



Student Success and Support Program Plan (Credit Students)

2014-15

District: Sonoma County Junior College District
College: Santa Rosa Junior 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

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

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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

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

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

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

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

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

GENERAL INSTRUCTIONS

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

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

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Santa Rosa Junior College

District Name: Sonoma County Junior College

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

Signature of College SSSP Coordinator: _____

Name: Li Collier Date: _____

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

Name: Ricardo Navarrette Date: _____

Signature of the Chief Instructional Officer: _____

Name: Mary Kay Rudolph Date: _____

Signature of College Academic Senate President: _____

Name: Robin Fautley Date: _____

Signature of College President: _____

Name: Frank Chong Date: _____

Signature of District Chancellor: N/A

Name: _____ Date: _____

Contact information for person preparing the plan:

Name: Li Collier Title: Dean, Student Success, Equity and Retention

Email: lcollier@santarosa.edu Phone: 707.524.1797

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

Ila. 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.).

Santa Rosa Junior College (SRJC) serves approximately 5,000 first-time students during each academic year, and all exempt and non-exempt students are offered the opportunity to attend an orientation. The Counseling Department offers regularly scheduled orientation sessions as well as online orientation for students throughout the year. Through the Orientation Component, students receive information essential to student success. Topics include the eight mandated policies and procedures outlined in title 5 section 55521 as well as: information concerning transfer and career opportunities; description of students' rights and responsibilities; an explanation of the college's obligation to the students and student success strategies. All of the various orientation options are supported by a PowerPoint presentation that ensures consistency and accuracy of the information covered and a Student Guide that serves as a workbook and an informational resource. A non-credit student handbook that is presented in both Spanish and English has also been developed.

Santa Rosa Junior College has a variety of orientation modalities offered throughout the year including:

1. COUN 270 - a half (0.5) unit orientation course which is taught in person and online. This is the most thorough option, allowing the student to receive in depth information about academic programs and transfer. Completing this option (along with the other Student Success and Support Program steps) affords new students a higher registration priority than the other orientation options. Participants receive a Student Guide, which includes information regarding college programs and services, assessment, financial assistance, course scheduling, and academic expectations. In addition, the Student Guide covers student rights and responsibilities in the Matriculation process, the right to appeal the requirement of prerequisites under specific conditions, the process for challenging the Matriculation regulatory procedures, the procedure for alleging unlawful discrimination, the campus grievance policy, and other institutional procedures. Students completing this option also receive an abbreviated education plan.
2. In-person orientations are offered weekly at various time of the day to accommodate student needs. These hour and a half orientation sessions cover the eight mandated

policies and procedures. Students are then directed to complete assessment or meet with a counselor for further information.

3. In-person orientation sessions are also conducted for specific populations such as students with disabilities, athletes, EOPS students, Foster Youth, International Students and CalWorks students. These orientations use the Counseling Department Orientation platform containing the eight mandated topics by Title 5 and then go on to discuss their program specific information.
4. An online Orientation Program has been developed locally and offered to all students. This is an interactive program and contains the information required by Title 5 and the District. The system is accessible via the Student's portal, or the college website.

Goals for the Orientation Component

1. To support students participating in orientation to achieve a high level of understanding of the college, its policies and procedures.
2. To provide students information needed to explore their educational and career goals.
3. To facilitate an effective and expedient admissions and registration process for students who participate in the orientation program.

Partnerships

The Counseling and Support Services Department, through the Office of Schools Relations, partners with local high schools (as well as out of District by invitation) to provide presentations specific to enrolling in COUN 270. As part of the presentation, an application workshop is offered to provide assistance with completing the online application so that potential students can receive a student ID and qualify to register for classes. Placement test dates for English and Math assessment are offered to high schools who request group services.

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

All counselors provide orientation services. They are hired as generalists and some positions include assignments to other areas. Five full-time counselors work primarily at the Petaluma Campus, 16.6 primarily work on the Santa Rosa Campus. All counselors provide assistance with student's academic, career and personal concerns as well as participate in helping students with the matriculation process.

