



Student Success and Support Program Plan (Credit Students)

2014-15

PALO VERDE COMMUNITY COLLEGE DISTRICT
PALO VERDE COLLEGE

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-65

PALO VERDE COLLEGE

STUDENT SUCCESS AND SUPPORT PROGRAM PLAN 2014-15

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EXECUTIVE SUMMARY

Palo Verde College (PVC) has formulated the Student Success and Support Program (SSSP) Plan to address requirements set forth in SB 1456, known as the Seymour-Campbell Student Success Act of 2012. The bill targets funding to the core services of orientation; assessment; counseling, advising and education planning, and follow-up services for at-risk students. The bill re-names the Matriculation program as the Student Success and Support Program. PVC's plan summary is as follows:

Orientation: PVC conducts orientation sessions both online and in person. New, nonexempt students are required to attend orientation as the first step in the matriculation process. Participation in orientation enables students to maintain priority registration status, and is administered to students prior to their proceeding to assessment and placement. Goals for orientation are:

1. Develop an orientation script for hearing impaired students to use for online orientation.
2. Provide students, as needed, with a Spanish translation of the orientation script.
3. Develop a printed orientation guide for incarcerated students (who do not have access to the online orientation video).

Assessment and Placement: PVC requires all new, non-exempt students to take the Accuplacer assessment test to evaluate their preparedness for college level English and math. In addition to utilizing Accuplacer scores to place students, counselors also evaluate students' preparedness using multiple measures of assessment. Goals for assessment and placement are:

1. Explore the feasibility of developing a prep class or workshop to assist students in preparing for the assessment test.
2. Evaluate the feasibility of using high school EAP score results to assess and place students.

Counseling, Advising and Education Plan Development: PVC counseling staff assists students in planning their educational futures, including preparation of a formal educational plan. Goals for counseling, advising and education plan development are:

1. Convert fully to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation.
2. Review the need for additional staffing to meet support needs in counseling and education plan documentation.

Follow-Up for At-Risk Students consists of interventions, often with faculty involvement, to help students who are experiencing academic difficulty. The goal for following up at-risk students is that:

The college's Basic Skills Initiative Committee will evaluate ways to improve the efficiency and effectiveness of follow-up and intervention services for at-risk students.

Related Programs and Policies include institutional research to evaluate program effectiveness, technology support, admissions and records to support student progress, and transfer and articulation services.

Overall Goal: Implement continuous improvements in all of the college's SSSP practices and policies.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Palo Verde College

District Name: Palo Verde Community College District

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

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



Name: Sean C. Hancock, Ed.D.

Date: October 14, 2014

Signature of College SSSP Coordinator: _____



Name: Brian Thiebaut

Date: October 14, 2014

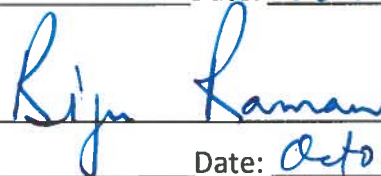
Signature of the Chief Instructional Officer: _____



Name: Sean C. Hancock, Ed.D.

Date: October 14, 2014

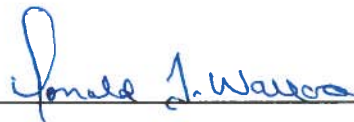
Signature of College Academic Senate President: _____



Name: Biju Raman

Date: October 14, 2014

Signature of College President: _____



Name: Donald G. Wallace, Ph.D.

Date: October 14, 2014

Signature of District Chancellor: Not Applicable

Name: _____

Date: _____

Contact information for person preparing the plan:

Name: Brian Thiebaut Title: English/Business Instructor, Institutional Research

Email: bthiebaut@paloverde.edu Phone: 760-921-5501

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES**Ia. Core Services****i. Orientation**

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

A. Describe target student audience

At Palo Verde College, orientation services are available to all students. However, orientation is mandatory for all new, nonexempt students. Exemptions apply to students who have earned a college degree, have been previously served through the matriculation process at Palo Verde College or at another college; will be enrolled in less than six (6) units and do not intend to earn a certificate or degree; will be enrolled for high school credit only.” The policy is stated in the Student Handbook, 2014-15, page 10 (see Attachment E) and in the College Catalog, page 25 (Attachment F).

The CCCCO Data Mart site reports that 866 new students enrolled the Fall 2013 and Spring 2014. Moreover, the college estimates this year a 15% to 20% increase in enrollments over last year. The college thus estimates that between 866 and 1,039 first-time students will receive orientation services in the current year.

B. Delivery methods

Orientation is conducted in various modes to address the needs of students, as described below, and is required of all students to qualify for priority registration. Students who have participated in orientation are required to take a written quiz as proof of their participation and to present the quiz to counselors as they advance to assessment and education planning. Orientation practices at the Blythe campus are, similarly, conducted for students enrolled at the Needles Center (Attachment S, Needles Center Orientation Announcement).

Online orientation consists of a series of six videos, each lasting approximately 3-4 minutes in length. The videos cover the following topics: assessment; financial aid; educational planning; registration; student services; college policies. Students may view the videos from any campus computer, or any off-campus computer with internet access. The following is the link to the online orientation program: <http://www.paloverde.edu/future-students/start.aspx>. See also Attachment V, Orientation Script.

Group Orientation—Sessions are conducted by counselors prior to the beginning of the semester and in the first week of each semester. See Attachment W, Orientation Agenda and Attachment X, Trio Orientation, Summer Readiness. A schedule of orientations sessions is published on the college website and in the Schedule of Classes. See link to Fall 2014 Schedule of Classes:

<http://www.paloverde.edu/current-students/pdf/fall2014.pdf>

Incarcerated students enrolled in EOPS and located at the two prisons located within the college's district also receive face-to-face orientation services from EOPS counselors.

Individual Orientation: Students may also receive orientation from counselors on a one-to-one basis, as it is needed. Invariably, orientation topics and questions arise as students' progress through the steps of assessment and educational planning; counselors are prepared to address these questions at any time during the process.

Written Orientation—The college is preparing a written guide for incarcerated students, who do not otherwise have internet access and therefore are unable to participate in online orientation.

In each method of orientation delivery, students are required to complete a brief quiz covering key issues presented. The quiz results help verify students' understanding, and serve as evidence that the student has participated in an orientation session.

Supplemental services that help remind students of the importance of orientation, and how to participate in orientation, are also provided in the form of brochures, the schedule of classes, the college website, television screens and electronic marquee around campus.

C. Partnerships (colleges, high schools, workforce agencies, community partners)

Blythe Campus—College staff maintains ongoing contact with local schools in Blythe, including personal visits to campuses at least once each month. Schools contacted regularly include Palo Verde High School and Twin Palms High School. Staff also maintains liaison with the Riverside County Department of Public Social Services and the Riverside County Office of Education community school.

Needles Center—The Director of the Needles Center and the Executive Secretary maintain contact with Needles High School administrative and instructional/counseling staff to ensure that local students are aware of the educational opportunities available through the college's Needles Center. Needles Center staff members conduct group orientations at the beginning of each semester. See Appendix S Needles Center Orientation Announcement.

D. Point in academic pathway orientation services are provided

Orientation is the very next step students take after they register through CCC Apply and have received a student identification number. For a statement delineating the sequence of steps students are advised to follow see Attachment E, Student Handbook, page 8. See also Attachment F, College Catalog, pages 25-26.

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

The following administrative and support staff provide orientation services:

Irma Dagnino, Counselor/Articulation Officer, provides group and individual orientation

David Silva, Counselor, provides group and individual orientation

Hortensia Rivera, DSPS Counselor/Director, DSSS Director, provides group and individual orientation

Maria “Machi” Rivera, Director EOPS/CARE, provides group and individual orientation

Victor Hernandez, Distance Education Counselor, provides group and individual orientation both at the Blythe campus and local prison locations

June Turner, College Librarian, Tutoring Center Coordinator, Assessment and Placement, provides orientation services to students when needed prior assessment testing

Maria Lopez, Temp Interim Cooperative Work Experience/Vocational Career Specialist, provides group and individual orientation to students at the Blythe campus and at local high schools

Lorenzo Lujano, EOPS Counselor, provides group and individual orientation

Eva Munguia, Director, Needles Center, provides group and individual orientation at the Needles Center

Jeanie Johnson, Executive Secretary, Needles Center, provides group and individual orientation at the Needles Center

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

Technologies supporting orientation services:

An online orientation video was commercially produced and was purchased by the college. The college IT department maintains the video on the college website.

The college website on which orientation and other matriculation materials are found is serviced by the college Information Technology department.

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as

required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

(1) Academic expectations and progress and probation standards pursuant to section 55031;

- A. Orientation video, Part 6, Policies, discusses the topic of academic probation.
- B. Group and individual orientation sessions include discussions about what academic probation is and its impact on academic standing and financial aid. For this item and subsequent items in the Orientation Checklist, see also Attachment V, Orientation Script.

(2) Maintaining registration priority pursuant to section 58108;

- A. Orientation video, Part 4, Registration, discusses the topic of priority registration.
- B. Group and individual orientation sessions stress the importance of completing orientation, placement and educational planning in order to retain priority registration status.

(3) Prerequisite or co-requisite challenge process pursuant to section 55003;

- A. Orientation video Part 4, Registration, discusses pre-requisites and co-requisites, and, when they are required, that they be addressed prior to enrollment.
- B. Group and individual orientation sessions discuss pre-requisites and co-requisites, and, when required, that they be addressed prior to enrollment.

(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621

- A. Orientation video, Part 2, Financial Aid, discusses specific financial aid options.
- B. Group and individual orientation sessions describe various financial aid options and direct students to the appropriate counselor or office for assistance.

(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;

- A. Orientation video, Part 2, Financial Support, and Part 5, Student Services, each discusses various available support services and how they can be accessed.
- B. Group and individual orientation sessions address the various available support services and how they may be accessed.

(6) Academic calendar and important timelines.

- A. Orientation video, Part 6, Policies, discusses the importance of timelines in the registration and enrollment process.
- B. Group and individual orientation sessions include discussions of the academic calendar and important timelines, with reference to the college catalogue, schedule of classes, student handbooks and other documents readily accessible to students.

(7) Registration and college fees

- A. Orientation video, Part 4, Registration, discusses registration and enrollment processes, as well as fee requirements.
- B. Group and individual sessions discuss registration and enrollment processes, as well as fee requirements, referencing the college catalogue, schedule of classes, student handbook and other documents readily accessible to students.

(8) Available education planning services

- A. Orientation video Part 3, Educational Planning, and Part 4, Registration
- B. Group and individual orientation sessions cover all aspects of education planning, including the importance of completing an education plan, the importance of obtaining transfer and career guidance.

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

- A. Orientation continuously stresses the importance of consulting with counselors, and maintaining frequent contact.
- B. Non-exempt new students must show evidence of having completed orientation before proceeding on with assessment and placement, and before making an appointment with a counselor to develop an education plan.
- C. Orientation stresses the importance of completing registration, orientation, assessment, and education program planning early, especially if applying for financial aid.

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

See 2014-15 SSSP Budget, attached to this plan.

FUTURE GOALS FOR ORIENTATION:

1. Develop an orientation script for hearing impaired students to use for online orientation.
2. Provide students, as needed, with a Spanish translation of the orientation script.
3. Develop a printed orientation guide for incarcerated students (who do not have access to the online orientation videos).

ii. Assessment and Placement

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

A. **Describe target audience.**

The target audience consists of students who plan to enroll in any course in English, mathematics or reading—or any courses for which these disciplines are pre-requisites or co-requisites—at the college, even if their first semester program does not include any of those courses. Assessment testing and placement recommendations play an important role in helping the student and counselor map out the student's educational plan.

B. **Annual number of students to be assessed**

The college's internal records maintained by the assessment testing staff show that between July 1, 2013 and June 30, 2014, the total number of assessments administered to students was 334. See Attachment U, Accuplacer Testing Summary. The college estimates this year a 15% to 20% increase in enrollments over last year. The college thus estimates that between 384 and 401 students will receive assessment and placement services in the current year.

C. **Description of who will be required to be assessed.**

Assessment is mandatory for all new students, unless they are exempt for any of these reasons: Exemptions apply to students who have earned a college degree' have been previously served through the matriculation process at Palo Verde College or at another college; will be enrolled in less than six (6) units and do not intend to earn a certificate or degree; will be enrolled for high school credit only." The policy is stated in the Student Handbook, 2014-15, page 10 (see Attachment E) and in the College Catalog, page 25 (Attachment F).

D. **Partnerships among colleges or with high schools, workforce agencies, or other community partners that assist with providing assessment and placement.**

Assessment and placement procedures and practices are established and carried out by qualified personnel at the Blythe campus and Needles Center.

The college "will accept placement scores from other accredited institutions if it can be determined

that the instrument used is approved by the Chancellor as a ‘second party instrument,’ and if appropriate concordance tables are available.” (See Appendix F, College Catalog, page 26.)

At present, the college does not use the EAP test results to exempt students from placement tests. However, the college has set a goal to evaluate the feasibility of using such scores sometime in the future (see Future Goals for Assessment and Placement).

- E. At what point(s) in student’s academic pathway assessment and placement are provided.

Assessment is the very next step students take after they participate in orientation and have completed the required orientation quiz. For a clear sequence of steps students are advised to follow, see Attachment E Student Handbook, page 8, which enumerates each step in the matriculation process. See also Attachment F College Catalog, pages 25-26.

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

Assessment and placement services are provided college librarian and her staff. Staff providing assessment services are located at the Blythe campus, for students enrolled through the Blythe campus, and at the Needles Center, for students enrolled in Needles:

June Turner, Librarian, oversees assessment and placement services

Matt Vasquez, PT Temporary Library Technician, proctors placement tests

Ramon Aguirre, Temporary Library Technician, proctors placement tests

Elizabeth Cockrell, Instructional Services Secretary, proctors placement tests

Eva Munguia, Director of Needles Center, oversees assessment testing, proctors assessment tests

Jeanie Johnson, Executive Secretary, Needles Center, helps proctor assessment tests

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

The college uses Accuplacer to assess students’ preparedness for college level English, math and reading. Accuplacer is administered on a computer in a proctored environment. Students may also take the Accuplacer test online in cases when travel to the campus is not feasible for the student.

- **If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.**

Accuplacer is the principal test used for placing students in the appropriate levels for math, English and reading. During counseling sessions with students, additional assessment measures may be made available to students, and a record of other multiple measures is maintained by the counselor. Apart

from Accuplacer placement scores, such measures include, but are not limited to, recent enrollment in a related class, overall GPA, high school transcripts, and prior experience. (See Appendix I, Matriculation Multiple Measures Record.)

- **If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.**

Students may, at their option, challenge the Accuplacer results; in those cases, students are referred by a counselor to the appropriate academic department for further assessment testing. The decision by the academic department is conveyed to the student and counselor, and is final. (See Appendix R Challenge Form)

- **Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)**

Cut scores showing the relationship between scores and course level are presented on the college website (See Appendix D, Getting Started.)

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

The college "will accept placement scores from other accredited institutions if it can be determined that the instrument used is approved by the Chancellor as a 'second party instrument,' and if appropriate concordance tables are available." (See Appendix F, College Catalog, page 26.)

- B. Describe college or district policies and practices on:**

- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.**

The college does not offer practice or prep workshops prior to taking the Accuplacer placement test. The college is considering starting a workshop devoted to preparing for the Accuplacer test.

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

Students may, at their option, re-take the placement test, but only after 14 calendar days have elapsed. See Attachment E Student Handbook, page 11 and Attachment F, College Catalog, page 26.

- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?**

Placement test results are valid for a period of two years, or 24 months. See Attachment E Student Handbook, page 11 and Attachment F, College Catalog, page 27.

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

At present, the college does not use high school EAP test results in lieu of Accuplacer. However, the college has set a goal to evaluate the feasibility of using such scores sometime in the future. See Future Goals for Assessment and Placement, below.

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

See 2014-15 Budget, attached to this plan.

FUTURE GOALS FOR ASSESSMENT AND PLACEMENT:

1. Explore the feasibility of developing a prep class or workshop to assist students in preparing for the assessment test.
2. Evaluate the feasibility of using high school EAP score results to assess and place students.

iii. Counseling, Advising, and Other Education Planning Services

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

A. Target audience and number of students to receive counseling services

All students are required to receive counseling services, unless they are exempt. Exemptions apply to students who have earned a college degree’ have been previously served through the matriculation process at Palo Verde College or at another college; will be enrolled in less than six (6) units and do not intend to earn a certificate or degree; they will be enrolled for high school credit only.” The policy is stated in the Student Handbook, 2014-15, page 10 (see Attachment E) and in the College Catalog, page 25 (Attachment F).

The following chart reports that 2,115 students received counseling and educational plan services during 2013-14:

	Fall 2013	Spring 2014
	Student Count (Credit)	Student Count (Credit)
Palo Verde		
Counseling/Advisement Services Received During The Term	822	856
Student Education Plan Development Services Received During The Term	209	228

Source: Data Mart, CCCCCO

Because the college estimates a 15% to 20% increase in enrollments this year, the college estimates that between 2,432 and 2,538 students will receive counseling and educational plan services in the current year.

B. Description of services and methods of delivery

Counselors assist all students in several areas including but not limited to: 1) deciding upon an educational objective; 2) determining the courses required to achieve this objective by formulating an educational plan; 3) determining the support services needed to assist students in achieving their objectives; and 4) assisting students in course selection appropriate to their goals. All of the aforementioned activities are designed to help promote student success.

While the most prevalent method of delivery of counseling services is face-to-face contact with students, counselors also handle counseling sessions via email, telephone and interactive television, depending up the student's need.

C. Partnerships with other colleges, high schools, agencies

The college maintains close contact with the local high schools and their administrative and counseling staff both in Blythe and in Needles, keeping them informed of courses, programs and other educational opportunities the college provides. However, the process of developing and working up the student's educational plan is handled primarily by the college's counselors and students.

D. At what points in students' matriculation process are services provided

Counseling services are typically provided once a student has participated in orientation and assessment, but prior to enrolling in classes. In order to effectively complete an educational plan, students need to know the level of English, math and reading at which they need to begin, and having completed assessment and placement makes for more beneficial counseling sessions. For a statement delineating the steps students are advised to follow, see Attachment E, Student Handbook, page 8. See also Attachment F College Catalog, pages 25-26.

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

Online, Individually or Group. Counseling sessions are almost always conducted face-to-face, though alternate arrangements are available depending on students' needs. Other arrangements include counseling by telephone, email and interactive television.

Student Access to Counseling. Students are encouraged throughout orientation to consult with their counselor regularly. Counselors are available at most times during the day and week for scheduled appointments and drop-in appointments with students.

Drop-ins. Counselors are available at peak registration periods for drop-in sessions as well as scheduled appointments, utilizing the SARS appointment scheduler and contact tracking program.

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

The abbreviated student education plan is used for students who are pursuing a program consisting of two or fewer semesters, typically 2-semester certificate programs. At present, an abbreviated education plan is prepared by the counselor with the student and is either in paper or electronic form. The paper form is scanned for record-keeping and may be subsequently updated or changed by the counselor with the student's participation. The electronic version is based on a software program called Degree Audit, the purpose of which is to inform students of courses remaining to complete his or her program of study. Both the counselor and student have access to the student's course progress at any time. The student may, at his or her option, conduct "what-if" scenarios if he or she is considering a change in major or program of study.

The college is preparing to convert to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation. The college expects this system to be operational in 2014-15.

The program will be an improvement over Degree Audit in that the student may plan out his or her entire college program at least two years in advance, showing specific days, times, modes of delivery and semesters for each course in his or her program of study. Once the system is implemented, the student's course data collected through Degree Audit will be transferred automatically into the new system.

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

The comprehensive education plan is for students pursuing a program consisting of more than two semesters, typically longer certificate programs and all associate degree programs. Like the abbreviated plan, the comprehensive plan is prepared by the counselor with the student and is either in paper or electronic form. The paper form is scanned for record-keeping and may be subsequently updated or changed by the counselor with the student's participation. The electronic version is based on a software program called Degree Audit, the purpose of which is to inform students of courses remaining to complete his or her program of study. Both the counselor and student have access to the student's course progress at any time. The student may, at his or her option, conduct "what-if" scenarios if he or she is considering a change in major or program of study.

