

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Student Success and Support Program (SSSP)

Contact Person: Erin Cruz

Submission Date: February 2017

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

1. Provided quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants and scholarships.

Program Mission Statement:

The Student Success and Support Program (SSSP) is both a program and a process designed to support and encourage student success. The mission of SSSP includes ensuring fair and equal access to campus resources, accurate and unbiased assessment and placement, and the provision of quality guidance and support for students to reach their educational goals. The objective of SSSP is to assist students in designing and planning their educational goals. The process begins with admission to the college and ends when the student achieves his/her educational goal.

The Student Success and Support Program (SSSP) is a comprehensive process and pathway with multiple points of contacts, developed in coordination with Academic Affairs and Student Services.

Current Service Area Outcomes (SAO):

SAO 1 - The number of students completing each of the SSSP components will be monitored using Cognos and COMEVO. The objective is to have as many students as possible complete each of the components (Orientation, Assessment, Counseling (Ed. Plan) and Follow Up). The desired outcome is to have at least a 2% increase in each area above on an annual basis.

As the division of students services implements new technology to better serve the student population of the college, it is also important to monitor and promote student use of technological resources

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available. Processes and activities will be developed to promote the use of technology by students. The following are expected outcomes:

SAO 3 - Usage of EAB Campus and Navigate platform will increase by 3% annually to assist students with the enrollment process at the college.

SAO 4 - Student use of DegreeWorks will increase by 2% annually. This technology provides students information about their academic progress toward completing their educational goal.

SAO 5 - The implementation of Cranium Cafe will allow counselors and advisers to provide services to distance learners. This will provide distance learners as well as non-traditional students access to a virtual counseling or advising environment.

Prior Service Area Outcomes

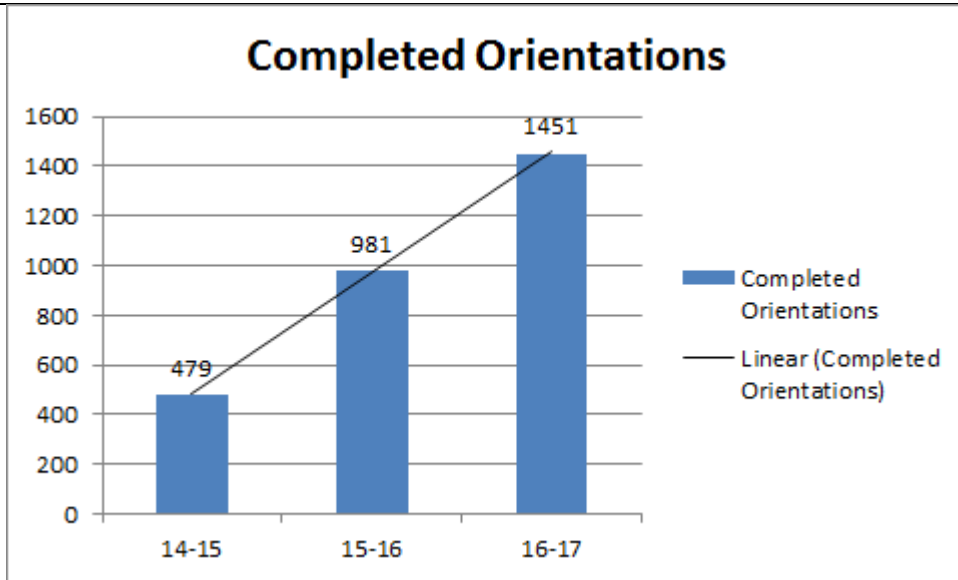
- **Prior SAO 1** - Increase the number of Porterville College students completing Orientation, Assessment, Counseling and Student Educational Plans, per the Student Success and Support Program mandates.
- **Prior SAO 2** - Develop, maintain, and regularly update SSSP materials, such as the counseling website information, online orientation, and the SSSP website.
- **Prior SAO 3** -Expand retention and follow-up services to include all students on all levels of academic and/or progress probation/dismissal.
- **Prior SAO 4** - Evaluate and identify strategies for the delivery of effective core SSSP services that promote student success and completion.