Counselor (1) – 54% Generalist/46% Dept. Chair

Counselor (14) –100% Generalist

Counselor (1) – 50% Transfer Center Director, 50% Generalist

Counselor (2) – 50% Puente, 50% Generalist

Counselor (1) – 100% Athletics

Counselor (1) – 100% CalWORKs

Counselor (1) – 70% Veterans Affairs, 30% Generalist

Counselor (0.6) – 60% reduced load Generalist

Approximately 10 of the 20 adjunct counselors assist in providing orientation services, in addition to offering general counseling services, which was equivalent to 1.8 FTE in fiscal year 2013-14.

All General counselors are assigned a liaison high school. Counselors provide the COUN 270 presentations at their assigned high school. Other presentations are made by request of the schools. All counselors also can bid to teach the COUN 270 and are assigned according to the union contract.

Counselors are randomly assigned to facilitate the weekly in-person orientations sessions. Two counselors have taken responsibility for updating the online orientation. One counselor has responsibility for updating the Student Guide and PowerPoint presentation.

The Office of Schools Relations has one fulltime coordinator who organizes all outreach activities to high schools and special programs to provide pre-enrollment services. DSPS also provides pre-enrollment services by organizing orientation sessions.

Student Affairs Office assists in providing the orientation services by disseminating Student Success and Support Program information and steps to students and scheduling service appointments through various venues, including at Welcome Center during the summer and throughout the academic year by Student Ambassadors.

Staff at many other departments also support the provision of orientation services. This includes Deans and Directors, Administrative Assistants, other regular or temporary classified staff, and numerous student workers/student ambassadors in Counseling, DSPS, EOPS, CalWORKS, Gateway to College, Foster Youth, and academic departments.

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.

SRJC's online orientation was developed in-house by members of the Counseling Department and Information Technology Department. It is reviewed and updated regularly and includes videos and interactive quizzes.

The Information Technology Department maintains the technological aspect of this program. Programmers and technicians routinely work with Counseling Department faculty and staff to modify the orientation program for accurate and effective service delivery.

SRJC may explore different technology tools to deliver orientation in the future.

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

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and

- campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

Santa Rosa Junior College has provided orientation services for new students for over 25 years. Through the Orientation component, students receive information essential to student success. Topics include the eight mandated policies and procedures outlined in title 5 section 55521 as well as: information concerning transfer and career opportunities; description of students’ rights and responsibilities; an explanation of the college’s obligation to the students and student success strategies.

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

The orientation at Santa Rosa Junior College also covers the topic of sexual assault (per federal requirement) and other program-specific information for academic and student services departments, such as Disabled Students Programs and Services (DSPS), Extended Opportunities and Program Services (EOPS), CalWORKs, health programs, public safety programs, etcetera.

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

Planned SSSP expenditures include:

Personnel: Counselors and advisors (full-time and part-time), supporting staff (regular and temporary) and administrators, student workers;

Computer hardware, software, and other equipment related to orientation;

Communication, publication, and outreach materials;

Professional development/training: conferences, workshops, webinars, etc.

Office supplies.

(Separate budget plan will be submitted using CCCCCO template.)

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.).

All new, non-exempt credit students are required to complete assessment as one of the conditions to obtain registration priority. Exempted students may also elect to participate in assessment and placement services.

Santa Rosa Junior College provides assessment and placement services to all students. Students may satisfy the assessment requirement through the following means:

- a. Completing an equivalent course at a post-secondary accredited institution in that subject area (the course will determine placement).

- b. Earning a qualifying AP score or IB exam score in the subject area (students should contact Office of Admissions and Records for details).
- c. Taking the SRJC placement tests within three (3) years prior to initial registration.
- d. Taking valid, approved placement tests at other two-year California community colleges within three (3) years prior to initial registration.
- e. Having valid Early Assessment Program (EAP) results that satisfy placement conditions determined by the District.

The Admissions and Records Office handles the first two forms of assessment by evaluating student transcripts and AP or IB exam scores. The Student Success and Assessment Services Department provides placement testing, reviews placement test results from other colleges, and evaluates EAP results. The Testing Centers are located at both Santa Rosa and Petaluma campuses, offering placement testing in Mathematics, English, and English as a Second Language with Chancellor's Office approved instruments. Assessment and placement services are provided all year during business hours. Before and during peak registration seasons, more evening and weekend testing sessions are added to meet varied student needs.