The college is preparing to convert to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation. The college expects this system to be operational in 2014-15.

The program will be an improvement over Degree Audit in that the student may plan out his or her entire college program at least two years in advance, showing specific days, times, modes of delivery and semesters for each course in his or her program of study. Once the system is implemented, the student's course data collected through Degree Audit will be transferred automatically into the new system.

For sample education plan templates, see Attachment J, Educational Plan Template and Attachment K, EOPS, Student Education Plan template.

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

David Silva, Counselor, provides general counseling services to students, full-time counselor, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Hortensia Rivera, DSPS Director/Counselor, DSSS Director, provides counseling services to students and coordinates DSPS/TRIO programs, full-time counselor, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Maria "Machi" Rivera, Director EOPS/CARE, provides counseling services to students and is director of the EOPS/CARE programs, full-time administrator, counsels as needed, approximately 12 hours per week x 52 weeks (12 months) = 624 hours

Victor Hernandez, Distance Education Counselor, provides counseling services to students and coordinates the distance learning program, full-time counselor, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Lorenzo Lujano, EOPS Counselor, provides general counseling services and specialized EOPS counseling, full-time counselor, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Irma Dagnino, Counselor, Articulation Officer, provides counseling services and serves at the college articulation officer, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Maria Lopez, Interim Cooperative Work Experience/Vocational Career Specialist, provides counseling services to vocational students and outreach services to local high schools, 30 counseling hours per week x 44 weeks (10 months) = 1320 hours

Peter Martinez, Business Instructor with counseling experience and background, provides general counseling services during peak registration periods 30 counseling hours x 4 weeks per year = 120 hours

Eva Munguia, Director, Needles Center, provides counseling and educational plan development services at the Needles Center, 15 counseling hours per week x 52 weeks (12 months) = 780 hours

Omar Pena, EOPS Advisor, provides EOPS counseling, 19 counseling hours per week x 44 weeks (10 months) = 836 hours

Maria Gonzalez, DSPS/Trio Advisor, provides DSPS counseling, 19 counseling hours per week x 44 weeks (10 months) = 836 hours

Summary:

David Silva, 1320 hours

Hortensia Rivera, 1320 hours

Maria "Machi" Rivera, 624 hours

Victor Hernandez, 1320

Lorenzo Lujano, 1320

Irma Dagnino, 1320 hours

Maria Lopez, 1320 hours

Peter Martinez, 120 hours

Eva Munguia, 780 hours

Omar Pena, 836 hours

Maria Gonzalez, 836 hours

Total counseling hours per year = 11,116

Divide by 2080 hours = 11,116 hours/2080 hours = 5.34 full-time equivalent counselors

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

Counselors and student support staff use a software program called SARS, which enables them to share and retain appointment scheduling and contact data. This shared data collection program for scheduling counselor appointments with students is used also for tracking student contacts.

Both the abbreviated plan and comprehensive plan are prepared by the counselor with the student and is either in paper or electronic form. The paper form is scanned for record-keeping and may be subsequently updated or changed by the counselor with the student's participation. The electronic version is based on a software program called Degree Audit, the purpose of which is to inform students of courses remaining to complete his or her program of study. Both the counselor and student have access to the student's course progress at any time. The student may, at his or her option, conduct "what-if" scenarios if he or she is considering a change in major or program of study.

The college is preparing to convert to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation. The college expects this system to be operational in 2014-15.

The program will be an improvement over Degree Audit in that the student may plan out his or her entire college program at least two years in advance, showing specific days, times, modes of delivery

and semesters for each course in his or her program of study. Once the system is implemented, the student’s course data collected through Degree Audit will be transferred automatically into the new system.

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

See 2014-15 Budget, attached to this plan.

FUTURE GOALS FOR COUNSELING, ADVISING AND OTHER EDUCATIONAL PLANNING SERVICES

1. Convert fully to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation.
2. Review the need for additional staffing to meet support needs in counseling and education plan documentation.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them.

Students who will be provided at-risk follow-up services are identified principally by progress checks and reports supplied by faculty to counselors, as described below. Follow-up services consist of various interventions, including counselor review of the student’s progress, identification of areas needing improvement, review of instructor’s recommendations and review of student’s education plan.

The following chart reports 430 students received at-risk follow-up services in 2013-14.

	Fall 2013	Spring 2014
	Student Count (Credit)	Student Count (Credit)
Palo Verde		
Academic Follow-up Services Received During The Term	424	6

Source: Data Mart, CCCCCO

The college estimates a 15% to 20% increase in enrollment during the current year. The college thus estimates that that between 495 and 516 students will receive at-risk follow-up services in the current

year.

Describe the strategies for addressing the needs of these students, including:

- a. Types of services are available to these students; how they are notified and when

The college has several follow-up services to identify students who are experiencing academic difficulty and to arrange for interventions to assist them.

EOPS/CARE has one director and a full-time counselor and staff dedicated to working with students enrolled in this program, including students enrolled at the Blythe campus and Needles Center. The EOPS/CARE program uses an “early alert” system to identify students who require academic help (See attachment T, EOPS Early Alert Referral Form.) Students are required to read and agree to terms of the “Mutual Responsibility Contract” (Attachment M). During each semester, each EOPS student is required to provide counselors with three signed progress reports from instructors. Students whose instructors indicate that the student needs help are immediately contact by a counselor for counseling. The instructor’s comments and suggestions are incorporated into the student’s improvement plan.

DSPS/TRIO has one counselor/director, support staff and technical staff to serve students who require accommodations for physical or learning disabilities, including students enrolled at the Blythe campus and at the Needles Center. During the matriculation process, including orientation, assessment and counseling, students may identify themselves as needing educational accommodation. The student’s disability is verified by the DSPS counselor/director, and accommodations are arranged. Faculty members are notified early in each semester about a particular student’s need for accommodations (Attachment N, DSPS Notification). As for follow-up, DSPS maintains continuous contact with students enrolled in the DSPS program and maintains a detailed log of contacts with each student (Attachment L-DSPS Program contact log). The DSPS counselor/director works directly with faculty to ensure that each student is provided the needed accommodations.

CalWORKS staff meets with students periodically during the semester to evaluate progress and provide counseling for students experiencing academic difficulty. CalWORKS staff works collaboratively with Admissions and Records, EOPS/CARE and DSPS staff in identifying students experiencing academic difficulty and developing solutions to help them.

The Admissions and Records office requests notification of student grade deficiencies from instructors mid-way the semester. The request applies to students who are at a grade of D or F at the semester mid-point. The Admissions and Records office compiles a list of students with deficiencies to counselors and sends out notices to the affected students (Attachment P, Grade Deficiency Letters).

- b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.

Counselors assist all students in several areas including but not limited to: 1) deciding upon an educational objective; 2) determining the courses required to achieve this objective by formulating an educational plan; 3) determining the support services needed to assist students in achieving their objectives; and 4) assisting students in course selection appropriate to their goals. All of the

aforementioned activities are designed to help promote student success.

In cases in which a student is undecided as to an educational pathway, the counselor will suggest a major program of study the student might pursue, with the understanding the students may want to change their majors as they gain greater experience attending college classes.

- c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).

Counseling sessions are frequently conducted face-to-face, though alternate arrangements are available depending on students’ needs. Other arrangements include counseling by telephone, email and interactive television.

- d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

During each semester, instructors are asked to provide signed progress reports for each EOPS student. Students whose instructors indicate that the student needs help are immediately contact by a counselor for counseling. The instructor’s comments and suggestions are incorporated into the student’s improvement plan.

During each semester at mid-term, instructors are asked by the Admissions and Records office to provide names of students who are earning a grade of D or F. The names are forward to counselors for follow-up, and the Admissions and Records department mails notices of academic deficiency to students.

Faculty members are notified early in each semester about a particular student’s needs for educational accommodations on account of physical or learning disabilities (see Attachment N, DSPS Notification).

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

David Silva, Counselor, provides general counseling services to students, full-time counselor

Hortensia Rivera, DSPS Director/Counselor, DSSS Director, provides counseling services to students and coordinates DSPC/TRIO programs, full-time counselor

Maria “Machi” Rivera, Director EOPS/CARE, provides counseling services to students and is director of the EOPS/CARE programs, full-time counselor

Victor Hernandez, Distance Education Counselor, provides counseling services to students and coordinates the distance learning program, full-time counselor

Lorenzo Lujano, EOPS Counselor, provides general counseling services and specialized EOPS counseling, full-time counselor

Irma Dagnino, Counselor, Articulation Officer, provides counseling services and serves at the college articulation officer

Maria Lopez, Temp Interim Cooperative Work Experience/Vocational Career Specialist, provides counseling services to vocational students and outreach services to local high schools

Eva Munguia, Director, Needles Center, provides counseling and educational plan development services at the Needles Center

Ms. Shelley Hamilton, Director of Admissions and Records, maintains all student records, issues deficiency letters as part of the follow-up process

Omar Pena, EOPS Advisor, part-time, provides EOPS counseling

Maria Gonzalez, DSPTS/Trio Advisor, part-time, provides DSPTS counseling

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

Follow-up is conducted mainly by personal contact between counselor and student. Forms used are, for the most part, paper versions.

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

See 2014-15 Budget, attached to this plan.

FUTURE GOAL IN THE AREA OF FOLLOW-UP FOR AT-RISK STUDENTS:

The college's Basic Skills Initiative Committee will evaluate ways to improve the efficiency and effectiveness of follow-up and intervention services for at-risk students.

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

i. Institutional Research

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

The college institutional researcher is a member of the SSSP and Student Equity Committee and participated closely in the development of the SSSP plan. The researcher will work with the committee in providing analytical reports on SSSP services. Examples of these kinds of analytical reports are:

1. Provide interpretive assessments of annual Scorecard reports.
2. Provide periodic reports on the progress of student cohorts and subgroups identified in the Student Equity Plan as subject to disproportionate impact.

3. Provide periodic reports that evaluate the effectiveness of the core services and provide recommendations to the SSSP and Student Equity Committee for improvement of services.

ii. Technology

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

Online Orientation

The online orientation video was commercially produced and was purchased by the college. The college IT department maintains the video on the college website.

The college website on which orientation and other matriculation materials are found is serviced by the college IT department.

Assessment and Placement

The college uses Accuplacer, which is administered in person and online.

Counseling, Advising, Educational Planning

For scheduling appointments and tracking student contacts the college uses SARS, a program owned and supported by the college.

For education plans, counselors and students use a software program called Degree Audit, the purpose of which is to inform students of courses remaining to complete his or her program of study

The college is preparing to convert to a digital, self-service education plan module for abbreviated and comprehensive plans. The college has the required educational plan software, produced by Ellucian, and is now in the process of testing and preparing the program for implementation. The college expects this system to be operational in 2014-15.

The program will be an improvement over Degree Audit in that the student may plan out his or her entire college program at least two years in advance, showing specific days, times, modes of delivery and semesters for each course in his or her program of study. Once the system is implemented, the student's course data collected through Degree Audit will be transferred automatically into the new system.

IIc. Transitional Services Allowed for District Match

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

Admissions and Records

Admissions and Records serves students by accurately obtaining, processing, storing and reporting academic records in order to help facilitate student success and to maintain student confidentiality under FERPA. The Admissions and Records department serves all student populations at Palo Verde

College including prospective students and alumni. Admissions and Records handles 4,000 to 5,000 registration applications per semester, processing as many as 150 transcript requests each month and 100 enrollment verifications each semester. The department also evaluates approximately 200 transcripts each year. The Admissions and Records Office is instrumental in monitoring student academic performance and notifies students who run the risk of probation or dismissal.

Institutional Research

Institutional research performs various data collection and analysis functions to keep faculty, staff and administration abreast of student performance trends to help in planning and decision-making, and thereby provide means for enhancing student success.

Transfer and Articulation Services

The college has faculty and support staff dedicated to ensuring that all courses have the maximum opportunity for articulation with four-year colleges and universities. The college's articulation function also ensures that the college fulfills all requirements for C-ID and associate degrees for transfer to enhance the opportunities for students to transfer successfully to four-year institutions of their choice.

Career Services

The college provides career and technical education information to high school students, as well as to students attending Palo Verde College (Attachment G, Career and Technical Education Counseling Narrative). The goal is to help students transition from high school to Palo Verde College and from the college to the workforce or four-year institutions. Contacts with students consist of outreach activity, orientation, academic follow-up, financial aid advisement, transfer services, academic advising and related services.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

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

The college's policy for exempting students from participation in the required core services states that students "may be exempt from a specific SSSP component for any of the following reasons: they have earned a college degree; they have been previously served through the matriculation process at Palo Verde College or at another college; they will be enrolled in less than six (6) units and do not intend to earn a certificate or degree; they will be enrolled for high school credit only."

The policy is stated in the Student Handbook, 2014-15, page 10 (see Attachment E) and in the

College Catalog, page 25 (Attachment F).

2. Appeal Policies

Describe the college's student appeal policies and procedures.

The college appeals procedure provides that "a student has the right to challenge or appeal any step in the SSSP." See Attachment E, Student Handbook, page 11, and Attachment F, College Catalog, page 27. The appeals process applies to: a review of assessment and placement decisions, assessment retesting, and challenging prerequisites and corequisites.

3. Prerequisite Procedures

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

Course prerequisites and corequisites are established by faculty and are incorporated in the course outline of record for every course. Course outlines of record are reviewed by the appropriate academic division, by the Technical Review Committee, by the Curriculum Committee and by the Board of Trustees. The college requires that course outlines of record be reviewed and updated where necessary, including review and updating of prerequisites and corequisites, at least once every five years. Prerequisites and corequisites must be justified by satisfying one or more conditions listed on the Prerequisite/Corequisites/Advisory Justification form, consistent with the requirements provided for in Title 5 section 55003 (see Attachment Q).

4. Professional Development

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

SSSP and Student Equity Plan Committee members have attended during the past year several workshops and conferences, live and online, sponsored by the California Community College Chancellor's Office, California Academic Senate, and other organizations in order to learn what is required under the SSSP program. Participation in such conferences and workshops is expected to continue as the program evolves. The college also provides opportunities for professional development in Flex Days and Institute Day, to which all college personnel are invited. These forums provide effective means of discussing the college's SSSP plan and goals.

5. Coordination with Student Equity Plan and Other Planning Efforts

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

The SSSP and Student Equity Committee members prepared the SSSP plan and are in the process of completing the Student Equity Plan date by January 1, 2015. Coordination of the two plans is accomplished primarily by the fact that the same committee is responsible for both plans. Moreover, the College Council/Strategic Planning Steering Committee, the central planning body of the college comprising all college constituents, reviews and approves all college plans prior to adoption by the

Board of Trustees. This review and approval process enables the college to provide for reasonable consistency in purpose among the various plans and adherence to the college’s mission.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

Not applicable. Palo Verde College is a single-college district.

SECTION IV. ATTACHMENTS

LIST OF ATTACHMENTS

- A. Student Success and Support Program Plan Participants
- B. Organizational Chart, highlighting participants in the SSSP program
- C. SSSP and Student Equity Committee, which provides advisory support to the SSSP plan and equity plan
- D. Getting Started, online registration process from the college website
- E. Palo Verde College Student Handbook, 2014-15, excerpts, showing campus map, orientation dates, first-time enrollment, assessment testing, SSSP appeals procedure, sample student services
- F. Palo Verde College Catalog, 2013-14, pages 25-27, outlining the SSSP process and appeals procedures

- G. Career and Technical Education Counseling Narrative, local high schools and Palo Verde College students
- H. Palo Verde College Admissions Procedures for High School Students
- I. Matriculation/Multiple Measures Record
- J. Educational Plan Template, sample templates
- K. EOPS, Student Education Plan, template
- L. DSPS program contact record
- M. EOPS/CARE Mutual Responsibility Contract, and Continuing Contract
- N. DSPS Educational accommodation notification to teaching faculty
- O. EOPS Progress Report
- P. Admissions and Records Midterm Deficiency letters
- Q. Prerequisite/Corequisite/Advisory Justification
- R. Prerequisite/Corequisite Challenge
- S. Needles Center Orientation Announcement
- T. EOPS Early Alert Referral Form
- U. Accuplacer Testing Summary July 1, 2013 to June 30, 2014
- V. Orientation Video Script
- W. Orientation Agenda
- X. Trio Orientation, Summer Readiness

Attachment A

Student Success and Support Program Plan Participants

- Name: Dr. Sean Hancock
- Title: Vice President of Instruction and Student Services
- Stakeholder Group: Administration
-
- Name: Dr. Eva Margarita Mungia
- Title: Director of the Needles Center
- Stakeholder Group: Administration

Name: Mr. Brian Thieboux
Title: Instructor, English and Business, Institutional Researcher
Stakeholder Group: Faculty and Institutional Research

Name: Mr. David Silva
Title: Counselor
Stakeholder Group: Counseling and Student Services

Name: Ms. Hortensia Rivera
Title: DSPS Director/Counselor, DSSS Director
Stakeholder Group: Counseling and Student Services

Name: Ms. Irma Dagnino
Title: Counselor, Articulation Officer
Stakeholder Group: Counseling and Student Services

Name: Mr. Victor Hernandez
Title: Counselor and Distance Education Coordinator
Stakeholder Group: Counseling and Student Services

Name: Ms. June Turner
Title: College Librarian
Stakeholder Group: Faculty and Student Services

Name: Mr. Lorenzo Lujano
Title: EOPS Counselor

Stakeholder Group: Counseling and Student Services

Name: Mr. Bjiu Raman

Title: Instructor, Math and Chemistry and Academic Senate President

Stakeholder Group: Faculty and Academic Senate

Name: Ms. Shelley Hamilton

Title: Director of Admissions and Records

Stakeholder Group: Management and Student Services

Name: Ms. Maria "Machi" Rivera

Title: Director EOPS/CARE

Stakeholder Group: Management and Student Services

Name: Maria Lopez

Title: Interim Cooperative Work Experience/Voc Career Specialist

Stakeholder Group: Student Services Support Staff

Name: Ms. Esther McBroom

Title: Instructional Services Secretary

Stakeholder Group: Instruction

Name: Ms. Russi Eagan

Title: Chief Business Office

Stakeholder Group: Administration

College: PALO VERDE COLLEGE

District: PALO VERDE COMMUNITY COLLEGE DISTRICT

Name: Mr. Adam Houston

Title: Director of Information Technology

Stakeholder Group: Administration

Name: Jonathan Martin

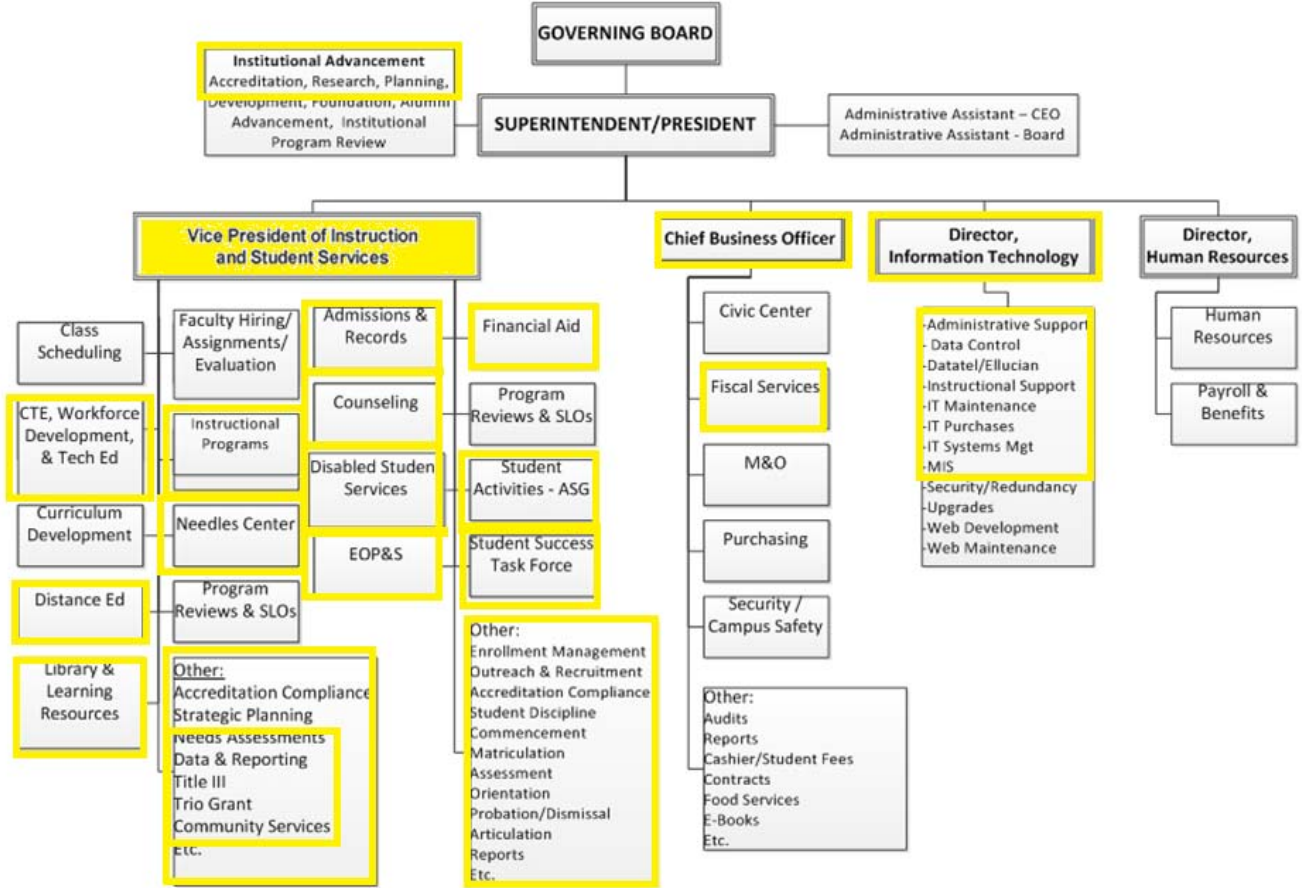
Title: Network and Systems Security Specialist

Stakeholder Group: Student Support Staff

Attachment B

The following chart highlights the offices and functions with involvement in the SSSP program. The “Student Success Task Force” identified in the chart is now called the SSSP and Student Equity Committee and is chaired by the Vice President of Instruction and Student Services. The coordinator of the SSSP program is the institutional researcher and is a member of the SSSP and Student Equity Committee.