Prior SAO 1 - *Increase the number of Porterville College students completing Orientation, Assessment, Counseling and Student Educational Plans, per the Student Success and Support Program mandates.*

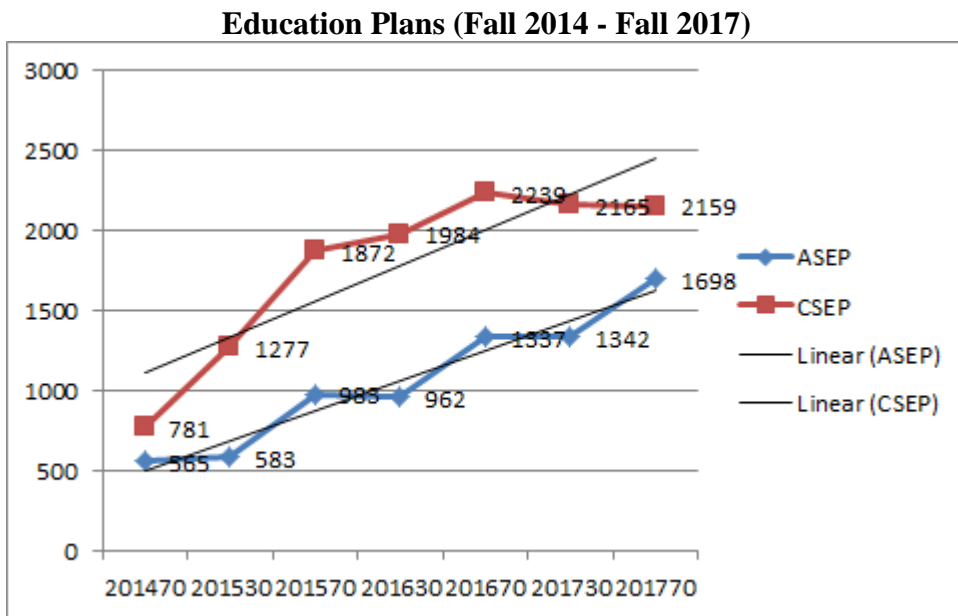
Orientation - The number of orientations increased an average of 202% between the 14-15 and the 16-17 academic years.

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Counseling (Education Plans)- There was a 176% increase in then number of student who completed an abbreviated education plan from Fall 2014 to Fall 2017. The number of comprehensive education plans also increased by 200%. (*Cognos - Ed Plan data*)

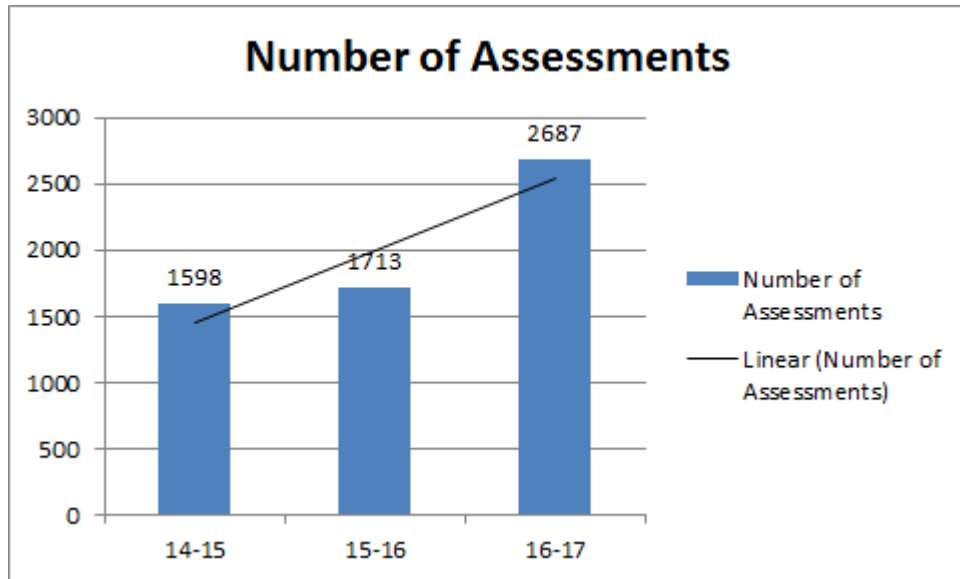


Assessments: The number of students who took the assessment went up from 1598 in the 14-15 academic year to 2687 in the 16-17 academic year. The difference in the number of students taking

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the assessment represents a 68% increase in three years. The graph below shows a trend of increase assessments taken at the college.



Prior SAO 2 - *Develop, maintain, and regularly update SSSP materials, such as the counseling website information, online orientation, and the SSSP website.*

The SSSP bulletin is updated each semester. This informational piece serves as the primary document outlining what SSSP is and what is expected from the students. It also has the most updated information on dates, orientations and assessments provided at the college.

The counseling website is updated once per semester to reflect the most recent information on hours of operation, graduation checklists and access to planning sites which are frequently used by counselors with students. The counseling and advising website was developed to direct students to make an appointment with a counselor.

The online orientation site was developed with COMEVO software and since it’s implementation in spring of 2015, it has made an impact on the number of orientations completed. The site is fully integrated into the “New Student” website which has all SSSP components in one single area to make it easier to follow and create a streamlined process toward enrollment.

Prior SAO 3 - *Expand retention and follow-up services to include all students on all levels of academic and/or progress probation/dismissal.*

Follow up services have been developed to include outreach to students who have completed 30 units or more. Educational Advisors assist in contacting students to increase the number of appointments made at the Counseling Center. As a result of this type of proactive outreach to current students, the

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number of scheduled visits to the Counseling Center has increased by 55% within the last three years.