The Assessment Department works closely with local high schools and various district departments and programs including Counseling and Support Services, academic departments of English, Mathematics, English as a Second Language (ESL), and College Skills, as well as International Student Program, Gateway to College Program, and College2Career Program, to provide placement testing services to future and current students. The District has been working with local high schools to provide pre-enrollment assessment services to high school seniors so that these students can start their matriculation to the College.

SRJC provides placement testing accommodation to students with verified disabilities. The Assessment Department provides the accommodation of extra time when authorized by DSPS. The Disability Resources Department provides assistive technologies (such as Read and Write Gold, Dragon Naturally Speaking, Zoom Text, screen reader, etc. for visual and hearing impaired) to students who need special access to complete placement tests as well as other complex accommodations.

Most of the students take placement assessment as new students. However, assessment and placement services are available to students any time along their academic pathway at SRJC. The College also offers career assessment services to students through in-person classes and online tools.

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.

The assessment services are provided through several departments across the District.

Student Success and Assessment Department

Testing Specialist: three positions. Schedules and coordinates, administers, and records placement

and diagnostic tests; prepares and secures testing materials; serves as a liaison to testing agencies, College departments, and other partners.

Testing Technician: one permanent position, 3-4 short-term, non-continuing (STNC) positions.

Administers and records placement and diagnostic tests; prepares and secures testing materials; serves as a liaison to testing agencies, College departments, and other partners.

Administrative Assistant III: one position. Performs support duties for the daily assessment operation; administers placement and diagnostic tests; schedules and supervises STNC and student workers in Assessment Department.

Student Workers: three to five positions. Provides information regarding assessment services to students and general public; assists in preparation of materials related to testing; schedules and sign-in students for placement and diagnostic testing.

Dean, Student Success and Retention: one position. Manages and supervises district-wide Assessment Services; collaborates with administrators, faculty, and staff in Student Services, Academic Affairs, Office of Institutional Research, and Information Technologies to ensure effective delivery of mandated SSSP services.

Manager and Matriculation Technicians at Southwest Santa Rosa Center: provide information regarding SSSP services to both credit and noncredit students; assist student in scheduling placement tests.

Admissions and Records

Evaluation Specialist: six permanent positions (four full-time, two 75% positions). Evaluates coursework from other institutions, IB and AP exam transcripts for course prerequisite equivalencies, major, certificate, graduation and transfer requirements; posts information to the online evaluation worksheets which are accessed by the counselors to use when developing education plans for students; determines and posts all prerequisite equivalencies in SIS; provides information to students and counselors regarding course equivalency. (An additional Evaluation Specialist will be added in fall 2014.)

A&R Specialist: one permanent position on Santa Rosa Campus. Reviews and enters Prerequisite Challenge information in SIS for course placement; serves as liaison with academic departments regarding the Prerequisite Challenge process and ensures timely delivery and receipt of forms in compliance with education code.

A&R Coordinator: one permanent position on Petaluma Campus. Reviews and enters Prerequisite Challenge information in SIS for course placement; serves as liaison with academic departments regarding the Prerequisite Challenge process and ensures timely delivery and receipt of forms in compliance with education code.

Student Workers: three positions (two in Santa Rosa, one in Petaluma). Log in all incoming college, high school, AP and IB exam transcripts into online Transcript Log for use and viewing by the evaluators, counselors and staff; creates student transcript folders for the evaluation staff; provide information to students and counselors on status of transcript evaluation.

Disability Resources Department

Support Service Specialist: three positions (two at Santa Rosa, one at Petaluma). Schedules and proctors placement tests and diagnostic tests; maintains order during tests; ensures security of testing materials.

Service Facilitator: two STNC positions. Schedules and proctors placement tests; maintains order during tests; ensures security of testing material.

English Department

English Placement Testing Faculty Coordinator: one position. Coordinates with Assessment Department for English Writing Sample (State approved assessment instrument) reading and scoring; trains faculty readers for Writing Samples.

Writing Sample Reader: 5-8 faculty readers; Reviews and scores English Writing Sample.