PALO VERDE COMMUNITY COLLEGE DISTRICT ORGANIZATIONAL CHART 2013-14



Attachment C

The SSSP and Student Equity Committee listed here are the same individuals listed in Attachment A, which lists the persons who participated in the formulation of the SSSP Plan. The committee is instrumental in preparing both the SSSP Plan and Equity Plan for Palo Verde College.

Membership of the SSSP and Student Equity Committee

Dr. Sean Hancock, Chair, SSSP and Student Equity Committee/SSSP Coordinator and Vice President of Instruction and Student Services

Dr. Eva Margarita Munguia, Director of the Needles Center

Mr. Brian Thieboux, SSSP Coordinator, and Instructor of English and Business and Institutional Researcher

Mr. Biju Raman, Instructor, Chemistry and Mathematics

Mr. David Silva, Counselor

Ms. Hortensia Rivera, DSPS Director/Counselor, DSSS Director

Ms. Irma Dagnino, Counselor, Articulation Officer

Mr. Victor Hernandez, Distance Education Counselor

Ms. June Turner, College Librarian

Mr. Lorenzo Lujano, EOPS Counselor

Mr. Biju Raman, Instructor of Math and Chemistry and Academic Senate President

Ms. Shelley Hamilton, Director of Admissions and Records

Ms. Maria “Machi” Rivera, Director EOPS/CARE

Maria Lopez, Interim Cooperative Work Experience/Vocational Career Specialist

Ms. Esther McBroom, Instructional Services Secretary

Ms. Russi Eagan, Chief Business Officer

Mr. Adam Houston, Director of Information Technology

Mr. Jonathan Martin, Network and Security Systems Specialist

FUTURE STUDENTS

CURRENT STUDENTS

FACULTY/STAFF

ABOUT US

Admissions & Records

Financial Aid

Instructional Services

Online Classes

Programs & Certificates

Tuition & Fees

Getting Started

- 1. Apply
- 2. Orientation
- 3. Request Transcript
- 4. Financial Aid
- 5. Assessment
- 6. Register
- 7. Pay Fees

Step I. Complete Online Application

If you are new to Palo Verde College please complete the online application by clicking the following link:

[Begin Online Application](#)

[Future Students](#)
[Current Students](#)
[Faculty/Staff](#)
[About Us](#)
[Employment](#)



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 One College Dr.
 Blythe, CA
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 2. Orientation
 3. Request Transcript
 4. Financial Aid
 5. Assessment
 6. Register
 7. Pay Fees
-

Step 2. Complete Online Orientation

Orientation is mandatory unless you've received an exemption from your counselor.

[Start Orientation](#)

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Getting Started

1. Apply
 2. Orientation
 3. Request Transcript
 4. Financial Aid
 5. Assessment
 6. Register
 7. Pay Fees
-

Step 3. Request Transcripts

Request your OFFICIAL TRANSCRIPTS from previous colleges attended. You will need to fill out a [TRANSCRIPT EVALUATION FORM \(PDF\)](#), if you would like to transfer coursework from another institution to Palo Verde College. Please allow 8-12 weeks for evaluations to be completed. Be sure to have the college(s) mail your transcripts to:

Attn: Registrar's Office
 Palo Verde College
 1 College Dr.
 Blythe, CA 92225

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Getting Started

1. Apply
 2. Orientation
 3. Request Transcript
 4. Financial Aid
 5. Assessment
 6. Register
 7. Pay Fees
-

Step 4. Financial Aid

Every student should apply for federal student aid by completing the Free Application for Federal Student Aid (FAFSA). To do so, click on the following link:

[Apply for Financial Aid](#)

To learn more about financial aid, go to the financial aid page by clicking the link below:

[Learn More About Financial Aid](#)

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English Placement

A rough estimate of your English placement would be 24 times the number of correct answers for Reading Comprehension plus 12 times the number of correct answers for Sentence Skills.

$$(2 * \text{Reading}) + \text{Sentence} = \text{Calculated Score}$$

English Placement		
Calculated Score	English	Reading
0.1 through 60	Adult Literacy	Adult Literacy
60 through 105	ENG 080	RDG 082
105 through 175	ENG 081	RDG 084/RDG 094
175 through 220	ENG 082/ENG 096	RDG 086/RDG 096
220 through 257	ENG 099	Reading Requirement Met
257 through 360	ENG 101	Reading Requirement Met

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Getting Started

1. Apply 2. Orientation 3. Request Transcript 4. Financial Aid 5. Assessment
6. Register 7. Pay Fees

Step 5. Assessment

June & July 2014 Hours: Monday - Thursday 10:00am - 3:00pm

Last testing time at 3:00pm

Learn more about Assesment Testing by reviewing the following documents:

- [General Brochure: Assessment Testing](#)
- The placement test may be taken **no more than two times in any semester** and not more than **three times in any two-year period**. The test publisher requires a 14 day wait between testing. Placement results will be valid for two years or as recommended by the instrument publisher.

Math Placement

A rough estimate of your Math placement would be 5 times the number of correct answers plus 20 for the Arithmetic. If this score is higher than 64, use 5 times the number of correct answers plus 20 on the Algebra score to find your Algebra placement.

Arithmetic Placement	
Calculated Score	Palo Verde College Math Class
0 through 31	MAT 080
32 through 63	MAT 082
64 through 120	MAT 083/MAT 084

Algebra Placement	
Calculated Score	Palo Verde College Math Class
0 through 24	Use Arithmetic Placement
25 through 61	MAT 083/MAT 084
62 through 100	MAT 086/MAT 088
101 through 120	MAT 110/MAT 108

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Getting Started

1. Apply
 2. Orientation
 3. Request Transcript
 4. Financial Aid
 5. Assessment
 6. Register
 7. Pay Fees
-

Step 6. Register

You can registering for classes online in four simple steps.

1. Go on [PVC Services](#) to get started.
2. Access your username and password by clicking on "I'm New to WebAdvisor" at the bottom of the screen.
3. Select the **STUDENT** menu
4. Select "Search/Register for Sections".

For complete instructions follow this [tutorial](#) 

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Getting Started

- 1. Apply
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- 3. Request Transcript
- 4. Financial Aid
- 5. Assessment
- 6. Register
- 7. Pay Fees

Step 7. Pay Fees

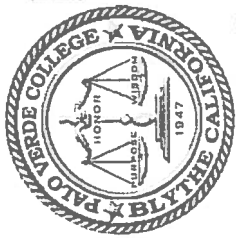
Payment for courses can be settled online through your PVC Services account or in person at the main campus or the Needles center.

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Palo Verde College

2014-2015 Student Planner

One College Drive
Blythe, CA 92225
760.921.5500

725 West Broadway
Needles CA 92363
760.326.5033

www.paloverde.edu

This planner belongs to:

Name _____

Grade _____

Street Address _____

City, State, Zip _____

Phone _____

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

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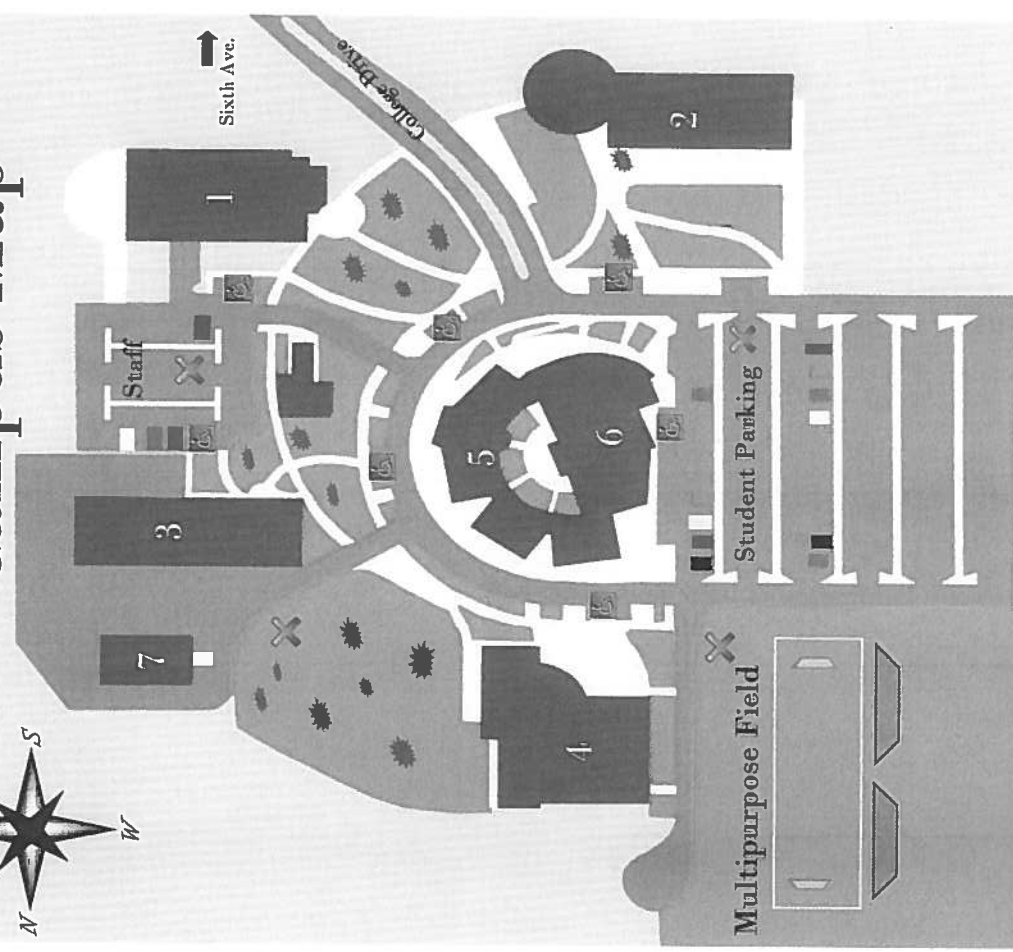
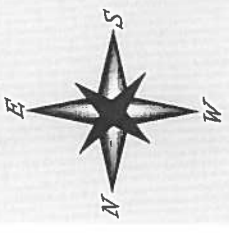
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Palo Verde College Main Campus Map Legend

- 1. John O. Crain Student Services Building (SS)**
 - Counseling
 - CalWORKs
 - EOPS/CARE
 - Food Service
 - Business Services
 - Instruction/Student Services
 - Registrar
 - Student Activities
 - Distance Learning
 - Library
 - Assessment Testing
 - 2. Anthony J. Reale Classroom Lab building (CL)**
 - Instructors Offices
 - DSPS
 - Classrooms
 - Labs
 - Lecture Hall 101
 - 3. Lucas Oil Technology Building (TB)**
 - Building Trades
 - Welding Trades
 - Automotive Trades
 - 4. Clancy Osborne Physical Education Center (PE)**
 - Gym
 - Weight Room
 - Dance Room
 - Office
 - 5. Fine Arts Building (FA)**
 - Quilting
 - History
 - Music/Rehearsal Hall
 - ESL
 - 6. Theater (PA)**
 - Officers/Civic Center Events Manager
 - Green Room
 - Scenic Shop
 - Theater
 - 7. M/O-Maintenance and Operations**
 - Security/Safety
 - Evacuation safe zones for fire
- Buildings = 
 Parking lots = 
 Handicapped parking = 

www.paloverde.edu **760.921.5500**

Palo Verde College Campus Map



Palo Verde College
 One College Drive
 Blythe, CA 92225
 1.760.921.5500
www.paloverde.edu

Emergency Numbers
 Emergency call #911
 Security- 1(760)601-0199
 Maintenance- 1(760)835-5203

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 144 Turnpike Rd. Suite 250 • Southborough, MA 01772 • (800) 810-1089 • www.globaldatabooks.com • info@globaldatabooks.com

NEW STUDENT ORIENTATION DATES:

04/07/2014, 9:30AM – CS 236	
04/09/2014, 9:30AM – CS 236	
04/15/2014, 5:00PM – CS 236	
04/17/2014, 5:00PM – CS 236	
*Open Registration	
*Assessment Testing, 10:00 a.m.—5:00 p.m., Monday-Thursday	
EOPS Orientation - Online	
*New Student and DSPS Orientation, 9:00 a.m.	
*Needles New Student Orientation, 1:00 p.m.	
Classes Begin	
CARE/CalWORKs Orientation, 10:00 a.m. – 11:00 a.m.	
*New Student and DSPS Orientation, Make-Up, 5:30 p.m.	
*Needles Orientation, Make-Up, 5:30 p.m.	
Last Day to Petition CalP prerequisite Challenge Form	
*Needles New Student Orientation, 3:00 p.m.	
Last Day to Register	
Last Day to Apply for a Refund	
Labor Day Holiday – Campus Closed	
Last Day to Withdraw without "W" – Showing on Permanent Record	
Institute Day, no classes	
Last Day to Elect P/NP	
Veteran's Day – Campus Closed	
Last Day to Withdraw from any Course Without Penalty	
(*W* will show on permanent record)	
Thanksgiving Break – Campus Closed	
Finals Week	
Last Day of Classes	

*Assessment Testing and Orientation are mandatory for New Students 2014-2015

REFERENCE PHONE NUMBERS

Main Campus number 760.921.5500

Needles Campus number 760.326.5033

Palo Verde College Child Development Center	760.922.8714
Associated Student Government Office	760.921.5519
CalWORKs Office	760.921.5512
Correspondence (Distance Ed.) Office	760.921.5568
DSPS Office	760.921.5489
EOPS/CARE Office	760.921.5402
Financial Aid Office	760.921.5553
IT Help Desk	760.921.5556
Library/Student Learning Center/Assessment	760.921.5518
Maintenance Department	760.835.5203
Pirate's Den	760.921.5416
Security (Campus)	760.601.0199

Emergency Call 911

GETTING STARTED

HOW TO ENROLL FOR THE FIRST TIME AT PALO VERDE COLLEGE

ENROLLMENT

- Step 1 **Apply online** at www.cccapply.org. Submit official high school and/or college transcripts. The application will assign you a Student ID. Your Student ID is required for your Assessment Test.
- Step 2 **Orientation** (online or face to face)
- Step 3 Complete the **Assessment Test** For testing hours or appointments please call 760.921.5500. You will be tested for Math and English skill levels. The results of the Assessment Tests will be used as a guide to help select the appropriate level of Math and English courses. Take your scores with you to see your counselor.
- Step 4 Apply for **Financial Aid**. To schedule an appointment call 760.921.5553. Financial Aid is available for all qualified applicants.
- Step 5 Complete an **Education Plan**. It is important to schedule an appointment with a counselor at least once a semester. During your counseling appointment, you will have the opportunity to discuss your assessment test results, select your classes, complete an individual Student Education Plan, and identify academic and career plans. Educational Plans are required for all students applying for Financial Aid. To schedule an appointment at the main campus call 760.921.5500. For the Needles Campus call 760.326.5033.
- Step 6 **Register** for classes online at www.paloverde.edu and pay fees online.
- Step 7 **Utilize Student Services** it is up to you to be a successful student by attending your classes regularly, completing assigned coursework, and seeking assistance if needed. Support services include counseling, tutoring, DSPS, EOPS, CARE, and CalWORKS.

LIMITATIONS ON ENROLLMENT

The Palo Verde Community College District has a curriculum policy regarding prerequisites and co-requisites that limits enrollment in courses for students who do not meet the prerequisite or co-requisite requirements. For purposes of this policy the following definitions apply.

- A) "Prerequisite" means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. Students must pass the prerequisite course with a grade of "C" or better.
- B) "Co-requisite" means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

REMEDIAL COURSEWORK LIMITS

No student shall receive more than 30 semester units of credit for remedial coursework. Students who need to exceed this limit shall be referred to appropriate adult noncredit education services. The following students are exempted from the limitation on remedial coursework. (1) Students enrolled in one or more courses of ESL and (2) Students identified by the district as having a learning disability as defined in Title V section 56036.

ASSESSMENT TESTING

Palo Verde College requires that all students who enroll in a reading, writing, or math course, or in any course which requires a particular skill level in reading, writing, or math, complete the PVC assessment. However you are encouraged to take the assessment tests no matter what your goal is. The results will be used along with other measures to assist the counselor in guiding you in the selection of an education plan and in the appropriate course placements for English and Math. **Photo identification and a valid PVC Student ID number are required** for placement testing and receiving test results. The placement test may be taken **no more than two times in a semester** and not more than **three times in any two year period**. For more information regarding assessment testing please refer to the College Catalog on our website www.paloverde.edu.

STUDENT SUCCESS & SUPPORT PROGRAM

(Formerly Matriculation)

The Student Success & Support Program (SSSP) is designed to assist students in planning, selecting, and achieving education goals. Listed below are the basic components of the SSSP partnership shared between the college and the student.

The college provides:

- an admissions application process;
- an orientation to the college's programs and services;
- an assessment of the student's English language proficiency, computational skills, goals, learning skills, career aspirations, academic performance, and need for special services;
- counseling and advisement to develop an educational plan and;
- follow-up evaluation of each student's progress in achieving an educational goal.

The student agrees to:

- express at least a general education goal upon admission;
- declare an education goal before or during the term after which the student completes 30 units;
- attend class;
- work diligently to complete course assignments;
- demonstrate an effort to attain an educational goal and;
- notify a counselor of any specific needs he or she has or of any change in goals.

Students may be exempt from a specific SSSP component for any of the following reasons:

- they have earned a college degree;
- they have been previously served through the matriculation process at Palo Verde College or at another college;
- they will be enrolled in less than six (6) units and do not intend to earn a certificate or degree;
- they will be enrolled for high school credit only.

For more information about the Student Success & Support Program please refer to the College Catalog on our website

www.palovcrde.edu

SSSP Appeals Procedure

A student has the right to challenge or appeal any step in the SSSP. A petition for the waiver of a specific matriculation service or requirement may be filed for any of the following reasons:

Review of Assessment/Placement Decisions The student shall make an appointment to see a counselor to discuss the results of the placement testing. The student has the opportunity to re-test or file a petition to review the assessment decision.