Early Alert continues to be part of a strategy focused on targeting at risk students. A counselor and advisor work closely with faculty in identifying students and immediate measures are taken to provide resources aimed at helping students overcome challenges in the classroom. Within the last three years, over 500 students have received services through the Early Alert program.

Prior SAO 4 - *Evaluate and identify strategies for the delivery of effective core SSSP services that promote student success and completion.*

After careful evaluation of services provided, it was concluded that multiple methods of delivery had to be developed to make an impact on all SSSP components. This would provide students a greater number of opportunities to complete each of the components of SSSP. To facilitate the delivery of core SSSP services, the following activities and projects took place:

- Application workshops at the local high schools
- Development of an online orientation through COMEVO
- Provide in-person orientations at the local service area high schools
- Provide in-person assessments at the local service area high schools
- Develop and implement the EAB Navigate onboarding system for a streamlined enrollment process to the college
- Provide counseling sessions at the local high schools
- Bring to scale the use of DegreeWorks as an education planning tool to assist both counseling staff and students in degree completion
- Implement Campus Cast as a communication platform between Student Services staff and students through email and text
- PC Connection - Early registration assistance event
- Become a Pirate in a Day registration event

Analysis of Current Performance:

Orientation

Our target student audience for the core services of the SSSP is any new incoming Porterville College student. Since new students at our college fall into two specific groups: incoming high school seniors and all other new students, different types of activities and delivery strategies are employed to meet our responsibility under title 5 section 55531 and to successfully guide students on their academic pathway. Our college campus assists approximately 977 new incoming or incoming high school seniors who attend orientation yearly. Also, since the online orientation became available in May of 2015 over 3,403 sessions have been completed.

All new students who apply to the college are required to complete the orientation, either prior to or

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after completion of assessment. After students submit their online application for admittance to the college, they are provided information on orientation and assessment. The orientation has been made available to students online and in-person. The in-person orientation is available in English and Spanish. Students who need to take the ESL assessment test participate in the orientation for ESL students.

The orientation process begins at the point of initial interest in attending Porterville College. Marketing and promoting the campus to the community is important. All new students who have not taken part of an in-person orientation at their high school must successfully complete an online orientation. Exemption for orientation is provided to students who have met the following terms, per KCCCD board policy (Procedure 4A3(a)):

1. Students who have completed an associate degree or higher

Porterville College maintains working relationships with college counselors, students and staff with the local high schools. We currently partner with Porterville Unified School District and Burton School District to provide high school students with an orientation on their high school campus. The high school orientations are held in fall of their senior year prior to registration.

A part-time counselor and full-time assessment assistant work closely with the high schools to schedule high school students with assessment and orientation at their high school. They reserve computer lab space on high school campuses and coordinate times for students to complete the computerized assessment and in-person orientation.

The online orientation is conducted via COMEVO, an online platform which facilitates the orientation through various modules. Similar to the in-person orientation, the online orientation is comprised of 9 sections which comply with title 5, Section 55521 topics:

1. Academic expectations and progress and probation standards pursuant to section 33031.
2. Maintain registration priority pursuant to section 58108.
3. Prerequisite or co-requisite challenge process pursuant to section 55003.
4. Maintain 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.
9. Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.

In order to complete the online orientation students are required to pass a quiz at the end of each section and at the end of the entire orientation module. This provides a way to control the retention of

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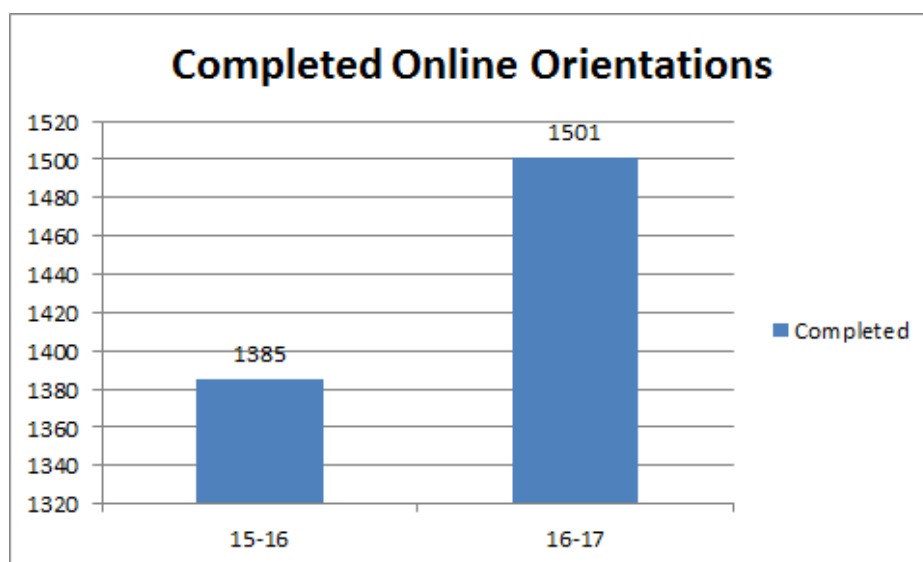
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information so that students become familiar with the content.

