inquiries are routed to a designated counselor's inbox for response. The counseling faculty instruct, assess, update and develop courses aimed at educational and personal growth. Our Guidance and Counseling courses offer students a variety of college level classes that assist students with their development in these areas such as College Success, Orientation, Building Math Confidence, Self-esteem, Peer Advising Techniques, Career/Life Planning, the First Year Experience, Personal/Career Success, Learning Strategies and other special topic courses that can be meaningful to students.

To maintain continuity among counselors and to continually offer training and information updates, the counselors (including those in specialized areas) meet twice each month [[IIC.5-01](#)]. The Counseling Department Chair prepares the agenda of information and training items and then forwards meeting notes to all the counselors. Additionally, new full-time and adjunct counselors, in addition to those participating in the counseling internship program, attend training and they observe established counselors in session with student clients services and other relevant information that they can share with their high school student clients.

To help ensure that the K-16 High School Bridge students (local area high school seniors) receive education planning consistent with that which counselors would otherwise provide them, the Counseling Department Chair coordinates and facilitates annual training sessions for the high school counselors who develop Bridge Program Preliminary Education Plans (PEPs). Services are ongoing for students enrolled in the K-16 Bridge Program, within which high school seniors receive Preliminary Education Plans (for their first semesters at the College) from their Bridge counselors. The College employs these high school counselors on an adjunct basis and the Counseling chair facilitates updates and training sessions in an effort to maintain as much continuity between College counselors and the K-16 Bridge Program counselors as possible. The chair also plans and organizes an agenda filled with activities for the annual High School Counselor Round Table, in which high school counseling and advising personnel visit the College and receive updated information about majors, training programs, student services and other relevant information that they can share with their high school students [[IIC.5-02](#)].

### **Evaluation**

The College meets the standard. In consultation with the counseling faculty and reception staff, the Counseling Department chair prepares an annual program review “PRAISE” report that accounts for staffing resources, material resources, budget, department successes and plans for improvement. While the vast student feedback has consistently reflected high satisfaction with counseling services, the main unfavorable factor has been about student access to counseling appointments during peak seasons. To help eliminate this perennial student inconvenience, the department implemented a noon check-in system and a drop-in approach that carried a more positive student experience, especially in the way it eliminated the need for students to line up outside the Counseling Building door prior to business hours. In general, according to individual face-to-face counseling session and “student satisfaction surveys” the reception staff collects, students are highly satisfied with counseling services.

In accordance with the faculty contract, Guidance and Counseling course instructors may collect class student evaluations as a part of the faculty peer evaluation process. Student Learning Outcome (SLO) assessments are conducted each semester, as is an appropriate step within the accreditation self-evaluation process. Using the data collected about SLO assessments, the guidance and counseling course instructors consult with each other within the department and adjust pedagogical methods, as needed, seeking to improve their course outcomes continually. These data are collected and submitted to the campus repository database, and then they also become a part of the program-level review process for the Counseling department. The PRAISE report is the primary mechanism for evaluating at the program level. One or more instructors for the same course title also participate in the course update and development process. The College’s course update system is CurricUNET, so Guidance and Counseling and Developmental Studies (also often counselors) instructors are required to complete their course update approval process every six years. The Curriculum Committee reviews and approves the course updates before they can be Board of Trustees vetted and CCCCO approved to be offered to the student community. This process has been explained in the Standard II A section. Counselors understand that their relationship with students inherently connects them campus-wide with every other instructional discipline, and with nearly all the other departments that serve functions for students, whether directly or indirectly; therefore, many counselors serve on committees. They maintain a two-way

information flow, reporting to fellow counselors the progress and issues discussed in their committee meetings, and they carry messages from Counseling to constituents in their committees. Furthermore, many counselors serve as direct line liaison representatives to instructional disciplines and programs such as Honors and the Child Development Center. Discipline and program leaders connect with their counseling liaison counterparts for streamlined student referrals and to share updates about their programs that they need counselors to pass along to students who may be interested in or currently participating in them.