Assessment Retest Policy

- Students who are dissatisfied with their initial English, ESL and/or Mathematics assessment(s) may retest through the assessment center. Students may retest once during the semester at any time after a 14 day waiting period, during which the student has studied adequately to create a reasonable chance that their scores will improve sufficiently.
- Scores from the retest will invalidate previous test results.
- Once a student completes English, ESL or a math course at Palo Verde College the student may not re-take the placement examination for that subject area for placement purposes unless the student took the course for high school credit, in which case the student may retest for initial placement.

- Assessment scores will be valid for a maximum of 24 months

Challenging Prerequisites/ Co-requisites

You have the right to challenge all SSSP/matriculation requirements including basic skills placement for any reason indicated on the co/prerequisite challenge form. You may appeal the requirement of a co/prerequisite. The process for challenging any co/prerequisite is spelled out on the green challenge form located in the Student Services office. The form must be signed by an instructor, the Vice President of Instruction, or the Affirmative Action Officer when applicable, and submitted to the Vice President of Student Services with the registration form, and the necessary documentation to support the challenge. In the event a challenge is denied, the student may submit a petition to the Vice President of Student Services for further consideration by the Petitions Committee. Students may be enrolled in the course pending the outcome of the process. If the challenge is denied, students will be administratively withdrawn from the course, all fees will be refunded, and no drop charges will be made.

Complaint of Unlawful Discrimination

If a student feels that assessment, orientation, counseling, or any other matriculation procedure or service is being applied in a discriminatory manner, a petition may be filed with the Affirmative Action Officer. The student will be notified within ten (10) working days of the receipt of the petition regarding the college's proposed response to the complaint and any additional steps which may be taken.

USING "SEARCH FOR SECTIONS"

After you have given some thought to the classes you will need to take, you are ready to create your schedule for the semester. In order to do this, you need to consult "Search for Sections" under the PVC-Services link at www.paloverde.edu. This schedule is published each semester; it lists the days and times that all classes are offered.

KEY TO LOCATION ABBREVIATIONS

BLYTHER D	Blythe Police Department	ONLINE	Online Course
BNCC	Blythe Nursing Care Center	PA Rooms	Performing Arts Building
CDC	Child Development Center	PEC	Physical Education Center
CL Rooms	Classroom/Lab Building	PVHS	Palo Verde High School
CORRES	Correspondence	RANGE	See instructor for location
COURSE	Blythe Municipal Golf	RBS	Ruth Brown School
CS Rooms	College Services Building	RMC	Ripley Migrant Center
ERU	Escuela de la Raza Unida	SITE	See instructor for location
FA Rooms	Fine Arts Building	SW	Sheltering Wings
FIELD	See instructor for location	TB	Technology Building
LBRY	PVC Library	TBA	To be announced
LSC	Learning Skills Center	ZLU	Zion Lutheran Church
NDL	Needles Center		

STUDENT SERVICES

FINANCIAL AID

You may be eligible for financial assistance to help you meet your educational expenses. The Financial Aid Office is located in Student Services in the John O. Crain Building. Many different kinds of financial aid exist. To apply, complete the FAFSA (Free Application for Federal Student Aid) on-line at www.fafsa.ed.gov. For more information regarding Financial Aid please refer to the Financial Aid Handbook located in the back of the Student Handbook.

SELECTIVE SERVICE REGULATIONS

Federal law requires men, 18 through 25 years old, to be registered with the Selective Service System. The law applies to male citizens and immigrant aliens, but not to foreign students who hold valid student visas. Men must be registered with the selective service before they can receive Federal financial aid for school. Registration forms are available in the Student Services Office and at any post office. You can also register online by visiting the Selective Service at www.sss.gov

For more information regarding Financial Aid or Selective Services please stop by the Financial Aid Office or call 760.921.5553.

REGISTRATION

1. Consult with a counselor. The counselor will answer your questions and review your Student Education Plan with you. The counselor will let you know if the courses you have chosen will fit into your Student Education Plan. The counselor will also interpret your assessment scores and advise you as to which level of mathematics and English will be appropriate choices for your program.
2. Please visit www.paloverde.edu to register and pay for your classes.
3. **FOR SCHEDULE CHANGES** (to add or delete classes) please see a counselor as the changes you make can affect your educational plan and your ability to receive your degree or certificate in a timely manner.

There are many important dates that you will need to know throughout the semester, please refer to the Calendar section in the handbook.

COUNSELING

Counselors are often available on a drop-in basis, but it is best to make an appointment. Counselors are located in the College Services building. Educational planning, career guidance, and personal counseling are the main services provided. The role of the counselor is to HELP YOU SUCCEED. Any time you encounter a problem, whether it is academic or personal, a counselor can help or direct you to the appropriate source for assistance. To make an appointment please call 760.921.5500.

STUDENT EDUCATION PLAN

An education plan is the process of selecting courses for each semester and planning the courses you will need in order to reach your long term goals. Each student needs to create an educational plan. Remember any plans you make now are not etched in stone, they can be changed or modified as your goals change.

PROGRAM EVALUATION

Program Evaluation in PVC-SERVICES is program which allows students to review proposed academic programs, and completed courses as they apply to proposed programs. From PVC-SERVICES, students can review their academic program by logging in and selecting Program Evaluation under the 'Academic Profile' menu.

This feature can be used by students to check their progress towards completion of graduation requirements, along with running "what-if" scenarios to evaluate how completed courses and planned courses might be applied towards a particular academic program. Student must consult with a counselor when planning to complete degrees or change their majors, to ensure accurate information.

Please use Program Evaluation as a guideline and consult with a counselor to ensure accurate information.

ADDING AND DROPPING CLASSES

You may add and drop classes at www.paloverde.edu. The deadline for adding and dropping classes is located under important dates.

It is your responsibility to make sure you are officially dropped from courses you are no longer attending. If you do not officially drop, you may receive an "F" for the course.

TRANSFER CAREER CENTER/ COUNSELING

Information regarding careers, colleges, and resource materials necessary for career planning are available in the TCC Center. Career aptitude and interest assessments are available through EUREKA and DISCOVER programs. Students may see a counselor for direction.

There are three university systems available in California - the University of California, California State University, and private colleges and universities. For minimum admissions requirements please speak with a counselor. They will help you plan and prepare to transfer from PVC to a four-year college or university.



DSPS (DISABLED STUDENTS PROGRAM & SERVICES)

The purpose of the Disabled Students Program & Services is to provide support services for those students who have a verifiable physical, learning or psychological disability.

For more information, please call the DSPS Office 760.921.5489.

DSSS (DISABLED STUDENT SUPPORT SERVICES)

The Disabled Student Support Services Program (DSSS) is designed to provide a comprehensive program of required and allowable academic support and personal development services for a limited number of disabled low-income college students. The DSSS participants are identified and selected through an open, informative and non-discriminatory process. This process begins with the identification of Program participants through the admissions and financial aid offices, student organizations, student services offices, and current and former Disabled Student Program & Services (DSPS) participants. Grant funded by the U.S. Department of Education, DSSS services are provided at no cost to program participants.

For more information, please call the DSPS office 790.921.5489.

EOPS/CARE (EXTENDED OPPORTUNITY PROGRAMS & SERVICES/ COOPERATIVE AGENCIES RESOURCES FOR EDUCATION)

Extended Opportunity Programs and Services (EOP&S) at Palo Verde College encourages students who are affected by language, social, and economic handicaps by providing them with the essential tools to succeed in college. EOPS assists students with making a successful completion at a two-year program and transferring to a four-year university. The program goal is to motivate those whom the program serves by enabling them to be more effective and decisive with their career choices.

Under the EOPS umbrella, students who qualify are able to benefit from one added resource that is offered through our CARE Program. The program fosters students with CARE grants for childcare costs, transportation, book vouchers, and food grants.

For more information please call EOPS/CARE 760.921.5402.

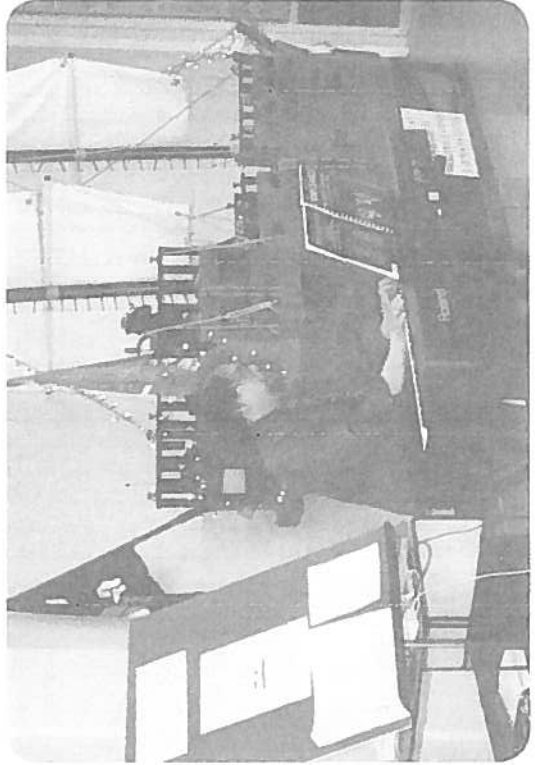
CalWORKs (California Work Opportunities and Responsibility to Kids Act)

We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's work force by promoting the economic self-sufficiency of CalWORK's students through the attainment of a higher education.

STUDENT ACTIVITIES

Student Affairs are governed by the Associated Student Government of Palo Verde College. Students may work with ASG officers and the advisor to form clubs and organizations to serve their interests. A copy of the Student Activities and Organizations Policy and Procedure is available in the Student Activities Center. For students interested in forming new clubs for additional information call the ASG Office.

Students are encouraged to purchase ASG identification cards each semester. The ASG card fees are \$10.00 for the semester and \$18.00 for the year. Membership entitles you to a variety of discounts within the community.



YOUR EDUCATION

DEGREES & CERTIFICATES

Palo Verde College offers various options for your education. These include occupational degrees and certificates as well as programs that prepare students for transfer to 4 year colleges and universities.

PROGRAM/DECIPLINE	A.S DEGREE FOR TRANSFER (AST)	A.A DEGREE FOR TRANSFER (AAT)	A.S DEGREE	A.A. DEGREE	CERTIFICATES OF ACHIEVEMENT	CERTIFICATES OF CAREER PREPARATION
Administration of Justice	1					
Alcohol & Drug Studies					1	2
Arts & Humanities				1		
Automotive Technology			1		1	1
Building Technology			1		1	
Business Administration	1					
Business & Technology				1		
Business Management			1		1	1
Child Development	1		1		1	2
Computer Information Systems			1			6
Criminal Justice			1		1	
Fire Science Technology			1		1	2
Mathematics & Science				1		
Nursing & Allied Health					1	3
Psychology		1				
Social & Behavioral Science				1		
Sociology		1				
Welding Technology			1		1	

ASSOCIATE IN ARTS DEGREE

The College also offers the Associate in Arts Degree, a general studies curriculum transferable to a four-year college/university or students wanting to concentrate in specific areas can choose from various occupational areas in a combined program of study with general education.

See the catalog for a description of the program of study and note the course requirements for your chosen major or certificate.

DISTANCE LEARNING

Distance learning is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously.

Distance learning often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes. DVDs, and CD-ROMs, in conjunction with any of the other technologies.

All distance learning students will have reasonable and adequate access to the full range of student services enjoyed by all of our students. For more information, call 760. 921.5568.

Contact the Financial Aid Office prior to enrolling in Distance Learning courses to determine if your financial aid eligibility will be affected.

NONCREDIT PROGRAMS

The Palo Verde College noncredit program links the community to the college and lifelong learning through affordable avenues to personal and career enrichment. The course offerings are designed to serve the diverse and changing needs of our community by cooperating with and implementing other offerings at Palo Verde College. We have a wide variety of tuition-free classes for you to choose from. Some of the noncredit classes can help you prepare for credit classes. If you have any questions about noncredit classes, contact the Instruction Office at 760.921.5500.

INSTRUCTIONAL AND STUDENT SERVICES

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STUDENT SUCCESS & SUPPORT PROGRAM (FORMERLY MATRICULATION)

STUDENT SUCCESS & SUPPORT PROGRAM (SSSP)

The Student Success & Support Program (SSSP) is designed to assist students in planning, selecting, and achieving education goals. Listed below are the basic components of the SSSP partnership shared between the college and the student.

The college provides:

- an admissions application process;
- an orientation to the college's programs and services;
- an assessment of the student's English language proficiency, computational skills, goals, learning skills, career aspirations, academic performance, and need for special services;
- counseling and advisement to develop an educational plan and;
- follow-up evaluation of each student's progress in achieving an educational goal.

The student agrees to:

- express at least a general education goal upon admission;
- declare an education goal before or during the term after which the student completes 30 units;
- attend class;
- work diligently to complete course assignments;
- demonstrate an effort to attain an educational goal and;
- notify a counselor of any specific needs he or she has or of any change in goals.

Students may be exempt from a specific SSSP component for any of the following reasons:

- they have earned a college degree;
- they have been previously served through the matriculation process at Palo Verde College or at another college;
- they will be enrolled in less than six (6) units and do not intend to earn a certificate or degree;
- they will be enrolled for high school credit only.

ORIENTATION

Orientation for new or returning students is a vital part of the SSSP. It provides many answers to prepare you for an education at Palo Verde College.

Orientation will:

- Help build a more solid foundation for your education.
- Assist you with the transition to Palo Verde College.
- Stress the importance of knowing and understanding the college catalog.

Several orientations are scheduled to accommodate day and evening students. This makes it possible for all students to participate. Online orientation is also available.

ASSESSMENT

All students are encourage to take the assessment tests. However, students enrolling in reading, writing, math, or other courses which require a particular skill level are required to take the assessments. The results will be used, along with other measures, to assist the counselor in determining an appropriate educational plan and course placement. Photo identification is required.

The placement test may be taken no more than two times in any semester and not more than three times in any two-year period. The test publisher requires a 14 day wait between testing. Placement results will be valid for two years or as recommended by the instrument publisher.

In compliance with the American with Disabilities Act (ADA) and other state and federal regulations related to disabilities is required by law, Palo Verde College will offer reasonable testing accommodations as prescribed by the test publisher and Title 5 regulations.

Assessment test results cannot be used to supplant or skip a course in a sequence but may be taken into account as one measure of student performance.

The Ability to Benefit (ATB) test shall be administered according to federal guidelines, which may or may not follow the policies described herein.

The district will use the approved assessment instrument, and such additional information collected with the testing process as may be appropriate, to facilitate a “multiple measures” placement system.

Palo Verde Community College District will accept placement scores from other accredited institutions if it can be determined that the instrument used is approved by the Chancellor as a “second party instrument,” and if appropriate concordance tables are available.

COUNSELING AND EDUCATIONAL PLANNING

Counselors are often available on a drop-in basis, but it is best to make an appointment. Counselors are located in the College Services building. Educational planning, career guidance, and personal counseling are the main services provided. The role of the counselor is to HELP YOU SUCCEED. Any time you encounter a problem, whether it is academic or personal, a counselor can help or direct you to the appropriate source for assistance.

INDIVIDUAL STUDENT EDUCATIONAL PLAN (SEP)

Everyone needs to make an educational plan. Each person has a reason for attending college. Your particular goals and objectives for attending college may be specific and very clear or they may be vague and undefined. Even if your wish is to experiment and explore a variety of courses to begin with, you can benefit from some tentative planning. Remember, any plans you make now are not etched in stone; they can be changed or modified as your goals change!

SSSP APPEALS PROCEDURE

A student has the right to challenge or appeal any step in the SSSP. A petition for the waiver of a specific matriculation service or requirement may be filed for any of the following reasons:

Review of Assessment/Placement Decisions

The student shall make an appointment to see a counselor to discuss the results of the placement testing. The student has the opportunity to re-test or file a petition to review the assessment decision.

Assessment Retest Policy

- Students who are dissatisfied with their initial English, ESL and/or Mathematics assessment(s) may retest through the assessment center. Students may retest once during the semester at any time after a 14 day waiting period, during which the student has studied adequately to create a reasonable chance that their scores will improve sufficiently.
- Scores from the retest will invalidate previous test results.
- Once a student completes English, ESL or a math course at Palo Verde College the student may not re-take the placement examination for that subject area for placement purposes unless the student took the course for high school credit, in which case the student may retest for initial placement.
- Assessment scores will be valid for a maximum of 24 months.

Challenging Prerequisites/Corequisites

You have the right to challenge all matriculation requirements including basic skills placement for any reason indicated on the co/prerequisite challenge form. You may appeal the requirement of a co/prerequisite. The process for challenging any co/prerequisite is spelled out on the green challenge form located in the Student Services office. The form must be signed by an instructor, the Vice President of Instruction, or the Affirmative Action Officer when applicable, and submitted to the Vice President of Student Services with the registration form, and the necessary documentation to support the challenge. In the event a challenge is denied, the student may submit a petition to the Vice President of Student Services for further consideration by the Petitions Committee. Students may be enrolled in the course pending the outcome of the process. If the challenge is denied, students will be administratively withdrawn from the course, all fees will be refunded, and no drop charges will be made.

Complaint of Unlawful Discrimination

If a student feels that assessment, orientation, counseling, or any other matriculation procedure or service is being applied in a discriminatory manner, a petition may be filed with the Affirmative Action Officer. The student will be notified within ten (10) working days of the receipt of the petition regarding the college's proposed response to the complaint and any additional steps which may be taken.

Career & Technical Education Counseling Narrative

Palo Verde & Twin Palm High School

Our goal is to inform Palo Verde & Twin Palms High School Career & Technical Education students of the many programs and classes that we have available for them at Palo Verde College. In addition, we promote the High School Admissions Form that gives students the opportunity to waive their tuition fees and allows them to take 5.5 semester units in the Summer and 11.5 semester units in the Fall or Spring semester.

- Outreach: Meetings with Palo Verde High School & Twin Palms Counselor, Staff & Faculty in order to inform them about classes, schedules and general questions pertaining to Palo Verde College and students. This includes workshops at Palo Verde College, Palo Verde High School and Twin Palms. In addition, there have been events such as Career Day, Disable Student Services & Programs Spring Festival and Financial Aid College Night.

New Student Workshop: Promote Career & Technical Education and Certificates available for those students that are interested in dual enrollment. Help student's complete necessary paperwork such as High School Admission Form & class information in order to enroll in classes. Palo Verde College Counselor will work with High School Counselor to insure that students are taking the classes they need in order to complete Vocational Certificates at Palo Verde College.

Registration: Help students register for fall/spring/summer classes for Palo Verde College & help with High School Admissions Form.

CCC-Apply Workshop: Provided students the opportunity to complete CCC-Apply application which is needed in order to take classes at Palo Verde College.

Orientations: Promote other programs and services such as DSP&S, EOPS, Financial Aid, Distance Education and others. As well as going over important topics such as Assessment test, Education Plans, and meeting with Counselors.

Assessment Test Workshop: Give students the opportunity to take Palo Verde College assessment which is a placement test for those students who will be working on general education requirements. After students complete their

assessment their scores will be given to them and they are eligible to register for English, Math or classes that require a prerequisites before enrollment.

Career & Transfer Day: Palo Verde High School & Twin Palms students participated in this event to learn more about Palo Verde College and the different educational programs it offers. In addition, students had the opportunity to meet and talk to agencies and business from our local community for information regarding jobs and careers. Students also had the opportunity to meet with representatives from Cal State Universities, Northern Arizona University, Universal Technical Institution, US Border Patrol, California Highway Patrol, Blythe Police Department, Palo Verde Hospital and others.

Disable Student Services & Programs Spring Festival: Palo Verde High School & Twin Palms students were invited to take part in this event which was geared towards giving students with learning, physical or psychological disabilities the opportunity to receive accommodations to be successful at Palo Verde College.

English Learner Workshops: Inform students about the many services and programs at Palo Verde College including English as a Second Language courses and the Vocational Programs as well as Financial Aid, EOPS, DSPS and others.

ELAC Parent/Teacher/Student meetings: Promote classes, higher education and transfer information to English learning students and families.

School Assembly: Inform students about upcoming career & technical education/general classes as well as schedules at Palo Verde College and future workshops.