All completed orientation sessions are recorded into the colleges Student Information Systems (Banner) for reporting purposes. In-person orientations are recorded in Banner by the Assessment Assistant at Porterville College. Completed online orientations are automatically recorded into Banner within a 24 hour period via a pre-scheduled data refresh monitored by district office personnel.

The use of online orientation has increased in the last two academic years by 8%.



Source: Comevo Management Console

Assessment

For SSSP, the target audience is all new students to Porterville College. Our campus assesses approximately 1028 new students and high school seniors who are interested in attending Porterville College each year. Assessment testing is required of all Porterville College students wishing to obtain a certificate or degree, take an English or math course, or to take courses which have English, reading or math prerequisites. There are cases when students may be exempted from taking the placement exam per board policies.

New students are provided a computerized assessment test opportunity scheduled in the Student Success Lab on campus throughout the year. The data is collected and recorded electronically through Accuplacer and the assessment technician manually records the data into Banner. Students are identified when they register or visit Student Services to schedule an appointment with a counselor/advisor. Prior to taking an assessment test, students need to submit an application to Porterville College and obtain a Porterville College student ID number.

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We partner with Porterville Unified School District and Burton School District to provide high school students with a computerized assessment at their high school campus. The high school assessment tests are scheduled in spring of their senior year. Guidance counselors from the high schools identify the high school seniors and schedule them to attend our assessment on their campus.

The Student Success and Support Program bulletin is provided to students. Upcoming assessment dates are also made available to the public through the Porterville College website on the “New Student” section under the Admissions and Records homepage tab.

Porterville College administers the computer-based Accuplacer English and math placement tests. Multiple measures placement is identified and reviewed by counselors and determined based on what is provided by the student such as high school transcripts and college transcripts, AP Scores, counseling interview, challenging course. Placement is then determined by the test score and multiple measures. The assessment tests are administered in-person and to groups.

Porterville College administers CELSA Placement Testing for students for which English is their second language. It assists in determining the appropriate English as a Second Language (ESL) course a student may need. The CELSA placement test provided is a paper version, given in-person and to groups.

Students who have a learning disability should schedule an appointment for a “Special Accommodation” assessment session in the Disability Resource Center in person with the Learning Disability Specialist.

Counseling/Advising

Porterville College understands the importance of counseling/advising for students to achieve their educational goals. The counseling department has employed a variety of delivery strategies to assist new and continuing students in academic, career and personal counseling.

Counseling services are available to all current and prospective students prior to registration at Porterville College. Services include: academic, career, and personal counseling. Counselors/Advisors assist students to understand educational options, identify educational and career goals, and to create individual education plans for graduation and/or transfer. They also provide guidance in helping students to identify appropriate resources to support academic success. They help students understand personal strengths, learning styles, motivation, interests and abilities. Our college anticipates the number of new students requiring these services to be approximately 965 for Fall and Spring. Once a student enrolls, they will have access to the full scope of counseling services throughout their time at Porterville College.

Walk in counseling is available year-round; scheduled counseling/advising appointments are also available. Outreach to new or potential students is conducted throughout the year via outreach events and workshops.

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A variety of Interdisciplinary Studies classes that are aimed at supporting students' personal growth through academic and career related classes. Topics include: college planning, success strategies, leadership, personal and career exploration, strategies for personal and academic success, effective learning strategies and skills. Students receive guidance on how to complete student education plans and reasons for the importance of meeting with a counselor/advisor to stay on task.

DegreeWorks by Ellucian has been fully implemented since Fall 2015. This online tool allows students to view their academic progress toward their goal. It also leverages the amount of information counselors are able to provide students by offering digital education plans. Degree Works interfaces with our student information system, Banner.

Porterville College counseling services strive to meet the unique needs of our community. Counselors and advisors provide specialized services to veterans to complete the necessary paperwork to receive financial assistance. Students who are on any level of probation are also given specialized attention through individual appointments. Students who are on financial aid suspension must see counselors/advisors for a mandatory student education plan in order to petition for an appeal. In addition, the counselors/advisors participate in additional outreach efforts to the local community below:

We partner and schedule days/times at the local high schools (Porterville Unified School District and Burton School District) where high school seniors can complete abbreviated educational plans with our counselors/advisors in one-on-one sessions at the high school site.