### **Action Plan**

The counseling chair, with support from the Student Services division dean, will be leading a selection of additional full-time and part-time counselors in the near future. The augmented counseling staffing will help improve the department's level of SSSP compliance and enhance its ability to meet student needs.

Several counselors are participating in the system-wide EPI Project, providing input about a strategy to implement an electronic education planning system and an improved degree audit system. If the current delivery product is vetted and appropriate, counselors from all areas will be training to migrate away from hand-written education plans and into processing education plans electronically in the future.

### **IIC 5. Evidence**

IIC.5-01. [Counseling SharePoint](#)

IIC.5-02. [Counselors Round Table 2015](#)

**IIC.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

### **Description**

The College adheres to admission policies consistent with its mission. Its catalog and website provide information about admissions, student fees and other obligations like degrees, certificates, graduation and transfer requirements [[IIC.6-01](#)]. Students are provided clear pathways to achieve their goals from the very start of enrolling at the College. They are required to take an assessment test that immediately gives them their results as to what math and English classes they placed into. Along with their scores, they are given a course sequence guide for both the math and English. After assessment, students then meet with counselors to complete an educational plan. First-time college students are also encouraged to enroll in Guidance courses.

Admission to the College is governed by the laws of the state and such supplementary regulations as have been prescribed by the Board of Trustees [[IIC.6-02](#)].

To initiate the admissions procedure, students are directed to the "Apply for Admission" link on the campus main web page. Students access a recently adopted CCCApply service from this link



to complete their admission applications. The main web page also contains a link to “Steps to Enrollment” in which students will follow a progression through the required SSSP process and ultimate enrollment into courses.

The catalog explains the essential information regarding student fees and other financial obligations for students [IIC.6-03]. Enrollment fees, nonresident tuition, nonresident tuition waiver, and other mandatory and optional fees are specified. In addition, payment fee deadlines, refund of fee policies, textbooks and small supply information are outlined. These guidelines are also listed on the website under Fees and Refunds as well as from the Financial Aid and Admissions and Records websites. Fees are explained within Administrative Procedure 5030 and guided by sections within the California Education Code [IIC.6-04]. Students are able to view their fee obligations, as well as financial aid awards within their personal VVC WebAdvisor Registration System menu.

The Career/Transfer Center provides many services to assist students with their career and transfer goals. Dress for Success workshops, Resume Review, an annual Job Fair, and a Career Exploration Website are available for those seeking employment. Counseling services, University Campus Tours, Mini College Fairs, Transfer 101 sessions, Study Abroad, Scholarships & Transfer Enrichment Programs, Transfer Admissions Guarantees (TAG), CSU Admission Guarantee: SB1440 Degrees (AA-T/AS-T) offered at VVC, University Catalog Loans, GPA Calculator and Housing and Financial Aid information are offered for those aspiring to transfer. Students can find the details for these services, a calendar of events, and a link to submit transfer questions on the VVC website [IIC.6-05].

General counselors and specialized counselors are skilled in assisting VVC students with their university transfer planning. Services and initiatives for transfer students have been successfully enhanced due to a counseling position that is dedicated to transfer counseling and related activities.

Currently, an Admissions and Records evaluation staff expert clears students for graduation and certificate completion. Students self-initiate the process by submitting a graduation application form (and/or certificate completion request form). The evaluator utilizes a degree audit program and corresponds with the students through email about whether all requirements for their goals have been met.

### **Evaluation**

The College meets the standard. The College’s catalog and website contain all requirements for admissions, fees and financial obligations, and degree or certificate attainment and four-year university transfer requirements. This information is updated annually and can be easily accessed. Students are also given this information when participating in either an on-site or online orientation.

The catalog outlines the degree, certificate, graduation, and transfer information completely and comprehensively. The requirements for associate degrees, certificates of achievement (18 or more units), certificates of career preparation (less than 18.0 units) and transfer requirements to four-year universities are detailed in the catalog. Additional goal completion information can be found

within the catalog's detailed section for each department. Students can also find degree, certificate and transfer requirements through web links from Admissions and Records, Counseling and the Transfer Center web pages. Students are encouraged to meet ongoing with counselors for assistance with their education planning. Counselors prepare Preliminary and Comprehensive Education plans that outline goal completion requirements for students to follow.