CHOICE Scholarship: Inform students of a new Scholarship called CHOICE which is geared towards paying for Fall 2014 tuition for all new graduates (Palo Verde & Twin Palms High School).

- Special Populations: Working together with Disable Student Services & Programs and faculty and staff from Palo Verde & Twin Palms High School in order to notify students of accommodations and general information pertaining to the DSP&S program which helps students with physical, psychological and learning disabilities at Palo Verde College. Student benefit from these special accommodations (extended testing time, extra tutoring, etc.) which are similar to what they have at their high school.

- Transfer/Career Counseling: Develop education plans that help students with transfer goals and information to California State Universities, Universities of California, Arizona State University, Universal Technical Institute and others.
- Academic/Advising: Provide academic, career and personal counseling to student in order to insure success at Palo Verde College.
- Appointment Folder: Place folder in Palo Verde High School office so that students who have any questions or would like to meet with Palo Verde College Counselor regarding Certificates or Degrees can make an appointment. (Similar to PVHS Counselor Log)
- Faculty/Staff/Administration Meetings: Meet with Palo Verde and Twin Palms High School faculty, staff and administration in regards to Career & Technical Education, student learning objectives, current and future classes as well as outreach.

Career & Technical Education Narrative

Palo Verde College

Our goal is to help students transition from Palo Verde High School to Palo Verde College and from Palo Verde College to the workforce or higher education (Universities, Technical schools etc.) We work together with students in order to determine their education goals and develop educational plans in order for them to successfully complete a Certificate or Degree at Palo Verde College.

- Outreach: Meetings and workshops with faculty and staff from Palo Verde College and community agencies and programs in order to promote Career & Technical Education. In addition, outreach material such as flyers, brochures and presentations were given to encourage student to enroll in current and future classes and obtain Certificate or Degrees from Palo Verde College.

Orientations: Conduct Palo Verde College Orientations in order to inform students of services and programs.

Academic Follow-up: Regularly meet with Career & Technical Education students to follow-up on progress and inform them of upcoming classes, events, and important academic dates throughout the semester.

Advisory Committee Meetings: Promote Career & Technical Education and update members of the community and Palo Verde College of any changes or program updates.

Financial Aid Workshop/College Night: College event geared towards helping new and returning students learn about Financial Aid and steps needed in order to enroll at Palo Verde College.

Riverside County Offices: Promote Career & Technical Education among Riverside County Offices of Public & Social Services to give community members the opportunity to know about the many educational programs offered at Palo Verde College.

Colorado River Fair: Promotional flyers were given to promote classes need to complete Certificates and Degrees.

Needles Campus: Collaborate with Needles Campus in order to better serve students in Needles via Phone Advising to discuss educational goals and objectives.

Riverside County Office of Education: Collaborate with office of Education and offer program opportunities.

- Special Populations: Palo Verde College Career & Technical Education collaborate with Disable Student Services & Programs and TRIO Grant which are guided towards helping students with learning, physical and psychological disabilities in order to better serve students and their educational goals to insure successful completion of degrees or certificates. As part of the TRIO grant a field trip to San Diego State University was organized which gave students the opportunity to tour the campus and learn about educational opportunities, services and programs at SDSU. In addition to DSPS, CTE works with EOPS, CARE & CalWorks students which includes single parents, economically disadvantaged, limited English, and those displaced individuals who need career exploration and career counseling in order for them to be successful in the workforce. Community outreach is also an important part of Career & Technical Education which include County of Riverside Public & Social Services on-site visits.
- Transfer Services: Collaborate with Cal State Universities, Universities of California, Private and Technical Institutions in order to help students transition from a Palo Verde College to higher education.
- Academic Advising/Counseling Services: Provide Career, Educational and Personal Counseling to students in order to motivate and insure successful completion of classes and educational objectives at Palo Verde College. Educational Plans and goals focus on insuring that students are taking the classes they need for their intended career & technical education degrees or certificates.
- Faculty, Staff & Administration: Meet with faculty, staff and administration to better serve students and collaborate to increase student learning objectives, educational goals and inform every one of new classes and other developments in Career & Technical Education.
- Professional Development: Participate and Attend CCC-Confer Teleconference CTE Regional meetings, Manufacturing Day Planning Committee meetings, Creating Regional Renewable Energy Workforce meetings, Desert Regional Consortium meetings and SB1070 Planning meeting.

Eligibility Information

Admission to Palo Verde College is open to anyone who is a high school graduate, who possesses a GED Certificate, or who holds a High School Equivalency Certificate. Those who are not high school graduates or do not have one of the equivalency certificates, but who are eighteen (18) years of age and show evidence of being able to benefit from instruction, may attend the college.

Students currently attending High School may also register for classes at the college as special part-time students. Through this program PVC is providing an opportunity for qualified high school students to study in advanced-level instructional areas not offered at their present school, as well as getting some degree work completed early.

All high school students that wish to participate are required to file a current admissions application and the Special Admission Request for High School Students form prior to registration. In addition, those students below 11th grade must have approval from the Petitions Committee, and the college governing board. Enrollment in some courses will be limited (i.e. classes full, equipment limitations, safety regulations and enrollment in physical education courses not allowed).

Policies and Requirements for Special Admission

1. Students must attend the minimum day at their primary school.
2. Students wishing to enroll in PVC classes must complete assessment testing prior to registration. Students are required to meet all course prerequisites.
3. Students participating in this program do so under the direction of their school principal (attendance and grades will be forwarded to the Palo Verde High School registrar per the Inter-District Educational Services Agreement). The regional academic program manager's approval is required for participation by home school students. Parents may not act as the academic program manager. *Home-schooled students also must provide copies of forms their parents have submitted to the California State Superintendent of Public Instruction verifying they have notified the state appropriately of their student's home-schooled status.*
4. Most applicants who are accepted to PVC will be allowed to enroll in any course for which they are recommended; however, enrollment in some courses will be limited (i.e. classes full, equipment limitations, safety regulations and enrollment in physical education courses is not allowed).
5. All PVC students are responsible for complying with the rules and regulations of the college as published in the PVC catalog and schedule of classes.
6. Enrollment in the special admission program will establish a permanent college record. Courses taken for college credit may be used to meet high school graduation requirements; however, this determination is solely made by the primary school district.
7. The Special Admission Request for High School Students must be turned in each semester along with the admissions application prior to attending classes. Those students below 11th grade must also petition the college for board approval.
8. Parents or guardians for high school students are not permitted to enroll, drop, or add classes without specific written permission from the student.
9. The Palo Verde Community College District Board has approved the waiver of resident enrollment fees for special part-time high school students (Ed Code 76300). Registration of high school students is limited to 11.5 units per semester or 5.5 units for summer session (high school students enrolled full time will be required to pay enrollment fees for entire course load).
10. Security should be a primary concern for parents of high school students who attend the college, particularly after dark. Faculty can not be expected to wait with students until their ride arrives.

I have read, understand, and agree to the above policies and requirements. Additionally, I will will not grant permission for my parent or guardian below to take enrollment action on my behalf or request transcripts. If granted, permission will only be granted for the term covered by this permit. (You must indicate a choice of either will or will not in the statement above.)

Student Signature

Student Name (Please Print)

Date

I have read, understand, and agree to the above policies and requirements. Additionally, I understand that student records may be accessed or released only with written authorization from the student.

Parent/Guardian Signature

Parent/Guardian Name (Please Print)

Date

Instructions for 11th and 12th Grade High School Students

1. Read and sign the reverse side of this form (complete student portion and obtain parent/guardian signature).
2. Complete the information below.
3. Obtain the principal's signature and recommendations (or person designated by the principal).
4. Complete the Admissions Application and Program Card.
5. Return all completed forms to a college counselor or the Vice President of Student Services during the registration period.

Instructions for Students under 11th grade- The college petition approval process, although time consuming, is to insure student success as well as a good "fit" with adult students attending the college. It is recommended that this process begin as early as possible.

1. Read and sign the reverse side of this form (complete student portion and obtain parent/guardian signature).
2. Complete the information below.
3. Obtain the principal's signature and recommendations (or person designated by the principal).
4. Complete the Admission Application, Program Card and a Petition form (indicating Request for Enrollment of High School Student below junior status).
5. Return all completed forms to a college counselor or the Vice President of Student Services prior to the beginning of classes.

Upon receipt of the request and approvals for the high school student enrollment, the VP of Student Services will call a meeting of the Petitions Committee. Within two (2) weeks of the request, the committee will forward a recommendation to the Superintendent/President. The President will forward a recommendation to the governing board at the next scheduled Board of Trustees Meeting. The President will notify the VP of Student Services of the Board's decision to approve or deny the request. The student will be notified by the VP of Student Services of the decision within ten (10) working days following the Board Meeting.

STUDENT INFORMATION

Applicant's Name: _____ PVC Student ID: _____
Last (Please Print) First MI

Telephone Number _____ Date of Birth: _____

Current Grade Level: _____ Anticipated High School Graduation Date: _____

Requesting special part-time admission for Year: _____

COURSE RECOMMENDATIONS

Course Number and Title <i>(All Special Admit Students must complete this area of the form)</i>	PVC Office Use Only	
	Approved	Denied

Principal's Recommendation and Certification:

As the student's principal, I certify that this student is attending a minimum day at my school, has adequate preparation for the discipline(s) to be studied, has exhausted all opportunities to enroll in an equivalent course(s) in my school, and does not exceed the five percent enrollment limit mandated to me under Education Code, Section 48800.

Principal's Name (Please Print) _____ Principal's Signature _____

Name of School _____ City _____ Date _____

Instructions for 11th and 12th Grade High School Students

1. Read and sign the reverse side of this form (complete student portion and obtain parent/guardian signature).
2. Complete the information below.
3. Obtain the principal's signature and recommendations (or person designated by the principal).
4. Complete the Admissions Application and Program Card.
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STUDENT INFORMATION

Applicant's Name: _____ PVC Student ID: _____
Last (Please Print) First MI

Telephone Number _____ Date of Birth: _____

Current Grade Level: _____ Anticipated High School Graduation Date: _____

Requesting special part-time admission for Year: _____

COURSE RECOMMENDATIONS

Course Number and Title <i>(All Special Admit Students must complete this area of the form)</i>	PVC Office Use Only	
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Principal's Recommendation and Certification:

As the student's principal, I certify that this student is attending a minimum day at my school, has adequate preparation for the discipline(s) to be studied, has exhausted all opportunities to enroll in an equivalent course(s) in my school, and does not exceed the five percent enrollment limit mandated to me under Education Code, Section 48800.

Principal's Name (Please Print) Principal's Signature

Name of School City Date

Eligibility Information

Admission to Palo Verde College is open to anyone who is a high school graduate, who possesses a GED Certificate, or who holds a High School Equivalency Certificate. Those who are not high school graduates or do not have one of the equivalency certificates, but who are eighteen (18) years of age and show evidence of being able to benefit from instruction, may attend the college.

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Policies and Requirements for Special Admission

1. Students must attend the minimum day at their primary school.
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3. Students participating in this program do so under the direction of their school principal (attendance and grades will be forwarded to the Palo Verde High School registrar per the Inter-District Educational Services Agreement). The regional academic program manager's approval is required for participation by home school students. Parents may not act as the academic program manager. *Home-schooled students also must provide copies of forms their parents have submitted to the California State Superintendent of Public Instruction verifying they have notified the state appropriately of their student's home-schooled status.*
4. Most applicants who are accepted to PVC will be allowed to enroll in any course for which they are recommended; however, enrollment in some courses will be limited (i.e. classes full, equipment limitations, safety regulations and enrollment in physical education courses is not allowed).
5. All PVC students are responsible for complying with the rules and regulations of the college as published in the PVC catalog and schedule of classes.
6. Enrollment in the special admission program will establish a permanent college record. Courses taken for college credit may be used to meet high school graduation requirements; however, this determination is solely made by the primary school district.
7. The Special Admission Request for High School Students must be turned in each semester along with the admissions application prior to attending classes. Those students below 11th grade must also petition the college for board approval.
8. Parents or guardians for high school students are not permitted to enroll, drop, or add classes without specific written permission from the student.
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10. Security should be a primary concern for parents of high school students who attend the college, particularly after dark. Faculty can not be expected to wait with students until their ride arrives.

I have read, understand, and agree to the above policies and requirements. Additionally, I will will not grant permission for my parent or guardian below to take enrollment action on my behalf or request transcripts. If granted, permission will only be granted for the term covered by this permit. (You must indicate a choice of either will or will not in the statement above.)

Student Signature

Student Name (Please Print)

Date

I have read, understand, and agree to the above policies and requirements. Additionally, I understand that student records may be accessed or released only with written authorization from the student.

Parent/Guardian Signature

Parent/Guardian Name (Please Print)

Date

MATRICULATION/MULTIPLE MEASURES RECORD

Name _____ Student ID# _____

Address _____

Date _____

MULTIPLE MEASURES

Check all measures used to advise student for placement in Math and English courses.

1. **Assessment Scores**

Math _____

English _____

CELSA _____

2. **Prerequisites**

Course completion _____

Grade _____

3. **Recent Enrollment in Related Class** _____

4. **Ability to Successfully Complete Course**

Prior Experience _____

Proficiency _____

5. **Overall G.P.A.** _____

6. **High School Transcripts** _____ and/or **Interview with High School Staff** _____

7. **Personal Interview** _____

8. **Other Education/Training** _____

Notes:

Counselor _____ **Date** _____



NAME: _____

ID: _____

PALO VERDE COLLEGE
PALO VERDE COMMUNITY COLLEGE DISTRICT

ASSOCIATE IN ARTS DEGREE
With Emphasis

California State University General Education Pattern (CSU-GE)
Graduation Requirements
OPTION B

2013-2014



One College Drive, Blythe, CA 92225
www.paloverde.edu
(760) 921-5500



ASSOCIATE IN ARTS DEGREE IN LIBERAL ARTS

(With General Education Requirements Option B or C)

PROGRAM DESCRIPTION

The Associate degree in Liberal Arts is designed for students who wish to have a broad knowledge of liberal arts and sciences plus additional coursework in an "Area of Emphasis". This area of emphasis would be an ideal choice for students who plan on transferring to the California State University (CSU) or University of California (UC) as students can satisfy general education requirements, plus focus on transferable coursework that relates to majors at these institutions. Please consult with a counselor for information regarding your intended major at the specific college or university of your choice.

- Choose either **Option B (opposite page):** *CSU General Education Breadth* or **Option C:** *IGETC (Intersegmental General Education Transfer Curriculum)* for the General Education pattern which relates to your educational goal.
- Complete 18 units in one "**Area of Emphasis**" from those outlined below.
(Note: Where appropriate, courses in the "Area of Emphasis" may also apply towards General Education areas on the General Education pattern.)
- For **ALL DEGREE OPTIONS:** Complete necessary Palo Verde College Graduation and Proficiency requirements (See Palo Verde College Catalog for a list of all applicable courses).
- All classes listed below transfer to the CSU system and courses in **BOLD** also transfer to the **UC system**. Refer to www.assist.org for articulation agreements and transfer details for each course.

UNITS

ASSOCIATE DEGREE IN LIBERAL ARTS:

- **General Education CSU-GE Breadth or IGETC:** **33-39**
Units necessary to meet CSU-GE Breadth or IGETC Certification requirements only.
- **Areas of Emphasis:** **18**
A minimum of 18 units is required in one Area of Emphasis listed below. For depth of study, 2 or more courses in one discipline is required. Courses selected may also be used to fulfill GE areas, refer to each transfer institution policy.
- **Electives:** **3-9**
Electives may be necessary to total 60 overall units required for the Associate Degree. These units must be transferable to the CSU and/or UC for appropriate credit.

Total Units 60

AREAS OF EMPHASIS

ARTS & HUMANITIES	BUSINESS & TECHNOLOGY	
ART 101, 105, 110, 111, 120, 125, 135 DAN 101, 102, 103	ACC 101, 102,	
EDU 131, 132, 134	ART 120, 125	
ENG 102, 120, 122, 125, 132, 133, 139, 140, 141, 154, 201,	BIO 101, 100, 110	
FRE 101, 102	BUS 101, 105, 135, 201, 202, 206, 221	
GES 101, 115 MUS 121, 137, 150	CIS 101, 102, 111, 123, 124, 130, 131, 132, 133, 170, 248, 260, 265	
HIS 110, 120,	ECO 105, 106	
PHI 100, 105	MAN 105, 106, 107, 145	
SPA 101, 102, 115,	MAT 106, 110, 210, 220, 224	
SPE 101, 102, 103	<i>Students must complete at least two courses in ACC, BUS or MAN and at least two courses in CIS. At least one business course is required for this emphasis. For depth of study, two or more courses in one discipline is required.</i>	
THA 110, 120		
MATHEMATICS & SCIENCE	SOCIAL & BEHAVIORAL SCIENCES	
AST 101, 105, 110	ANT 100, 101, 102, 106, 201	
BIO 101, 100, 110, 111, 140, 141, 142, 210, 211	CHD 101, 102	
CHE 101, 108, 210, 211	CRJ 103, 104, 115, 120, 220	
GEO 101, 103, 104, 107,	ECO 105, 106	
GEL 101, 103, 105, 110	GEO 103, 104 POS 101, 145, 285	
MAT 106, 110, 210, 220, 224, 226	HIS 110, 115, 120, 125, 130, 140,	
PHY 101, 110, 220	PSY 101, 110, 115, 145, 150, 155, 201, 205, 210, 215, 220	
<i>Students following the CSU GE or IGETC must complete two science courses with at least one lab AND at least one transferable math to get certified. If a student is transferring in a science and/or math major, more math and science courses must be completed.</i>	SOC 101, 111	
	<i>Program Descriptions are available in the Palo Verde College Catalog.</i>	

OPTION B—GENERAL EDUCATION REQUIREMENTS FOR CAL STATE UNIVERSITY (CSU-GE)

Courses	Units	Grade	Courses	Units	Grade
Area A—Communication in the English Language and Critical Thinking: 9 semester units required with at least one course each from A1, A2, A3			Area D—Social, Political and Economic Institutions and Behavior, Historical Background: 9 semester units required with courses in at least 2 disciplines		
A1—Oral Communication			D1: ANT 100, 101, 102, *106, 201		
SPE 101, *102, *103			D2: ECO 105, 106		
A2—Written Communication			D3: ANT *106		
ENG 101			D4:		
A3—Critical Thinking			D5: GEO 103, 104		
ENG 103, PHI 210, SPE *102, SPE *103			D6: HIS *110, 115, *120, 125, 130, 140,		
Area B—SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING: 9 semester units required with at least one course each from Physical Science, Life Science (at least one to contain a laboratory component identified with (____) and Mathematics/Quantitative Reasoning)			D7: SOC *111, CHD 102		
B1—Physical Science			D8: CRJ 103 POS 101, 145, 285		
AST 101, <u>105</u> , <u>110</u>			D9: CHD *101 CRJ 220 PSY 101, *110, 115, 145, 150, 201, 205, 210, 215, 220		
CHE <u>101</u> , <u>108</u> , <u>109</u> , <u>210</u> , <u>211</u>			D0: SOC 101		
GEO <u>101</u> , 107,			Area E—Life Long Learning & Self-Development: Minimum 3 units, not all in physical activity		
GEL <u>101</u> , 103, 105, 110,			ADS 101, 102		
PHY <u>101</u> , <u>110</u> , <u>220</u>			CHD *101		
B2—Life Science			DAN 102, 103		
BIO 100, <u>110</u> , <u>111</u> , <u>140</u> , <u>141</u> , <u>142</u> , <u>210</u> , <u>211</u>			GES 115		
B3—Laboratory Activity			HEA 128, 140, 142		
This requirement is satisfied by the completion of BIO 101 or any lab course in B1 or B2.			PHE (see counseling)		
B4—Mathematics/Quantitative Reasoning			PSY *110		
MAT 106, 110, 210, 220, 224, 226,			SOC *111		
PSY 155			CSU US History, Constitution, and American Ideals Courses		
Area C—Arts, Literature, Philosophy and Foreign Language: 9 semester units required with at least one course each in Arts and Humanities			Students satisfy this CSU graduation requirement through coursework in three areas:		
C1—Arts (Art, Dance, Music, Theater)			US-1: Historical development of American institutions and ideals US-2: U.S. Constitution and government US-3: California state and local government		
ART 101, 110, 111, 120, 125, 135,			HIS 130 or 140		
DAN 101,			POS 145		
ENG 125,			<i>*These courses can only be counted once.</i>		
MUS 121, 137, 150,					
THA 110					
C2—Humanities (Literature, Philosophy, Foreign Language)					
EDU 131, 132, 134,					
ENG 102, 120, 122, 132, 133, 139, 140, 141, 154, 201,					
FRE 101, 102					
HIS *110, *120,					
PHI 100, 105,					
SPA 101, 102, 115					



ASSOCIATE IN SCIENCE

Business Management **Program of Study**

2013-2014



One College Drive, Blythe, CA 92225
www.paloverde.edu
(760) 921-5500

**ASSOCIATE IN SCIENCE DEGREE PLAN
BUSINESS MANAGEMENT
PROGRAM DESCRIPTION**

The Associate in Science Degree is a program of study that generally leads to a specific occupational goal or may prepare the student for transfer. Some courses in such programs do not transfer all credit earned to a four-year college or university. Programs of study with specific course requirements are defined in the Palo Verde College 2013--2014 catalog. Please consult with a counselor for information regarding your intended major at the specific college or university of your choice.