Our educational advisors coordinate visits at the feeder high schools each month and are scheduled to meet with students to answer questions regarding Porterville College. Each advisor is responsible to report back to the campus after visiting the campuses and determine/assess the high school needs.

To better assist distance learners, beginning late spring 2018, a gradual implementation of a new online counseling and advising tool will take place. Counseling and advising will be made available to students via Cranium Cafe, a web based communication platform. The graphic below outlines some features of the tool.

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Cranium Cafe

In-Office / Small Group
Video Meeting Software

- One-click walk-in and scheduled appointments
- Virtual lobby with customizable instructions & videos
- Collaboration tools that replicate an in-office appointment
- Integrate Cafe Cards into any webpage or LMS

Follow Up

Porterville College defines at-risk students enrolled in basic skills courses, students who have not identified an educational goal and course of study, and students on academic and/or progress probation. Our target student audience is students in these identified categories. We provide follow up services for approximately 829 students per year who are on some type of probationary status.

Students are notified by email at the end of each semester regarding their academic standing once grades have been updated. Depending on the student's academic standing, the email outlines what is required to improve their academic standing. The emails outline the steps to improve academic standing: completing a student success contract, restriction of units to a maximum of 12, counselor/advisor must approve the next semester's class schedule, completion of progress report during the 12th week of the semester, and for disqualification students (unit restriction to 7 units, enroll in education class designed to help the student achieve academic success, meet with counselor regularly and receive approval for any change to schedule).

Early Alert provides the opportunity for faculty to identify students with academic and personal difficulties. The Early Alert Program facilitates communication and encourages students to begin and continue to interact with their instructors and the Early Alert counselor throughout the semester.

BENEFITS OF EARLY ALERT:

- Facilitates communication and collaboration to assist students
- Alerts and assists students in a timely manner
- Make students aware of their progress
- Discuss and provide information regarding specific study skills based on students' needs
- Refer students to services on campus
- Inform students regarding programs, services on campus and provide important information
- Provide academic, personal, transfer and career counseling services as needed

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The referral will go to the student and the Early Alert counselor. Once the student receives the referral, the student usually contacts the instructor. This is then followed by the counseling intervention when the counselor provides information and counseling services based on the student's needs and makes sure to refer the student to other campus support services.

Program Strengths :

We have developed a Student Handbook that provides guidance and includes necessary information for student success. This handbook is given to student during the student orientation session.

A expanded feature of EAB Navigate will be EAB Campus, a student success management system, which is an enterprise-level technology that links counselors, advisors, students and resources in a coordinated care network. The objective is to help the college proactively manage student success through customized predictive model that can assist in identifying at-risk students and provide follow-up. With a cross-campus referral system and realtime student data, the EAB Student Success Management system, Campus, enables personalized care pathways and closed-loop support recommendations.

The image below is a screenshot of the student profile page where a counselor can do a quick check on the current status of a students academic progress. In this instance overall GPA, total units completed, completion rate, and GPA by term can be viewed.

Exploring the Student Profile screen

The "Student Profile" screen provides a quick overview of a student's academic standing. Below are some of its most important features:

The screenshot shows the EAB Campus Student Profile interface. The top navigation bar includes 'Overview', 'Success Progress', 'Reports / Notes', 'Class Info', 'Major Explorer', and 'More'. The main content area displays a '30-second gut check' box with the following data:

Course Grade D/F	Repeated Courses	Withdrawn Courses	Missed Success Markers	Cumulative GPA
0	0	0	0	3.79

Below this box, there are sections for 'Total Credits Earned' (195.00), 'Credit Completion % at this Institution' (100%), and 'Predicted Support Level' (Unpredicted). The student's name is 'English AA-T with a concentration in Creative Writing Merrill' and their classification is 'Junior'. The 'MOST RECENT ENROLLMENT' is 'Fall 2017 Semester'. On the right side, there are 'Staff Alerts' (0) and a list of actions: 'Message Student', 'Add a Note on this Student', 'Add a Reminder to this Student', 'Report On Advising', 'Schedule an Appointment', and 'Add to Watch List'. The 'Student Info' section shows 'Email: Student Email' and 'Login Status: Login Enabled Via SSO'. Annotations with red and yellow boxes and arrows point to the navigation tabs, the '30-second gut check' box, the action links, and the 'Student Info' section.

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The Student Success Task Force meets regularly to ensure all components of Student Success and Support Services are met and monitored closely throughout the year. Individuals on the task force include, Director of Enrollment Services, Vice President of Student Services, Director of Student Athletics/Student Affairs, the Director of Student Services, the Program Manager for SSSP/Student Equity, the Assistant Director of Financial Aid and the Chair for the Student Services Division. The task force meets weekly to address issues and work on developments in Student Services.