Implemented in summer 2015, counselors presented a shorter version of the New Student Orientation in English 6, Math 10, and Basic Skills classes. Having such great success, counseling expanded this outreach process in spring 2016 to include 80 sections of English, math, and Basic Skills with three class visits in this term and concluding with the comprehensive educational plans. For several semesters, they have offered Guidance classes as part of the Early College Program to an offsite location at Hesperia High School. Starting in spring 2016, services were expanded by having a counselor along with a financial aid specialist present a new student orientation on two separate occasions at Hesperia High School for the VVC students.

### **Action Plan**

As technology advances, so will methods of information sharing with respect to the elements of this standard. The College is developing an integrated registration and fee payment screen that automatically populates upon student enrollment into VVC courses. The new Orientation video upgrades and interactive enhancements will be completed soon through the efforts of a Student Services Orientation advisory committee. The new Orientation video will contain the latest admissions, fees and requirement information by spring 2017.

The College is in the process of implementing a new business process in the Admissions and Records office, in which staff will enter transfer equivalent course work from other colleges into a student's degree audit form and ultimately their VVC transcript. At this point in a transfer student's transition to VVC, Admissions staff would exempt them from assessment (if applicable) and would input appropriate prerequisite clearances to facilitate their expedited WebAdvisor enrollment. The College will use a "phased-in" approach and begin posting transfer equivalent coursework for students who have attended colleges in Region IX and provide Admission and Records office with their official transcripts from these colleges.

### **IIC.6 Evidence**

- IIC.6-01. [Catalog 2016, pages 27-92](#)
- IIC.6-02. [Board Policy 5010, Admissions](#)
- IIC.6-03. [Catalog 2016, page 66](#)
- IIC.6-04. [Administrative Procedure 5030, Fees](#)
- IIC.6-05. [Transfer Center Webpage](#)

**IIC.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

**Description**

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The College has used an online application process for many years. In October 2013, the CCCApply online application from the Chancellor's Office was initiated. All students are to use the online application as the method for completing the admissions process. This has been effective in improving student access to the college and the enrollment process, especially for those students that are not located here in the Victor Valley area. The College is also able to accommodate special needs and ESL students with a paper application if necessary to complete the process. The online application link can be found on the College website directly from the front page or from the Admissions & Records page, while the paper application is found in the Admissions & Records office in both an English and Spanish version [[IIC.7-01](#)].

Adopting the CCCApply admissions application has helped to standardize the student information and residency determination (per California Education Code and Title 5, Sections 54000-54072). In March 2016 the Chancellor's office updated the CCCApply application. Those updates have been incorporated into the system to ensure compliance with changing state mandates. Along with moving over to the CCCApply online application, the College initiated a "Welcome to VVC" email. This email is received once the student's information is pulled into the system. The email contains the student's ID number, residency information and the "Steps to Enrollment." The College meets the standards of AB 3 78212(b) (1) and Title 5 55520(a), 55522 and 55510(a)(4).

The College administers the computerized ACCUPLACER Test, ATB (Ability to Benefit) ACCUPLACER Test and the CELSA (Combined English Language Skills Assessment) ESL Test. As approved instruments, they have passed the California Community College Chancellor's Office scrutiny for test instruments as required by Title V regulation 55522. The ACCUPLACER assessment covers several skill areas including reading, English, arithmetic, elementary algebra and college-level mathematics. The CELSA Test is designed to test English learners' language skills for appropriate placement into credit English and Reading courses or the non-credit program. Students answer a series of educational history and demographic questions prior to completing the actual test questions. Their responses figure into course placement, along with the validated cut-score tier levels that are established by VVC faculty in collaboration with the Office of Institutional Research.