A minimum of 60 degree-appropriate units, with a grade of C or better in all degree applicable coursework is required.

(For all Associate in Science (AS) Majors, all listed CORE courses are required.)

		BUS CORE COURSE WORK	REQUIRED	PENDING	UNITS/GRADE
ACC	101	◆PRINCIPLES OF ACCOUNTING I	4		
ACC BUS	102 115	CHOOSE ONLY ONE (1) COURSE ◆PRINCIPLES OF ACCOUNTING [OR] ◆SMALL BUSINESS FINANCE	3 / 4		
BUS	105	BUSINESS MATHEMATICS	3		
BUS	135	BUSINESS LAW	3		
ECO	105	◆PRINCIPLES OF MACROECONOMICS	3		
ECO	106	◆PRINCIPLES OF MICROECONOMICS	3		
MAN	105	PRINCIPLES OF MANAGEMENT AND ORGANIZATIONS	3		
MAN	106	PERSONNEL MANAGEMENT	3		
MAN	107	SMALL BUSINESS MANAGEMENT	3		
MAN PSY	145 145	CHOOSE ONLY ONE (1) COURSE ORGANIZATIONAL BEHAVIOR [OR] ◆HUMAN RELATIONS	3		
BUS	206	MARKETING	3		
		REQUIRED ELECTIVE			
BUS MAN		CHOOSE ONLY ONE (1) COURSE BUSINESS [OR] MANAGEMENT	3		
		TOTAL CORE COURSES	37-38		

CORE courses may apply towards General Education requirements to fulfill GE areas. Units cannot be double counted in both CORE and GE areas.

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	GENERAL EDUCATION REQUIREMENTS	REQUIRED	PENDING	UNITS/GRADE
	COMMUNICATIONS (6 UNITS MINIMUM) <i>(3 units from Group A, 3 units from Group B)</i>			
Group A	ENG ♦101	3		
Group B	ENG ♦103, PHI 210, SPE 101,102, SPE 103	3		
	SCIENCES (3 UNITS MINIMUM)			
	AST 101, ♦105, ♦110 BIO 100, 101, ♦110, ♦111, ♦140, ♦141, ♦142, ♦210, ♦211 CHE ♦101, ♦108, ♦109, ♦210, ♦211, GEO ♦101, 107 GEL 101, 103, ♦105, 110, PHY ♦101, ♦110, ♦220	3		
	MATHEMATICS (3-4 UNITS)			
	MAT♦86 [or] ♦88	3		
	HUMANTIES (3 UNITS MINIMUM)			
	ART.101, 106, ♦110, ♦111, ♦120, ♦125, ♦135, ♦160 DAN 101 EDU 131, ♦132, ♦134, 160, ♦161, ♦201 ENG ♦102, ♦120, ♦122, ♦125, ♦132, ♦133, ♦139, ♦140, ♦141, ♦154, ♦201, FRE 101, 102 HIS *♦110, *♦120, MUS ♦121, 135, ♦137, ♦150, PHI 100, 105, SPA ♦101, ♦102, 115, THA 110 , 120	3		
	SOCIAL SCIENCES Area A (3 UNITS MINIMUM)			
	HIS ♦130 or ♦140 and POS ♦145 (recommended for CSU) HIS *♦110, ♦115, *♦120, 125, POS 101, 285	3		
	SOCIAL SCIENCES Area B (3 UNITS MINIMUM)			
	ANT 100, 101, 102, 106, 201 CHD *101, 102, CRJ 103, 220 ECO ♦105, ♦106 GEO 103, 104 PSY 101, *110, 115, 145, 150, 201, 205, 210, 215, 220 SOC 101, *111,	3		
	LIFE LONG UNDERSTANDING & SELF DEVELOPMENT (3 UNITS)			
	ADS 101, ♦102 CHD *101 DAN 102, ♦103 GES *115 HEA 128, 140, 142 PHE (see counseling) PSY *♦110, SOC *111	3		
	TOTAL	24-33		
	GRAND TOTAL(60 OVERALL UNITS REQUIRED)	*****		

**These courses can only be counted once in the GE area. This degree is not a transferable degree. Courses within the degree may transfer to a four year college/university. See a counselor for additional information. Courses requiring a co/prerequisite or have recommendations are marked with a diamond (♦).*

NAME _____ STUDENT ID# _____

PHONE _____

DATE _____

COUNSELOR SIGNATURE: _____ DATE: _____

FA, SP, SU, 20 <u>2014</u>		FA, SP, SU, 20 <u>2015</u>		FA, SP, SU, 20 <u>2015</u>		FA, SP, SU, 20 <u>2016</u>	
Courses	units	Courses	units	Courses	units	Courses	units
ACC 100		ACC - 101					
BUS 101		Eng. 22/27		Eng 99		Eng. 101	
BUS 105		Alg 36					
Eng 81		HUMANITIES ETC	3				
MAT - 20							
Counselors	Date	Counselors	Date	Counselors	Date	Counselors	Date
FA, SP, SU, 20 _____	units	FA, SP, SU, 20 _____	units	FA, SP, SU, 20 _____	units	FA, SP, SU, 20 _____	units
Counselors	Date	Counselors	Date	Counselors	Date	Counselors	Date

NOTES:

STUDENT EDUCATION PLAN
Catalog Year: _____

Name: _____ **ID #** _____

Transfer School/ Goal: _____

Completion of a systematic sequence of courses to a well-defined objective is one of the following majors:

Associates of Arts/Associates of Science: _____

Certificate Program: _____

Student Signature: _____ **Date:** _____

Counselor's Signature: _____ **Date:** _____

MAT 80	MAT 81	MAT 82	MAT 84 DIST 83	MAT 88 DIST 86	MAT 106	MAT 110	RDG 082	RDG 84 DIST 94
ENG 80	ENG 81+87 DIST 95	ENG 82+88 DIST 96	ENG 99	ENG 101	ENG 103			RDG 86 DIST 96

COLLEGE DEGREE PROGRAM

F/SP/SU: _____ ACTUAL <u>COURSE</u>	UNITS	F/SP/SU _____ ACTUAL <u>COURSE</u>	UNITS	F/SP/SU _____ ACTUAL <u>COURSE</u>	UNITS
	DATE/IN		DATE/IN		DATE/IN
F/SP/SU: _____ ACTUAL <u>COURSE</u>	UNITS	F/SP/SU _____ ACTUAL <u>COURSE</u>	UNITS	F/SP/SU _____ ACTUAL <u>COURSE</u>	UNITS
	DATE/IN		DATE/IN		DATE/IN
F/SP/SU _____ PLAN <u>COURSE</u>	UNITS	F/SP/SU: _____ PLAN <u>COURSE</u>	UNITS	F/SP/SU: _____ PLAN <u>COURSE</u>	UNITS
	DATE/IN		DATE/IN		DATE/IN
F/SP/SU: _____ PLAN <u>COURSE</u>	UNITS	F/SP/SU: _____ PLAN <u>COURSE</u>	UNITS	F/SP/SU: _____ PLAN <u>COURSE</u>	UNITS
	DATE/IN		DATE/IN		DATE/IN

DSPS PROGRAM

Student Name: _____ I.D: _____

DATE	DESCRIPTION	DATA	SIGNATURE
	<input type="checkbox"/> Group <input type="checkbox"/> Individual	<input type="checkbox"/> Email <input type="checkbox"/> Priority Reg. <input type="checkbox"/> Follow up <input type="checkbox"/> Phone Call <input type="checkbox"/> SEP <input type="checkbox"/> Tutor <input type="checkbox"/> Orientation <input type="checkbox"/> outreach/Event <input type="checkbox"/> Personal <input type="checkbox"/> Petition	
	<input type="checkbox"/> Group <input type="checkbox"/> Individual	<input type="checkbox"/> Email <input type="checkbox"/> Priority Reg. <input type="checkbox"/> Follow up <input type="checkbox"/> Phone Call <input type="checkbox"/> SEP <input type="checkbox"/> Tutor <input type="checkbox"/> Orientation <input type="checkbox"/> outreach/Event <input type="checkbox"/> Personal <input type="checkbox"/> Petition	
	<input type="checkbox"/> Group <input type="checkbox"/> Individual	<input type="checkbox"/> Email <input type="checkbox"/> Priority Reg. <input type="checkbox"/> Follow up <input type="checkbox"/> Phone Call <input type="checkbox"/> SEP <input type="checkbox"/> Tutor <input type="checkbox"/> Orientation <input type="checkbox"/> outreach/Event <input type="checkbox"/> Personal <input type="checkbox"/> Petition	
	<input type="checkbox"/> Group <input type="checkbox"/> Individual	<input type="checkbox"/> Email <input type="checkbox"/> Priority Reg. <input type="checkbox"/> Follow up <input type="checkbox"/> Phone Call <input type="checkbox"/> SEP <input type="checkbox"/> Tutor <input type="checkbox"/> Orientation <input type="checkbox"/> outreach/Event <input type="checkbox"/> Personal <input type="checkbox"/> Petition	
	<input type="checkbox"/> Group <input type="checkbox"/> Individual	<input type="checkbox"/> Email <input type="checkbox"/> Priority Reg. <input type="checkbox"/> Follow up <input type="checkbox"/> Phone Call <input type="checkbox"/> SEP <input type="checkbox"/> Tutor <input type="checkbox"/> Orientation <input type="checkbox"/> outreach/Event <input type="checkbox"/> Personal <input type="checkbox"/> Petition	
	<input type="checkbox"/> Group <input type="checkbox"/> Individual	<input type="checkbox"/> Email <input type="checkbox"/> Priority Reg. <input type="checkbox"/> Follow up <input type="checkbox"/> Phone Call <input type="checkbox"/> SEP <input type="checkbox"/> Tutor <input type="checkbox"/> Orientation <input type="checkbox"/> outreach/Event <input type="checkbox"/> Personal <input type="checkbox"/> Petition	



Probation: _____
 Progress _____
 G.P.A. _____
 C.P. _____
 Institutional _____

M

(SEMESTER 1)

EOPS/CARE
 MUTUAL RESPONSIBILITY CONTRACT

- I **AGREE NOT TO SELL ANY OF THE ITEMS OR BOOK ACCOUNTS THAT ARE PROVIDED TO ME BY EOPS. THEY ARE NOT TO BE SOLD OR USED FOR ANOTHER STUDENT. IF I DO, I WILL IMMEDIATELY BE TERMINATED FROM THE EOPS PROGRAM**
- **(NOTE: BOOK GRANTS ARE TO BE USED FOR CURRENT SEMESTER ONLY)**

1. Agree to enroll in at least 12 units per semester
2. Will maintain satisfactory progress as determined by EOPS staff,
3. Agree to meet with my EOPS counselor face to face at least 3 times a semester,
4. Will follow my educational plan on file with the EOPS office,
5. Agree to report to my EOPS Counselor twice per month if on probation,
6. Will notify the EOPS Office of any changes in class schedule, units, phone number or address.

(If you are not a CARE student, please skip down to bottom page and sign)

CARE STUDENTS WILL ALSO:

7. Notify the CARE Coordinator two weeks in advance when changing childcare providers,
8. Submit completed forms by the last working day of the month for previous month's claim, and
9. Attend monthly CARE meetings as notified or do a make-up.

I, _____ (EOPS Counselor/
 Director)

**EOPS/CARE
CONTINUING MUTUAL RESPONSIBILITY CONTRACT**

SEMESTER 2) Semester: _____ Probation: _____

STUDENT SIGNATURE (EOPS) _____ DATE _____

EOPS COUNSELOR/ DIRECTOR _____ DATE _____

STUDENT SIGNATURE CARE _____ DATE _____

EOPS PROGRAM ASSISTANT/ CARE COORDINATOR _____ DATE _____

SEMESTER 3) Semester: _____ Probation: _____

STUDENT SIGNATURE (EOPS) _____ DATE _____

EOPS COUNSELOR/ DIRECTOR _____ DATE _____

STUDENT SIGNATURE (EOPS/CARE) _____ DATE _____

EOPS PROGRAM ASSISTANT/ CARE COORDINATOR _____ DATE _____

SEMESTER 4) Semester: _____ Probation: _____

STUDENT SIGNATURE _____ DATE _____

EOPS COUNSELOR/ DIRECTOR _____ DATE _____

STUDENT SIGNATURE (EOPS/CARE) _____ DATE _____

EOPS PROGRAM ASSISTANT/ CARE COORDINATOR _____ DATE _____

SEMESTER 5) Semester: _____ Probation: _____

STUDENT SIGNATURE _____ DATE _____

EOPS COUNSELOR/ DIRECTOR _____ DATE _____

EOPS PROGRAM ASSISTANT/ CARE COORDINATOR _____ DATE _____

SEMESTER 6) Semester: _____ Probation: _____

STUDENT SIGNATURE _____ DATE _____

EOPS COUNSELOR/ DIRECTOR _____ DATE _____

EOPS PROGRAM ASSISTANT/ CARE COORDINATOR _____ DATE _____

DISABLED STUDENTS PROGRAM & SERVICES
ONE COLLEGE DRIVE
BLYTHE, CA 92225
(760) 921-5489 VOICE
(760) 921-3608 FAX

SEMESTER: Fall 2014

RE: Educational Accommodations for

_____ Qualifies for services from the DSP&S program based on educational limitations secondary to a verified disability. Under the Americans with Disabilities Act (ADA), students with verified disabilities are entitled to reasonable accommodations in order to provide equal educational access and opportunities for success in the classroom.

This student needs, or may need, the following accommodations:

Extra Test Time

Tutor

Tape Recorder

Distraction Free Environment

Hortensia Rivera,

DSP&S Coordinator/Counselor

EOPS PROGRESS REPORT FORM
PALO VERDE COMMUNITY COLLEGE
ISP/CVSP

2ND MANDATORY CONTACT
SPRING-2014

Student's Name _____ Student I.D.: _____

EOPS Counselors will be at ISP on April 2, to go over comments

NOTE: IF SECOND CONTACT IS NOT MET, THIS MAY PREVENT YOU FROM CONTINUING TO RECEIVE EOPS SERVICES.

M. Rivera: EOPS Director/Counselor

To Instructor: Please complete. Once completed, please place in Teresa Gomez's mailbox.

Deadline for Progress Reports, March 24, 2014

PROGRESS REPORT

Course	Section	Instructor	Abv. Avg.	Avg	Below. Avg.	Poor Quiz/Exam	Instructor's Signature	As of Date	Comments and/or Place # from the list below

REPORT RECEIVED: _____ COUNSELOR SIGNATURE: _____

PROGRESS REPORT FORM
 PALO VERDE COMMUNITY COLLEGE
 EOPS DEPARTMENT
EOPS 2ND MANDATORY CONTACT
SPRING 2014
 March 24 –March 28, 2014

This Form is to be completed by your instructor

Student's Name: _____ Student I.D.: _____ Date: _____

To Student: Please list all courses that you are currently enrolled in, and have your instructors sign.

PLEASE SELECT ONE OF THE FOLLOWING

- OPTION 1) Monday-March 24, 2014-8:30 AM-5:00 PM - ASG room**
- OPTION 2) Tuesday-March 25, 2014-8:30 AM-5:00 PM-ASG room**
- OPTION 3) Wednesday-March 26, 2014-8:30 AM-5:00 PM - ASG room**
- OPTION 4) Thursday-March 27, 2014-8:30 AM-5:00 PM - ASG room**
- OPTION 5) Friday-March 28, 2014-8:30 AM-1:00 PM - ASG room**

All of your classes must have an instructor's response. Students enrolled in Distance Education (DE) classes, please make copies and place a copy for each DE in instructor's mailbox.

To Instructors: Please assist us by marking the appropriate boxes. If you are a Distance Ed instructor, please sign and return to EOPS before 3/24/14. Thank you.

PROGRESS REPORT								
Subject	Units	Abv. Avg.	Avg.	Below Avg.	Poor Quiz/Exam	Instructors Signature	Date	Comments

For more information, please call Teresa-EOPS Secretary at (760) 921-5402 or email her at teresa.gomez@paloverde.edu

REPORT RECEIVED: _____ COUNSELOR SIGNATURE: _____

**PALO VERDE COLLEGE
ONE COLLEGE DRIVE
BLYTHE CA 92225**

FALL/SPRING 20_____ EOPS 3RD MANDATORY CONTACT Date: _____

3rd Contact (EOPS/CARE), is to review FALL/SPRING SEMESTER PROGRESS, and to develop your FALL /SPRING EDUCATIONAL PLAN for Priority Registration.

Name: _____ I.D. #: _____
First Middle Last

Email address: _____ Phone #: _____

LIST ALL COURSES BELOW THAT YOU ARE PLANNING ON TAKING IN FALL/SPRING 20_____. If you do not know, we will assist you during your 3rd contact. Please bring a copy of your **UNOFFICIAL TRANSCRIPTS** and a copy of your **PROGRAM EVALUATION** to your 3rd MANDATORY CONTACT.

You can find them both on PVC Services.

<p style="text-align: center;">User Account</p> <p>I'm New to PVC Services What's My User Name? What's my password Address Change</p>	<p style="text-align: center;">Registration</p> <p>Search for Sections Register and Drop Sections Manage My Waitlist Search/Register for Sections</p>
<p style="text-align: center;">Financial Information</p> <p>Make a Payment Account Summary Account Summary by Term Bank Information (U.S.)</p>	<p style="text-align: center;">Academic Profile</p> <p>Grades Grade Point Average by Term Transcript Program Evaluation Test Summary Transcript Request Transcript Request Status Enrollment verification request Enrollment verification request status My class schedule My profile</p>
<p style="text-align: center;">Financial Aid</p> <p>Financial aid status by year Financial aid status by term</p>	
<p style="text-align: center;">Communication</p> <p>My Documents</p>	

Which Degree or Certificate are you currently working on: _____?

CLASS	UNITS
1.	
2.	
3.	
4.	
5.	

Student signature: _____
Counselor signature: _____

Note: (You must enroll in at least 12 units in order to be eligible for EOPS; this does not apply to DSPS students.)



Palo Verde Community College
ADMISSIONS & RECORDS OFFICE
ONE COLLEGE DRIVE · (760) 921-5500
BLYTHE, CALIFORNIA 92225

September 26, 2014

Dear PVC Student:

SUBJECT: Midterm Deficiency

The end of the ninth week for the Fall 2013-14 semester was October 11, 2013. One or more of your instructors have reported that you are doing below "C" work in your course or courses (or that you will not pass a pass/no pass course).

Please review the enclosed midterm grade report and schedule an appointment with the counseling staff to discuss your options. The counseling staff is here to assist you with your education and would like the opportunity to offer our services to help you have a successful semester.

If for some reason you need to drop your course(s) this semester, you must officially withdraw from your course(s) through PVC Services on or before **November 15, 2013**. Otherwise, your instructor(s) will be required to issue a grade at the end of the semester.

Please call the scheduling desk at 760-921-5500 to schedule your appointment with a counselor as soon as possible. The counseling staff is available Monday thru Thursday from 8:00 a.m. to 6:30 p.m. and Friday 8:00 a.m. to 4:00 p.m.