The Student Success and Support Program bulletin is provided on the Porterville College website providing upcoming assessment/orientation dates for students to schedule. Our Marketing staff also advertise assessment/orientation availability during peak times in the local newspaper as well as five social media sites (Facebook, Twitter, Pinterest, Instagram, and YouTube). Advertising is also broadcasted on a local radio station KTIP as well as Q97 and B95 stations. Enrollment Services also advertises important information on local billboards through OutFront Media.

DegreeWorks is available online for students. DegreeWorks is a software tool that assists students, faculty and staff with degree audits and educational planning with the goal to help students graduate on time.

A probation and disqualification workgroup has been established to enhance/change the probation and disqualification procedures. The group has expanded the Early Alert hours and office location of Early Alert to Student Services. The Early Alert Counselor will meet with students who are on Probation 2. The students will benefit from additional support as they work towards getting off probation status. Having the Early Alert Counselor and Educational Advisor in the Student Services area facilitates communication among counselors and exposes the student to additional services.

This work group has created a step-by-step guide for Counselors/Advisors as they work with probation and disqualification students. They have also created a probation and disqualification student guide for easy understanding of the entire process.

The work group has established a disqualification appeals committee to review readmission petitions from students who have been disqualified more than once to assess the likelihood of success if the students are allowed to return to the college.

An online probation workshop was developed to facilitate the understanding of the probation process, identify the factors contributing to a probation status, and review student success strategies. All students on probation are required to complete the online workshop prior to meeting with a counselor.

We partner with local service area high schools to provide graduating seniors with all the necessary tools needed to complete the core components of the Student Success and Support Program by bringing a team to the high schools to conveniently work with the high school seniors.

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We hold an annual “PC Connection” registration event for high school seniors each spring and the “Become a Pirate in a day” registration event each fall that allows students to meet with all staff including counseling to receive one-on-one counseling and registration assistance all in one location for summer and fall enrollment. Students receive vital information regarding financial aid and all support programs on campus. Additionally, high school seniors and their parents are invited to attend “College and Financial Aid Night” held annually in October.

Every January, our campus hosts a “High School Counselor/Principal Retreat” with the local educational partners. Porterville College Faculty, Staff and Administrators provide important updates and valuable information to take back to their schools. This includes updates on the following: state and federal, counseling office, financial aid/admissions, Student Success components, concurrent/dual enrollment and other support services available.

Areas for Improvement

During peak registration (typically when priority and open registration begins), the Counseling Center is impacted. There is always a shortage of appointments during peak times. However, the three Educational Advisor positions assist Counselors and work directly with students year round including scheduling, follow up services and educational planning.

Currently, the average wait time for a walk-in advising during summer intersession can last 1-2 hours. Recommendation for students to meet with a counselor/advisor is once per semester.

Porterville College provides an Accuplacer “Sample Questions for Students Review” guide online for students to prepare for the test. When students schedule their test date/time, staff members explain to students where to retrieve the guide online; they can receive a hard copy or print a copy in the Student Success Computer Lab. Answers are included at the end of the pre-test for students to review. Students are highly encouraged to review their English and math skills prior to taking the assessment test. We plan to produce an in-house informational video that highlights the importance of preparing for the assessment test. This student-centered video will be available on the college webpage. We would like to also develop and implement workshops to better prepare students and refresh their skills prior to assessment.

We would like to expand campus tutoring for at-risk students and present a series of interactive workshops targeting at-risk students including topics on: improving academic habits, writing skills, mathematics, refining study skills, improving motivation and developing critical thinking skills. We would like to embed counseling for Basic Skills students in-person and by appointment at the Learning Center. Students who do not have an educational goal selected/identified, will be invited to the Counseling Center to explore ideas and resources.

One of the main goals of the integrated plan is to strengthen the collaboration with community partners by offering more programs and activities promoting access to postsecondary education. This

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will be accomplished by enhancing the communication with community partners through meetings and information sessions, curriculum development of accelerated courses, and activities promoting porterville college. Students will also be referred to community partners for any additional assistance they are able to provide with relation to mental health, food insecurities, job placement and other services.

We currently do not offer full online counseling services. The service available is in the form of an email request which is followed up by a response from a counselor. Lead time for a response by a counselor is normally 24 hours. To address this inefficiency the college is currently in the process of implementing Cranium Cafe. This online tool will provide distance education and non traditional students the same level of interaction with counselors and advisors in a virtual setting.

The information provided through the online orientation is very dynamic. To mitigate any incorrect information provided, college staff will maintain and update the online orientation modules as it relates to changes in programs offered, fees, resources et.

The Student Success Task Force will continue to explore strategies and meaningful activities to reach at-risk students and assist them in achieving their goals. A new process has been developed on the way students in academic probation and disqualification are identified and provided assistance.