Utilizing ACCUPLACER has allowed students to be able to receive scores and placement recommendations immediately upon completion. These scores are also available to the students through their WebAdvisor. Results are used by the students and counselors to determine appropriate course selections. The College also offers ACCUPLACER testing at local high schools to accommodate the Bridge Program students. High school personnel sign Proctor Agreements and a user name and password is created for that institution. Out-of-state students may locate a nearby school that administers ACCUPLACER tests as the College is able to use those scores. The College meets the standards of AB 3 78212(b) (3)(A), 78212(b)(3)(B),

78212(b)(3)(C), 78212(a), and 78213(b)(2). Also Title 5 55520(c), 55521(a), 55521(b), 55521(c), 55521(e) and 55522.

In the fall 2015 term, the math department began a review of the testing and assessment cut scores and VVC began implementing new cut scores for math placement starting in the spring 2016 term. The math department has been working together with the IER and the Assessment Center through the beta-testing process, implementation and follow-through of the new cut scores. Along with the changes in cut scores, the College has implemented multiple measures as part of the placement process. These measures include AP scores, CLEP test, EAP scores, high school GPA, last math class taken, most recent math class, along with other college transcripts and placement scores. The math department has already begun to analyze student performance and make changes in the student placement process starting in the spring 2017 term. Starting in spring 2017, students will receive both a STEM placement score based on their test score and multiple measures, as well as a non-STEM placement using only multiple measures. The assessment instruments have passed the California Community College Office's scrutiny for test instruments as required by Title V regulation 55522.

A yearly "PRAISE" report is prepared by the Admissions and Records Director that accounts for staffing resources, material resources, budget, department successes and plans for improvement. These items are based on feedback from students and trends noticed by the Admissions staff while helping students [[IIC.7-02](#)].

### **Evaluation**

The College meets the standard. Adopting the CCCApply admissions application has helped standardize the student information and residency determination. In March 2016 the Chancellor's office updated the CCCApply application. Those updates have been incorporated into the system to ensure compliance with changing state mandates. Along with moving to the CCCApply online application the College initiated a "Welcome to VVC" email. The "Welcome" email is in the process of being updated to give the student necessary information in a shorter form to accommodate use of smart phones and tablets when reading.

The PRAISE report accounts for staffing resources, material resources, budget, department successes and plans for improvement. This report has also helped the College evaluate the effectiveness of practices and tools of admissions for DE/CE programs and traditional programs are the same. The College has found that most students prefer to navigate its website and complete the steps to enrollment using the technology services that it offers. As technology improves, so does the College's ability to implement new and enhanced admissions and enrollment services to students.

## Action Plan

With the Chancellor's Office Common Assessment Initiative (CAI) steering committee and work groups developing the Common Assessment System (CAS), which is currently being piloted at 12 California Community Colleges, VVC will be changing from Accuplacer as the testing program into the new program when it becomes available.

## IIC.7 Evidence

- IIC.7-01. [Admissions and Records Website](#)
- IIC.7-02. [Admissions & Records PRAISE 2015](#)

**IIC.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

## Description

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files in full compliance of the California Code of Regulations, The FERPA act of 1974, and the Educational Code. Student Record Notice/Directory Information. Information is published and follows established policies for the release of student records [[IIC.8-01](#), [IIC.8-02](#)].

Beginning in 2013 the College invested in the ImageNow imaging system to further maintain student records securely and confidentially. In addition, records are backed up on a daily basis through MIS/IT department.

The College has transferred a majority of its student records into a document-imaging system and is scanning current documents into digital form [[IIC.8-03](#)]. This has given the College a greater emphasis on green technology and allowed it to securely store sensitive material. The College has established multiple firewalls to protect the integrity of security systems. Students may access their matriculation information through personal passwords.

## Evaluation

The College meets the standards. VVC maintains hard copy and imaged permanent records in secure and confidential locations. Records are backed up regularly.

## Action Plan

No Action Plan Required

## IIC.8 Evidence

- IIC.8-01. [Catalog 2016, Page 19](#)
- IIC.8-02. [Administrative Procedure 5040, Students Records and Directory Information](#)
- IIC.8-03. [Image Now Screens](#)