Sincerely,

Admissions & Records &
PVC Counseling Staff

Enclosure



Palo Verde Community College
ADMISSIONS & RECORDS OFFICE
ONE COLLEGE DRIVE · (760) 921-5500
BLYTHE, CALIFORNIA 92225

September 26, 2014

Dear PVC Student:

SUBJECT: Midterm Deficiency

The end of the ninth week for the Fall 2013-14 semester was October 11, 2013. One or more of your instructors have reported that you are doing below "C" work in your course or courses (or that you will not pass a pass/no pass course).

Please review the enclosed midterm grade report. The counseling staff is here to assist you with your education and would like the opportunity to help you have a successful semester, so contact the distance learning office if you wish to discuss your options.

If for some reason you need to drop your course(s) this semester, you must officially withdraw from your course(s) by completing the paper program change form on or before **November 15, 2013**. Otherwise, your instructor(s) will be required to issue a grade at the end of the semester.

If you wish to discuss this determination with your counselor, feel free to contact the Distance Learning Office at Palo Verde College.

Sincerely,

Admissions & Records &
PVC Counseling Staff

Enclosure



**Palo Verde Community College District
ADMISSIONS & RECORDS OFFICE**

ONE COLLEGE DRIVE · (760) 921-5500
BLYTHE, CALIFORNIA 92225

January 21, 2014

Dear Student,

After a careful review of your grades and/or completed units, it is apparent that you have not maintained satisfactory progress. Pursuant to college policy (see page 55 & 56 of the current catalog) you have been placed on either Academic and/or Progress Probation for the **Spring 2014** semester. You are directed to call (760) 921-5500 to make an appointment with your Counselor to discuss your probation status and the options available to improve your status. If you do not already have a counselor, one will be assigned to you.

A student on academic/progress probation shall be subject to dismissal if he or she fails to meet the minimum academic/progress standards within two (2) semesters of attendance. If this is your second semester of probation, you will not be able to enroll for classes in the next semester until an evaluation of your progress is made.

If you feel this determination was made in error, see your Counselor. Be aware that students receiving Financial Aid, EOPS, or any other educational benefits or services, may be subject to more stringent standards for academic progress and separate probation requirements. For the status of your eligibility for Financial Aid, EOPS, or other programs, see the appropriate program director/coordinator.

It is our purpose to assist you in achieving your educational goals. Please call to make an appointment with your counselor as soon as possible so that we may help you to succeed.



Palo Verde Community College District
ADMISSIONS & RECORDS OFFICE

ONE COLLEGE DRIVE · (760) 921-5500
BLYTHE, CALIFORNIA 92225

August 7, 2014

Dear Student,

A review of our records indicates that you failed to improve your cumulative grade point average to 2.0 or higher or make satisfactory progress for two consecutive semesters. Pursuant to our policy, you were dismissed from Palo Verde College as of the **Fall 2014** semester.

Pursuant to college policy your dismissal has prohibited you from enrolling at Palo Verde College for this semester. However, once a minimum of one (1) semester has elapsed, you may apply for reinstatement by submitting a Petition to the Vice President of Instruction/Student Services. Once approved, you may re-enroll.

Students receiving Financial Aid, EOPS, or any other educational benefits or services, may be subject to more stringent standards for academic/progress probation and your dismissal may affect your eligibility for continued benefits. For more information contact the appropriate program director/coordinator.

It is our purpose to assist you in achieving your educational goals. If there is anything else we can do for your continued success, don't hesitate to contact us.

PALO VERDE COLLEGE

PREREQUISITE/COREQUISITE/ADVISORY JUSTIFICATION

Course: _____

1. **SEQUENTIAL:** List the specific skills and knowledge a student must possess in order to be ready to take the course. These skills must relate to the exit skills of the prerequisite/corequisite/advisory course(s).

To succeed in this course, the student must possess the following skills and knowledge:

2. **ADVISORY:** List the skills and knowledge a student should possess in order to be successful in the course.

To succeed in this course, the student should possess the following skills and knowledge from
<advisory course name>:

3. **LECTURE AND LAB RELATIONSHIP:** Identify the relationship between the corequisite or advisory lecture/lab course.

4. **STANDARD PREREQUISITE OR COREQUISITE:** List a minimum of three (3) California public colleges or universities that specify the same prerequisite or corequisite, and the course ID of the equivalent course(s) at each college or university listed.

5. **REQUIRED OR AUTHORIZED BY STATUTE OR REGULATION:** If this is a certification requirement from an outside agency, identify the agency or organization.

6. **FACULTY VALIDATION:** Attach copy of validation procedures.

PALO VERDE COLLEGE CO/PREREQUISITE CHALLENGE FORM

Name _____ SSN _____ Phone _____

Street Address _____ City/State/Zip _____

COURSE I WISH TO ENTER: _____ Course Code: _____ Section: _____

CO/PREREQUISITE OR COURSE REQUIREMENT I WISH TO CHALLENGE: _____

_____ Course Code: _____ Section: _____

Please explain your request in detail on the back of this form: (If you have checked box #4, include a copy of your assessment results)

After obtaining the appropriate signature, submit this form, documentation, and your Student Schedule Change card to your Counselor, five days prior to the last day to register. Documentation for summer sessions and short courses must be submitted two (2) days before the last day to register. It is the responsibility of the student to provide compelling evidence to support the Challenge (ATTACH DOCUMENTATION).

A denied petition may be appealed to the Petition Review Committee in the Student Services Office.

*Waiver of a co/prerequisite course will not result in credit/units being granted in the waived course.

Signatures: Student _____ Date Submitted _____

Check the box which applies to you:

1. Challenging the co/prerequisite on the grounds that it has not been made reasonably available. The petition must be taken directly to the Dean of Instruction who shall determine within five (5) working days whether the co/prerequisite course was reasonably available, and if not, shall waive the co/prerequisite for the term.

The documentation has been evaluated and the Challenge is approved disapproved .

VP of Instruction: _____ Date _____

2. Challenging the co/prerequisite on the grounds that it was established in violation of regulation or in violation of the District-approved processes (student documentation required). I understand that I must take the petition directly to the Dean of Instruction who shall review the petition and provide written notification to the student within five (5) working days.

The documentation has been evaluated and the Challenge is approved disapproved .

VP of Instruction: _____ Date _____

3. The co/prerequisite is discriminatory or applied in a discriminatory manner (student documentation required). I understand that I should present documentary evidence to the Affirmative Action Officer who will review the evidence and provide written notification to me within five (5) working days.

The documentation has been evaluated and the Challenge is approved disapproved .

Affirmative Action Officer: _____ Date _____

4. Challenging the co/prerequisite based on my knowledge or ability to succeed in the course despite not meeting the co/prerequisite (student documentation required).
(I am) challenging the co/prerequisite based on my knowledge or ability to succeed in the course despite not meeting the co/prerequisite. I understand that I must take the petition directly to the any full time instructor in the Division. I also understand that I must demonstrate my ability to succeed in the course which I am petitioning to take out of the ordinary sequence, and that the instructor will administer a Division approved (See reverse)

challenge assignment, which may include a validated exam, an essay, or other demonstrations of my ability, as deemed appropriate by the academic Division, and that assignment must be evaluated by more than one member of the Division or a closely related Division if no other Division members are available. I understand that I must pass the challenge assignment before I will be allowed to take the course I am challenging. This documentation has been evaluated and the Division has administered a challenge assignment, as approved by the Division and evaluated by more than one instructor within the Division or a closely related Division.

The student's Challenge is

- a) approved
 b) not approved

Signature _____ Date _____

Name (printed) _____

(title) _____

Signature _____ Date _____

Name (printed) _____

(title) _____

15. Challenging the co/prerequisite based on Undue delay in attaining goal (55201(f) (5).

The documentation has been evaluated and the Challenge is approved disapproved .

Counselor: _____ Date _____

16. Challenging the co/prerequisite based on other grounds as established by governing board 55201 (f) (6).

VP of Instruction: _____ Date _____

FOR STUDENT USE:

FOR PETITION REVIEW COMMITTEE USE ONLY:

The documentation has been evaluated by the Petition Review Committee and determined that the student does does not have the equivalent knowledge or ability. Challenge is approved disapproved .

VP of Student Services Signature _____ Date _____

Committee Member Signature and Title _____ Date _____

Committee Member Signature and Title _____ Date _____

Committee Member Signature and Title _____ Date _____

Committee Member Signature and Title _____ Date _____

Action taken: _____ Date _____

Comments: _____

Step by Step process for Co/Prerequisite Challenge Form for #4

- 1. Student needs to meet with Counselor/Advisor regarding recommendation to determine if challenge is appropriate.**
- 2. If appropriate, student picks up form from Matriculation desk.**
- 3. Student meets w/division.**
- 4. After division makes decision, form is returned to Admissions and Records by division member.**
- 5. Admissions and Records forwards copy to Matriculation Secretary. Secretary contacts student.**
- 6. If denied, Student needs to schedule appointment to change schedule if needed.**
- 7. If approved, Matriculation Secretary will notify student to stay in class or see a Counselor/Advisor.**

ORIENTATION

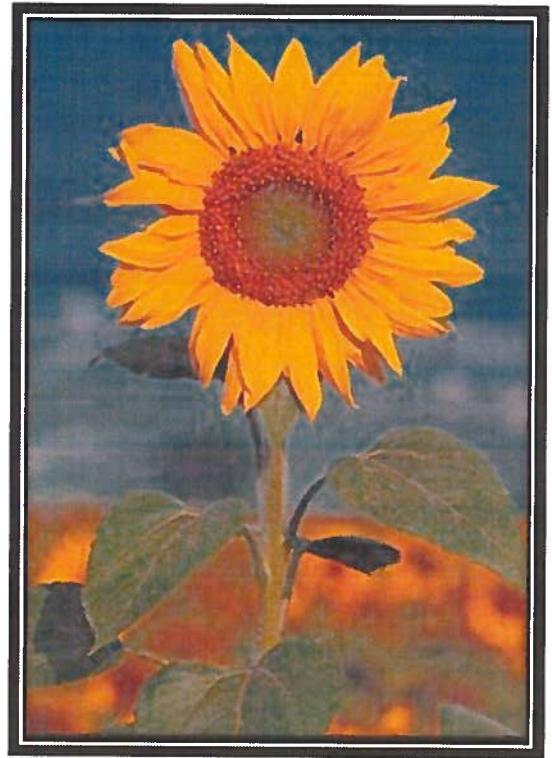
New Students – FALL 2014

Wednesday

August 13th

1:00 – 2:00 PM

Student Lounge



PVC – Needles Center

Questions? Call 760-326-5033



Extended Opportunity Program & Services

REFERRAL FORM

Confidential EARLY ALERT

We encourage you to refer any student who is experiencing academic, personal, and/or fiscal difficulties. We have various services on campus that might be beneficial to students. If the student is not EOPS, he/she will be referred to general counseling for follow-up services. The "Early Alert" system is an intervention practice to aid students from falling behind by offering students resources before a critical stage is reached.

Student Name: _____ ID _____ Date: _____

Class: _____ Section: _____ Face to Face class _____ Dist Ed _____

Instructor/Prof: _____ Office Hours: _____

I wish a follow-up response?

Check all that apply:

- Poor Study Skills
- Poor time Management,
- Supplemental Instructional Needed,
- Low test Scores,
- Poor Grades,
- Poor Attendance,
- Poor Attitude,
- Late Work,
- Reading Difficulty,
- Poor Written Expression,
- Learning Disability,
- ESL,
- Other: _____

COMMENTS:

EMAIL the form or drop off at EOPS Office: (Referral form on the Web site: www.paloverde.edu)
stephanie.slagan@paloverde.edu
(760) 921-5402

For Office Use Only:

Attempt to contact student: Date: _____

- | | | |
|--|--|--|
| <input type="checkbox"/> referred to DSPS | <input type="checkbox"/> referred to financial aid | <input type="checkbox"/> student services |
| <input type="checkbox"/> Instruction office | <input type="checkbox"/> Registers Office | <input type="checkbox"/> Distance Ed |
| <input type="checkbox"/> CARE | <input type="checkbox"/> CalWORK's | <input type="checkbox"/> Dept of Soc Serv. |
| <input type="checkbox"/> Dept Economic Development | | <input type="checkbox"/> Dept of Mental Health |
| <input type="checkbox"/> Dept DMV | <input type="checkbox"/> ASB | <input type="checkbox"/> Other: _____ |

Comments:

Counselor: _____ Date: _____

Accuplacer July 1, 2013 - June 30, 2014

FULL TEST

Jul-13	Aug-13	Nov-13	Dec-13	Jan-14	Mar-14	Apr-14	May-14	Jun-14	Total
51	57	5	26	44	1	3	46	43	276

MATH

Jul-13	Aug-13	Nov-13	Dec-13	Jan-14	Mar-14	Apr-14	May-14	Jun-14	Total
6	5	0	1	1	0	0	7	5	25

ENGLISH

Jul-13	Aug-13	Nov-13	Dec-13	Jan-14	Mar-14	Apr-14	May-14	Jun-14	Total
3	6	0	1	4	0	3	12	4	33

Total All Tests= 334

Fall 2013= 161

Spring 2014= 173

Part 1 - Assessment

Welcome to the Assessment portion of your online student orientation. Before our academic advisors help you determine your course selections, you will take this test to assess your skills in Math, English, and Reading. We will use the results of the assessment, along with your personal goals, to help you get the most of your education and make the wisest decisions for your future. You don't need to worry about 'passing' or 'failing' the test, but perform to the best of your ability so that your advisors will have an accurate measure of your academic skills. The first thing you'll want to do is call Palo Verde College to find out when a test proctor is available for you to take the test.

This test is a 'computer adaptive' test, which means that each question is chosen for you based on your answer to the previous question. The test adapts to you and your skills. This does mean that each question must be answered in order, and you can't go back to change your answers once you've moved on. There is no time limit on the test, so you can take as long as you need to answer each question. Just be sure to give yourself enough time to finish before the facility closes so the maintenance staff doesn't lock you in.

Make sure you have completed CCCApply and received your student ID number before you take the test. On the day of the test, bring your student ID number, photo identification, and a pencil.

During the test, you won't be allowed a calculator, textbooks, protractors, notebooks, dictionaries, or any other kind of

papers. If you do, they'll kick you out and throw your score away. So no cheating!

When the test is over, you'll receive a printout with your scores. Hang onto this, because you'll need it later during your meeting with your counselor.

If you need accommodations due to a documented disability, contact Disabled Students Program and Services to make arrangements for your assessment test.

Part 2 - Financial Aid

Welcome to the Financial Aid introduction of your online orientation. We at Palo Verde College recommend that all students apply for financial aid. The amount of aid each student can get depends on his or her individual needs and resources. You can schedule an appointment to review your eligibility for aid. Call the number on the screen, and make sure you have these things when you come to your appointment: Social security number, photo ID, and an official income documentation for the most recent tax year. This could be a tax return, a W2, unemployment papers, a 1099, a Social Security printout, or a Notice of Action.

Next you'll need to submit a Free Application for Federal Student Aid, or 'FAFSA'. This can easily be submitted by visiting the FAFSA website.

We're here to help you through the entire process. If you need any help in completing your FAFSA application, schedule an appointment with a counselor in the Financial Aid office at Palo Verde College. Applying for Financial Aid isn't something you want to leave until the last minute. Do it early, and make sure to find out all the important deadlines.

There are a number of financial aid opportunities at federal, state, and collegiate level that you may be eligible for.

The Pell Grant is a cash award ranging from \$555 to \$5,550 given by the U.S. Department of Education. Eligibility is based on financial need.

The Federal Supplemental Educational Opportunity Grant is awarded to students with the highest financial need, and awards range from \$100- \$500. There are limited funds for this program, and it's awarded by application submission date, so apply as early as you can!

The Federal Work Study program provides part-time employment to students while school is in session. This aid is also awarded according to application submission date, so apply for this one soon too.

The Cal Grant is a California State program that helps low and middle- income students with tuition and fees. Recipients of the Cal Grant are selected based on financial need and GPA.

The Chafee Grant is for current or former foster youth who have not yet reached their 22nd birthday as of July 1st, and meet the requirements of financial need. To qualify, foster youth dependency of the court must have been established between the ages of 16 and 18.

If you are classified as a California resident, you may be eligible for a Board of Governor's Waiver, which will eliminate your enrollment fees. You could be eligible for this waiver even if you don't qualify for other financial assistance, so speak with your Financial Aid counselor about the Board of Governor's Waiver.

And, don't forget about scholarships! Scholarships, unlike grants, are comprised of private money. They have their own application processes and submission deadlines. You can find

scholarship opportunities on the Palo Verde College website. Palo Verde students receive \$30- \$40,000 in scholarship money every year.

There are more factors that can affect the amount of financial aid you're eligible for, including the number of units you plan on taking. So be sure to discuss your situation and class schedule with your counselor during your financial aid meeting.

Part 3 - Planning Your Academics

Developing an educational plan is one of the most important and helpful things you can do as a student as you prepare to reach your academic goals. An educational plan will outline the required courses and units you'll need to complete your degree or certificate. The outline will include every semester of your time at Palo Verde College, so you know exactly what lies ahead of you in order to graduate.

The Counseling Department is here to encourage and assist you in formulating your educational plan based on your goals. Call to schedule your appointment with a counselor, and mention that you want to discuss and develop your educational plan. Many students attend Palo Verde College with the intention of transferring to a 4 year college or university. If this is your goal, be sure to discuss this with your counselor during your appointment so that you may tailor your plan to fit the requirements of your destination.

Palo Verde College offers an array of Associates Degrees. Some of these are designed to transfer to a 4 year college or university, and some are not. You'll want to discuss your degree options thoroughly with your counselor to find the best options that meet your goals. In addition to our degree programs, Palo Verde College offers two types of certificates: a Certificate of Achievement and a Certificate of Career Preparation. A Certificate of Achievement is earned through a 1 or 2 year program in occupational and technical disciplines. Students who receive Federal financial aid are eligible for the Certificate of Achievement Programs, and the certificate is listed on your transcript upon completion.

A Certificate of Career Preparation is completed in fewer than 18 units and indicates a competency in a given area. These programs educate you for career advancement or new employment opportunities. However, these programs are not eligible for Federal financial aid recipients, and they do not appear on your transcript.

While your education is in progress, we recommend that you check in with your counselor at least once per term to ensure that you're on track to meet all of your goals. Besides the counselors who are available for academic and personal issues, Palo Verde College offers specialized counseling services for students with disabilities and EOPS students. There are a number of things that can cause students to fall behind, and keeping contact with your counselor will help keep you progressing. We understand that life can get overwhelming sometimes, and we want you to know we're here to help support you with anything you may need.

Part 4 - Registration

Welcome to the registration portion of your online orientation. Before you register, you'll need to obtain your Student ID, which you'll use to set up your Palo Verde College Services online account.

With PVC Services, you'll be able to register and pay for your classes, check your grades, review your financial aid information, and view and print an unofficial transcript.

If you have met with a counselor to develop an Education Plan, you may be eligible for Priority Registration, which will help ensure that you are able to get into all of the classes you need before they fill up. This system ensures that students who are making progress towards their goals are rewarded for their efforts. Students who complete Orientation, Assessment, and the Ed Plan will be eligible to apply for Priority Registration Status. To maintain this status, you must maintain a GPA of at least 2.0 and finish at least 50% of the courses you enroll in each term. Priority Registration is also ONLY for students with less than 100 accumulated units.

Don't forget to refer to the Educational Plan you developed with your counselor while you're registering for your classes to make sure you're staying on track for your goals. Make sure you are familiar with your prerequisites and co-requisites. A prerequisite is a course, license, assessment, or process that must be completed before you can enroll in the course to which it is attached. For example, before you can take MATH 105, you must first complete MATH 101. MATH 101 is a prerequisite to MATH 105.

A co-requisite is a course that must be taken at the same time as another companion course. For example, BIO LAB must be taken during the same term as BIO 101. These are co-requisite classes. Make sure to budget your time wisely when choosing your course schedule. Each course has a unit value based on the number of class hours per week. For example, in a 3-unit course, you will spend 3 hours in that class every week. It is also expected that each unit will require about 2 hours per week of homework or studying outside of the classroom. So what does this look like?