The SARS software product used in Student Services has been upgraded adding additional components that will assist the staff working with students on a daily basis. These include:

SARS GRID is used for scheduling and reporting.
 SARS TRAK is used for student self-serve check-in/check-out
 SARS ALRT is used for Early Alert referrals
 SARS MSGS is used for automated reminders and announcements sent out via email/text messaging.

Goals

The following goals are from the prior program review

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Soft launch of EAB Navigate to incoming freshmen	Fall 2015	Staff Time	N/A

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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_X__ Item 3_X__ Item 4___ Item 5___ Item 6___

Progress on Goal:

X Completed (Date Fall 2015)
_Revised (Date Spring 2015)

Comments:

The initial soft launch of EAB Navigate was conducted in Fall 2015 and was made available to students Spring 2016. In the past program review it was stated that the online orientation would be developed through EAB Navigate, however, it was developed with COMEVO instead.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Implement an Online Orientation using the COMEVO Software.	Fall 2015	SSSP Funding Staff Time	N/A

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_X__ Item 3_X__ Item 4___ Item 5___ Item 6___

Progress on Goal:

X Completed (Date Spring 2015)
_Revised (Date)

Comments:

The online orientation was made available to students starting spring 2015.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
3. Implementation of new state common assessment instrument	Spring 2016	Training/Staff Time	Common Assessment Initiative has been suspended

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Item 1___ Item 2_X__ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:

___Completed (Date)
 _X_Revised (Date Fall 2017)

Comments:

The State Chancellor's Office notified all California Community Colleges in the Fall of 2017 that the Common Assessment Initiative had been suspended. Porterville College will continue to use Accuplacer for placement purposes along with multiple measures mandated by AB 705.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
4. Continuously update the SSSP website/materials to better inform new students of SSSP components and required contacts	ongoing	Staff Time	NA

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_X__ Item 3_X__ Item 4___ Item 5___ Item 6___

Progress on Goal:

___Completed (Date)
 _X_Revised (Date November 2017)

Comments:

The Student Success and Support Program Guide was developed in Fall 2016 which describes all components of SSSP and all programs and majors on campus. As the programs and majors change an insert has been developed to supplement the content of the piece.

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PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Student Success and Support Program (SSSP)
 Contact Person: Erin Cruz Submission Date: February 2017

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
5. Implementation of SARS Trak Student Self Serve in the Counseling Center	Fall 2015	Kiosk/Computer	NA

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_**X**_ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:

 X Completed (Date Fall 2015)
 Revised (Date)

Comments:

The kiosk/computer was added to the Counseling Center. Students are using it daily to sign into the office.

The following goals are for the current program review cycle

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Strengthen collaboration with community partners to increase the number of students who access postsecondary education.	Ongoing	SSSP and Student Equity Funds	Staff Time

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_**X**_ Item 3_**X**_ Item 4___ Item 5___ Item 6___

Progress on Goal:

 Completed (Date)

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___ Revised (Date)

Comments:

This goal is part of the overall integrated plan with Basic Skills Initiative and Student Equity. This goal addresses student access to the college, ESL/Basic Skills completion, and Degree & Certificate completion.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Implement Cranium Cafe to scale within student services to better provide counseling and advising to distance learners	Soft implementation Spring 2018 and full implementation Fall 2018	SSSP Funds	Staff Time

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_X___ Item 3_X___ Item 4___ Item 5___ Item 6___

Progress on Goal:

___ Completed (Date)

___ Revised (Date)

Comments:

This goal is part of the overall integrated plan with Basic Skills Initiative and Student Equity. This goal addresses student access to the college, ESL/Basic Skills completion, and Degree & Certificate completion.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
3. Maintain and update the online orientation modules as it relates to changes in programs offered, fees, resources et.	Ongoing	Staff time	N/A

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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_X__ Item 3_X__ Item 4___ Item 5___ Item 6___

Progress on Goal:

___Completed (Date)

___Revised (Date)

Comments:

This goal addresses the need to keep students up to date with changes taking place within the college.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
4. Implement the goals developed within the integrated SSSP, Student Equity, and BSI Integrated Plan	Fall 2018 and ongoing	SSSP, Student Equity, and Basic Funds Staff Time	

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_X__ Item 3_X__ Item 4___ Item 5_X__ Item 6___

Progress on Goal:

___Completed (Date)

___Revised (Date)

Comments:

The following table outlines the common goals within the Integrated Plan.

Activities in each program that serve the goal listed

Goal	SSSP	Student Equity	BSI	Goal Area
1. Strengthen collaboration with community partners to increase number	Provide orientation, assessment and abbreviated ed. plans at the high	Develop programs with organizations targeting students who are	Promoting acceleration at the Adult School by integrating	<input checked="" type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills

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<p><i>of students who access postsecondary education</i></p>	<p><i>schools</i></p> <p><i>High School Collaborative - Host annual High School Counselors and Principals Retreat</i></p> <p><i>Host One Stop enrollment service events:PC Connection and Become a Pirate In a Day</i></p> <p><i>Implement EAB Navigate software to help with the transition from HS to college by providing a streamlined path toward the enrollment process</i></p>	<p><i>disproportionately impacted that focus on streamlining the enrollment process</i></p> <p><i>Annual Equity Summit will be held: "Paving the Path to Success Underrepresented Student Groups"</i></p>	<p><i>counseling and instruction</i></p> <p><i>Offer ESL courses at the public library, Proteus and Strathmore High School.</i></p> <p><i>Provide One Stop services outreach event held at Earlimentary/ Middle School</i></p>	<p><i>Completion</i></p> <p><input checked="" type="checkbox"/> <i>Degree & Certificate Completion</i></p> <p><i>Other:_____</i></p>
<p><i>2. Increase the number of students by 2% that transfer from a community college to a four-year university</i></p>	<p><i>--Develop education plans using assistive technology and follow up with students to increase transfer rates</i></p>	<p><i>Increase cross discipline collaboration campus wide to promote transfer opportunities to students with the intent to create a cultural shift toward transfer.</i></p> <p><i>College Fair will be held annually to assist students with admissions requirements, transfer opportunities, major preparation and application process over twenty CSU, UC and private schools will attend</i></p>	<p><i>Provide students the opportunity to make progress toward their goal trough accelerated coursed such as English 101AX, English 73X, Math PQ and remap of ESL courses leading toward college level English.</i></p> <p><i>Develop two-year schedule of planned classes with the intent toward early graduation and transfer.</i></p> <p><i>Provide incoming freshmen Jumpstart every summer.</i></p>	<p><input checked="" type="checkbox"/> <i>Access</i></p> <p><i>" Retention</i></p> <p><input checked="" type="checkbox"/> <i>Transfer</i></p> <p><input checked="" type="checkbox"/> <i>ESL/Basic Skills</i></p> <p><i>----Completi</i></p> <p><i>on</i></p> <p><input checked="" type="checkbox"/> <i>Degree & Certificate Completion</i></p> <p><i>" Other:_____</i></p>

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<p>3. Increase the number of students who transition from non-credit courses to college level courses by 2% annually</p>	<p>Improve tracking progression of students from non-credit to credit and follow up to provide support (i.e. tutoring, counseling, assistive technology etc.)</p> <p>Enhance partnerships with outside agencies that work with non-traditional student populations to leverage resources available to students.</p>	<p>Develop partnerships with outside agencies which are able to help students with unmet needs the college may not be able to offer.</p>	<p>Assistive technology though Rosetta Stone is made available for our English learner.</p> <p>Offer Non-credit certificates.</p> <p>ESL Mapping of courses is aligned with basic skills courses for faster progression toward college level English.</p> <p>Offer counselor workshops for ESL students.</p> <p>Provide Student Success Spanish Handbook to ESL students.</p> <p>Expand the Translation of documents and Advertisement of classes and programs.</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p>“ Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p>“ Other: _____</p>
<p>4. Increase completion of courses and degrees by 2% annually</p>	<p>Increase achievement rates for key milestones:</p> <p>-30 unit completion -Certificate completion</p> <p>Follow up with students once a milestone has been achieved and offer support services</p>	<p>Target at risk populations and offer resources to address barriers that would affect their performance.</p> <p>For example:</p> <ul style="list-style-type: none"> - academic(early alert) - food insecurity - homelessness - financial <p>Use EAB Navigate to provide reminders to</p>	<p>Increase the availability of ESL and Eng. 81/83, 71, 73X, 50, 101AX, Math 61, and PQ.</p> <p>Increase classroom visits once per semester promoting resources such as PASS leaders, embedded tutors, MyMathLab, Net Tutor, and Lending Library.</p>	<p>“ Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p>“ Other: _____</p>

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		students about key milestones and resources to students promoting course completion		
5. Decrease time to completion along basic skills pathways	<p><i>Continue the development of education plans that take into account all possible approved placement methods</i></p> <p><i>Promote higher performance in the classroom and placement test to high school students to yield higher outcomes in initial placement of coursework</i></p>	<p><i>Continue working with faculty to develop and Implement Multiple Measures for more equitable placement into courses.</i></p> <p><i>Support professional development that promotes acceleration and best practices in developmental education.</i></p>	<p><i>Continue with Summer Jumpstart, non-credit ESL, Math and English acceleration.</i></p> <p><i>Increase professional development for best practices in developmental education, technology, integrated pedagogy and methods in reading and writing across curriculum.</i></p> <p><i>Provide workshops on study skills and time management to students.</i></p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p>.. Other: _____</p>

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BUDGET REQUEST

This is a match account for SSSP

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000	6000	0	6000
5000	7075	0	7075
Other	0	0	0

Justification:

(Include justification for each amount of increase requested.)