Let's say you take 12 units during a semester. You will spend 12 hours per week in your classes, and between 24-36 hours per week studying and doing homework. Consider carefully the amount you take on when registering for your classes. It's not uncommon for new students to take on more than they can handle and find themselves overwhelmed.

We recommend that you don't wait to take your foundational classes, like English, Reading, and Math. There will be a number of exciting courses that you'll want to get to right away, but P.V. College's most successful students take their ENG, READING, and MATH classes first. These courses help you gain critical thinking skills that are necessary to make you a successful learner in all of your other courses.

There are 4 types of instruction to be aware of that will classify the different courses. Face to Face courses is the traditional classroom setting you're accustomed to, with an assigned room and meeting time. PVC offers classes in multiple cities, so make sure you know the location of your classes.

I-TV, or Interactive TV, is a course that will take place in

2 assigned classrooms at one time. The class instructor may be at either location, and their lecture is broadcasted simultaneously through a TV to the other classroom. Students from Blythe or Needles may register for these classes.

Correspondence classes are courses taken separately from a classroom setting and instructor. You will receive your materials, exercises, and exams from the Correspondence Office, through the mail, or by email, and then return them once you're finished for grading and credit. Correspondence courses are typically self-paced, but there are nearly always deadlines that you'll need to adhere to.

The last class setting you'll find are the online courses. All materials, lessons, and exams take place on the web through a service called 'The Bridge' on the PVC website.

Once you've registered for your classes, be sure to submit your tuition fees. If you have an outstanding balance, you won't be able to register for the next term or obtain an official transcript until the balance is paid in full.

Once you know what classes you'll be taking, you'll want to get your textbooks. You can rent or purchase your required texts for each course at the PVC Virtual Bookstore on the PVC website. If you'd like, check back at the end of the term to see if any of your books can be sold back through the college website.

As always, just contact one of your counselors if you have any questions about your courses or registration.

Part 5 - Student Services

The staff at Palo Verde College understands that students who walk through our doors might require additional services. We want to support our students as much as possible, so we have a number of special programs available.

Extended Opportunities Programs and Services, or EOPS, go above and beyond in providing support for low-income and educationally disadvantaged students and to help ensure students have a successful college experience. Services include Priority Registration, academic and personal counseling, workshops, and textbook assistance. EOPS students who are single parents with at least one child under the age of 14, and who participate in CalWORKs are eligible for CARE, or Cooperative Agencies Resources for Education. The goal of this program is to provide additional resources to eligible students so that they may complete college-level courses and transfer to a four year college or university.

The Disabled Student Programs and Services provide accommodations for students with disabilities. They support student success and assist in meeting federal and state laws that ensure that college programs, services, and activities are accessible to students with disabilities. DSPS assists students with mobility, visual, hearing, speech, psychological, and other impairments.

CalWORKs provides education, employment, training, support services, and work study opportunities for students who are receiving public assistance. These students may also get assistance with child care and educational supplies. CalWORKs info and number: 760-921-5512.

Veteran's services helps eligible veterans and their dependents to obtain their VA educational benefits and achieve their educational goals. The Veterans Representative in the Financial Aid office provides information on Veterans' benefits and services, assists applicants with necessary forms, and helps to resolve any VA educational issues. Veterans Services info and number: 760-921-5536.

The PVC Library is located on the second floor of the John O. Crain building. A computer lab provides internet access as well as access to word-processing and other popular software. Print and copy services are available, as well as free wireless internet.

Books and audio/visual materials are available for checkout, and many textbooks can be borrowed while in the library. The library's website provides students with access to subscription databases, including full-text periodical articles and e-books.

Visit the Palo Verde College website to learn more about any of these student services.

Part 6 - Policies

Before you're done with our orientation, I want to make sure you're familiar with a few of Palo Verde College's important policies.

First, PVC does use the traditional A-F letter grade system, but there are some other grades to be aware of. Some classes can be taken as Pass/No pass. The units earned in these courses count towards your programs requirements and total units, but there are no grade points assigned, so the class will not affect your GPA.

An 'I' grade stands for 'Incomplete'. If circumstances, such as an emergency, prevent a student from completing their academic work by the end of the course, they may receive an Incomplete. The work must be completed in order to receive a standard letter grade.

Each term has an official "drop deadline", and you may withdraw from any class prior to this date. The deadline will be published in your Student Handbook and on the PVC website. Keep in mind that students who withdraw an excessive number of times are subject to probation and dismissal.

Students are expected to maintain a GPA of at least 2.0 and to complete at least 51% of the units that they attempt. Students who fail to meet this standard will be placed on probation.

The college catalog is published annually and can be found online. It contains info like policies, regulations,

requirements, and program descriptions. It contains specific program information related required classes. The catalog is important because it states the agreement between you, as the student, and the college. It specifies the criteria you must meet in order to earn your degree or certificate. It is important to understand your "catalog rights" and what that means to you as a student.

There are important dates throughout the semester for you to be aware of, such as deadlines to add, drop, or withdraw from a class, pass/no pass registration, or fee due dates. All of the dates you need to be aware of can be found in the Palo Verde Student Handbook or on the PVC website.

The schedule of classes is different from the college catalog. While the catalog contains info on everything from the school's history to academic requirements, the Schedule of Classes feature details for a specific term, dates of registration, and available courses. You may go to PVC Services and click on Search for Sections to see what courses PVC is offering for the current semester.

AGENDA/OUTLINE FOR STUDENT ORIENTATION

I. WELCOME TO PALO VERDE COLLEGE

A. John O. Crain College Services Building

1. ***Superintendent/President – Dr. Donald Wallace***

President reports to and is a member of the Board of Trustees

2. Chief Business Officer – Ms. Russi Egan

Manages the College's Financial Responsibilities

3. Vice President of Instruction and Student Services– Sean Hancock

a. Responsible for Classes Offered and all Faculty

b. Faculty report to him

c. Student Services

d. Student Activities

4. Library

5. Den

6. Mailroom (to turn in Distance Ed. assignments)

B. Classroom/Lab Building

1. Faculty Offices

2. DSPS

3. Classrooms

D. Room Numbers: CL v. CS, 1st Floor, 2nd Floor

II. HOW DO I ENROLL?

A. Assessment Testing

1. Math and English

2. Remedial and College Level Classes

3. Pre/Co-requisites for College Level English and Math Courses

B. Orientation

1. Purpose of Orientation - Mandatory

2. Student Handbook

3. College Catalog
 - a. Catalog Rights
 4. Registration, Academic and Administrative Procedures
- C. Registration
1. CCC Apply
 2. Additional Forms and Approvals needed for High School Students
 - a. No Fees, but cost of books
 - b. Dual Credit (HS and/or College Credit)
 - c. 11th or 12th Grade requires HS Counselor/Administrator Approval only
 - d. 10th Grade or lower requires:
 - i. HS Counselor/Administrator Approval
 - ii. Parental Consent
 - iii. Petition (for high school student enrollment)
 - iv. Board Approval
 - v. In some cases, Faculty approval is needed depending on age of student and class requested.
- D. Select a Major
1. Programs of Study: Associate Degrees (AA or AS) and Certificates
 2. Intersegmental General Education Transfer Curriculum (IGETC)
- E. Select a Class
1. Reading the Class Schedule
 - a. Registration Calendar for that Semester/Term
 - i. Classes Begin
 - ii. Orientation Dates
 - iii. Last Day to Register
 - iv. Last Day to Apply for Refund
 - v. Last Day to Withdraw
 - vi. Last Day of Classes
 - b. Applicable Registration Period (APPOINTMENTS STRONGLY RECOMMENDED)
 - i. Priority Registration Periods
 - ii. Open Registration Periods
 - iii. Fall Term/Semester
 - iv. Spring Term/Semester
 - v. Summer Term (5-6 weeks only)
 - c. .Face to Face vs Correspondence Education vs On-Line Classes
 - d. Schedule of Courses

- i. Course Number and Title
 - ii. Units
 - iii. Section
 - iv. Time (no time for Correspondence Education or On-Line)
 - v. Day (Correspondence Education or On-Line)
 - vi. Instructor
 - vii. Location (Main Campus, Needles)
- e. ♦ Pre-requisite/Co-requisite Symbol
 - f. Conflicts (no overlap, per Ed. Code/Registration System)
 - g. Course Descriptions (refer to Catalog)

F. Meet with a Counselor

- 1. Appointments **strongly** recommended (having file available, scheduling availability)
- 2. General Education Requirements and Educational Plans (Abbreviated/Comprehensive)

H. Pay Fees

- 1. Resident and Non-Resident Fees
- 2. Arizona residents (Guest Agreement)
- 3. Financial Aid
 - a. FAFSA (Free Application for Federal Student Aid)
 - b. BOGW (Board of Governors Fee Waiver)
 - c. Scholarships

I. Buy your Books

BREAK (10 or 15 MINUTES)

III. HOW DO I STAY ENROLLED?

- A. Importance of Attendance
- B. Midterm Deficiencies (Fall and Spring Semesters only)
- C. Services Available
 - 1. EOPS/C.A.R.E.
 - 2. DSPS
 - 3. CalWORKs
 - 4. VTEA
 - 5. Veterans' Services
 - 6. Library
 - 7. Student Learning Center
 - 8. Tutors and Peer Counselors

- D. Counseling
 - 1. Managing your Educational Plan (Abbreviated vs Comprehensive)
 - 2. Transfer and Articulation (A.S.S.I.S.T.)
 - 3. Use Your College Catalog (refer to index)
 - a. Pre-requisite/Co-requisite Challenge
 - b. Petitions
 - i. Waiver Process (Course Substitutions)
 - ii. Course Overloads
 - iii. Academic Renewal
 - iv. Course Repetition
 - v. Grade Changes
 - c. Withdrawals (Drop/Add)
 - d. Incompletes
 - e. Independent Study
 - f. Probation
 - i. Financial Aid
 - ii. EOPS
 - iii. Achievement/Progress
 - iv. Reinstatement
 - g. PETITION TO GRADUATE

IV. BENEFITS AND OPPORTUNITIES OF ENROLLMENT

- A. Opportunities through Palo Verde College
 - 1. Associate Degree and/or Certificate(s) (Multiple Degrees/Certificates)
 - 2. Transfers to 4-year Institutions
 - 3. Student Worker Programs
- B. Associated Student Body (ASB) – Staci Lee, Student Activities Coordinator
 - 1. Student Government and Representation (Student Trustee, College Council, etc.)
 - 2. Student Clubs and Organizations
 - 3. ASG Elections
 - a. ASB Officers
 - b. Sophomore Man and Woman of the Year
 - c. Staff and Faculty Member of the Year
 - 4. Student Participation
 - a. Fundraisers
 - b. Outreach and Recruitment Events and Programs
 - c. Annual Events: Graduation, Career Day, Foundation BBQ, Awards Reception

d. Theater Performances

C. Rewards

1. Scholarships
2. Awards (Annual Awards Reception)
3. Valedictorian, Salutatorian and other Honors Graduates
4. Dean's List, President's List, etc. (Honors Assemblies)

D. Palo Verde College

1. PVC Colors: Blue and Gold
2. PVC Mascot: Pirate
3. PVC Logo: Tree with Palo Verde College

PALO VERDE COLLEGE

TRIO GRANT

YOU'RE CORDIALLY INVITED TO!!

SUMMER READINESS PROGRAM**JULY 31 & AUGUST 1****DATE & TIME****07/31/2012****3:00 pm in CS 123/124**

08/01/2012**9:00 am in CS 123/124****PALO VERDE COLLEGE**One College Drive
Blythe, CA 92225**For Additional Information**
contact:Leticia Rodriguez
Phone: 760 921-5487
E-mail:
leticia.rodriguez@paloverde.Ida Naranjo-Hamblen
Phone: 760 921-5489
E-mail:
ida.hamblen@paloverde.edu

The Summer Readiness Program (SRP) is for all students participating in the TRIO Grant.

THIS MEETING IS MANDATORY

- Transitioning into college
- Academic & Social Adjustments
- Build Skills and inquire about support networks available.
- Orientation
- Assessment
- Fall Registration
- Services Available
- Financial & Economic Literacy
- Educational Activities/Field Trips
- Workshops

MANDATORY



CREDIT
Student Success and Support Program

2014-15

Budget Plan

Palo Verde CCD

Palo Verde College

Report Due Postmarked By
Friday
October 17, 2014

Email report to:

cccssp@cccco.edu

and

Mail report with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

**Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015**

District:	Palo Verde CCD
College:	Palo Verde College
	Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form**. The form can be found on the Chancellor's Office website at: <http://extranet.cccco.edu/Divisions/StudentServices.aspx>.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and mail*, postmarked no later than **Friday, October 17, 2014**.

Email to: cccmetric@cccoco.edu
and
Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheldon@cccoco.edu - (916) 322-2818




This workbook contains 6 protected spreadsheets in the following order:

- | | | |
|--------------|-----------------------------------|-----------|
| 1 Cover Page | 3 Part I Funding | 6 Summary |
| 2 Do First | 4 Part II Planned Expenditures | |
| | 5 Part III Planned District Match | |

Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

-  Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
-  Blue colored cells indicate a pre-populated cell and cannot be modified.
-  Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

2014-15
Palo Verde CCD
Palo Verde College
CREDIT

Part I: Funding

Enter whole numbers only

Total 2014-15 Student Success and Support Program Allocation

\$ 462,635

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?

\$ -

Total SSSP Funds Available for Planned Expenditures

\$ 462,635

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	\$ 462,635
District Match (Part III: Planned District Match)	\$ 925,270
2:1 Calculated required match for credit : \$ 925,270	

Total Planned Expenditures in the SSSP \$ 1,387,905

Balance 2014-15 Student Success and Support Program Allocation:

\$ -

2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

cell:

- F10 Enter your college's 2014-15 Student Success and Support Program Allocation
- F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.
- F13 This cell will populate with the funds available for expenditure in the Credit SSSP.
- F18 This cell will populate once the Part II Planned Expenditures section has been completed.
- F19 This cell will populate once the Part III Planned District Match section has been completed.
- E20 This cell will display your calculated required district match for your *credit* program.
- F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."
- F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".
 - 0 If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.
 - If the balance is positive, then the planned expenditures do not fully expend the allocation.
 - + The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.
 -

	Classification	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
3000	Employee Benefits						
	Counselor	\$ 3,757	\$ 646	\$ 66,233	\$ 6,112	\$ -	76,748
	VP Instruction/Student Services	\$ -	\$ -	\$ -	\$ -	\$ 8,128	8,128
	Assessment Technicians	\$ -	\$ 1,222	\$ -	\$ -	\$ -	1,222
	Registrar	\$ -	\$ 9,669	\$ -	\$ -	\$ -	9,669
	Librarian/Assessment Coordinator	\$ 1,542	\$ 6,167	\$ -	\$ -	\$ -	7,709
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 5,299	\$ 17,704	\$ 66,233	\$ 6,112	\$ 8,128	\$ 103,476
4000	Supplies & Materials						
	Assessment Tests	\$ -	\$ 5,100	\$ -	\$ -	\$ -	5,100
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ 5,100	\$ -	\$ -	\$ -	\$ 5,100
5000	Other Operating Expenses and Services						
	Training	\$ -	\$ -	\$ -	\$ -	\$ 9,800	9,800
	Postage	\$ -	\$ -	\$ -	\$ 1,200	\$ -	1,200
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ 1,200	\$ 9,800	\$ 11,000
6000	Capital Outlay						
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo						
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Grand Total	\$ 20,366	\$ 83,490	\$ 282,198	\$ 27,568	\$ 49,013	\$ 462,635
	Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation						

Student Success and Support Program 2014-15 Budget Plan

"Part II: Planned Expenditures"

Other Instructions

*** Coordination** - This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core services.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation

- (a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved Student Success and Support Program Plan per Title 5, section 55510.
- (b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.
- (c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college's approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed (See handbook for more detail)

Student Success and Support Program allocation funds shall not be expended for:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.

	Classification	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
3000	Employee Benefits									
	Director of Admissions	\$ -	\$ 9,669	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,560	\$ 32,229
	Counselor-Articulation/Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,028	\$ 9,028
	Admissions & Records Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 57,998	\$ 57,998
	VP Instruction/Student services	\$ -	\$ -	\$ -	\$ -	\$ 8,128	\$ -	\$ -	\$ -	\$ 8,128
	Broken line	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Researcher	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,276	\$ -	\$ 15,473	\$ 16,749
	Student Success Support Staff	\$ 676	\$ 3,265	\$ -	\$ 247	\$ 21,528	\$ -	\$ 3,235	\$ 69,453	\$ 98,404
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 676	\$ 12,934	\$ -	\$ 247	\$ 29,656	\$ 1,276	\$ 3,235	\$ 174,512	\$ 222,536
4000	Supplies & Materials									
	Supplies & Materials	\$ 2,500	\$ 17,664	\$ 3,053	\$ 4,500	\$ 1,017	\$ -	\$ -	\$ 350	\$ 29,084
	Printing	\$ 4,500	\$ 500	\$ 625	\$ 475	\$ -	\$ -	\$ -	\$ 13,300	\$ 19,400
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 7,000	\$ 18,164	\$ 3,678	\$ 4,975	\$ 1,017	\$ -	\$ -	\$ 13,650	\$ 48,484
5000	Other Operating Expenses and Services									
	Training	\$ -	\$ 6,500	\$ -	\$ -	\$ 4,250	\$ -	\$ 21,000	\$ 2,200	\$ 33,950
	Software	\$ 7,500	\$ -	\$ 12,000	\$ -	\$ -	\$ -	\$ 22,800	\$ 3,500	\$ 45,800
	Copier	\$ -	\$ -	\$ 5,351	\$ -	\$ -	\$ -	\$ -	\$ 4,986	\$ 10,337
	Outreach	\$ 1,100	\$ -	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	\$ 15,000	\$ 21,100
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 8,600	\$ 6,500	\$ 19,851	\$ 2,500	\$ 4,250	\$ -	\$ 43,800	\$ 25,686	\$ 111,187
6000	Capital Outlay									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Grand Total	\$ 17,417	\$ 42,773	\$ 23,529	\$ 21,783	\$ 120,573	\$ 14,734	\$ 54,139	\$ 630,322	\$ 925,270
	Total Planned Expenditures must be at least equal to or exceed the Required District Match									

Student Success and Support Program 2014-15 Budget Plan

"Part III: Planned District Match"

Other Instructions

* **Coordination** - This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core services.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed for Credit and Noncredit District Match

District Match must directly benefit the SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:

- (a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
- (b) Indirect costs (i.e., heat, lights, power or janitorial services).
- (c) Political or Professional Dues, Memberships or Contributions
- (d) Construction, or Vehicles
- (e) Travel unrelated to SSSP activities or functions

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay to general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Palo Verde CCD
Palo Verde College
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation \$ 462,635

Did your college move Credit SSSP funds to Non-Credit? If yes, how much? \$ -

Total SSSP funds Available for Planned Expenditures \$ 462,635

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures) \$ 462,635

District Match (Part III: Planned District Match) \$ 925,270

2:1 Calculated required district match for credit: \$ 925,270

Total Planned Expenditures in the SSSP \$ 1,387,905

Balance 2014-15 Student Success and Support Program Allocation: \$ -

The required District Match was met: Yes

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Program Plan per title 5, section 55510.

 Sean Hancock College Credit SSSP Coordinator (Typed name and signature)	sean.hancock@paloverde.edu Email address	(760) 921-5428 Phone Number	10/14/14 Date
 Sean Hancock SSSP Supervising Administrator of CSSO (Typed name and signature)	sean.hancock@paloverde.edu Email address	(760) 921-5428 Phone Number	10/14/14 Date
 Russi Egan District Business Manager (Typed name and signature)	russi.egan@paloverde.edu Email address	(760) 921-5524 Phone Number	10/14/14 Date
 Donald G. Wallace College President (Typed name and signature)	don.wallace@paloverde.edu Email address	(760) 921-5499 Phone Number	10/15/14 Date
 Donald G. Wallace District Chancellor (Typed name and signature)	don.wallace@paloverde.edu Email address	(760) 921-5499 Phone Number	10/15/14 Date