Academic Department Chairs

Academic department chairs play an important role in the assessment process in addressing prerequisite challenges and equivalencies.

Office of Institutional Research

Research Analyst: one position. 50% load assignment to SSSP related research including assessment instrument validation and assessment data analysis.

Director, Office of Institutional Research: one position; 10% load assignment to coordinate SSSP related research and evaluation.

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

SRJC uses the following list of approved assessment instruments for course placement:

English: College Tests for English Placement (CTEP) Reading Comprehension, Sentence Structure and Grammar; 2003 version, Form A, 2nd edition; English Writing Sample (locally developed and managed).

Mathematics: ACT COMPASS, Numerical Skills/Pre-Algebra, Algebra, College Algebra, Trigonometry; 2011 computerized version.

ESL: ACT COMPASS, Grammar Usage and Reading; 2011 computerized version.

Placement testing is offered in person at both Santa Rosa and Petaluma Campuses with appointment or on a drop-in basis. Most testing sessions are offered in groups, but individual testing requests are also accommodated.

To incorporate multiple measures, SRJC requires students to answer a set of supplemental questions at the time of placement testing. These questions include the students' course taking history in the subject area, grades received in the past, and their study environment. Students receive one to two extra points if they indicate that they have had strong education records and recency in the subject area. These extra points are built into the total placement scores that student receive as part of an

algorithm in the scoring process.

SRJC is also researching other placement assessment models based on best practices at other community colleges. Student Services departments plan to collaborate with faculty and academic deans to explore new models to improve the accuracy of current placement tools.

When the Common Assessment Initiative is completed and the assessment tools are released statewide, SRJC plans to adopt those tools. The Student Success and Assessment Department will work with faculty and researchers to design and implement the best way to placement our students accurately into SRJC curriculum.

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

SRJC accepts valid, approved placement test results from other two-year California community colleges within three years prior to initial registration at SRJC.

5. Describe college or district policies and practices on:
- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
 - 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?
 - c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?
- a. Test preparation materials are provided to students free of charge. These study guides are available both online on the Assessment Department website and in print copies at the Santa Rosa and Petaluma offices. The Department website also refers students to other resources such as Khan Academy to study prior to placement testing. English and College Skills Departments also offer JAM sessions in English and mathematics to help students prepare. College Skills Department provides courses in college skills, academic skills, and mathematics review to help students review and prepare for the placement testing. The Assessment Department helps disseminate information about these JAM sessions and keeps track of student testing records. These preparation sessions have shown initial evidence of more accurate course placement. The College plans to expand these efforts based on further evaluation.
 - b. SRJC has recently revised the re-take policy across disciplines to arrive at a unified District policy. Students may re-take the placement test in a subject once per term after the initial placement. Students are encouraged to study and prepare for the testing prior to the re-take.
 - c. Placement recommendations from SRJC or other two-year community colleges are valid for three years. Early Assessment Program (EAP) results are accepted one year after a student graduates from high school. Conditional EAP results are reviewed according to criteria set up by discipline faculty.

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

If students have taken a placement test in a subject area at another two-year community college with a valid Chancellor’s Office approved instrument, SRJC requires the documentation indicating a placement recommendation. When deemed acceptable, the test results are treated the same as a placement test taken at SRJC. SRJC also reviews and accepts, when appropriate, EAP results. Students are deemed to have satisfied the assessment requirement with satisfactory review of the external testing or EAP results.

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

Planned SSSP expenditure includes:

Personnel: assessment and evaluation staff (full-time, part-time, and temporary), supporting /coordinating administrators and staff, research analysts/technicians, student workers, and faculty assignments related to placement preparation and assessment coordination/services;

Assessment hardware, software, licenses, testing materials and other equipment related to assessment;

Communication, publication, and outreach materials;

Professional development/training: conferences, workshops, webinars, etc.

Office supplies.

(Separate budget plan will be submitted using CCCCCO template.)

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.)

Target Audience

The Counseling Department provides counseling and advising services to all non-exempt students and any exempt students who request counseling and advising. Estimated annual number of students or prospective students to be provided counseling, advising, and education planning services is around 34,000 for varying degrees of needs. Counseling/advisement services include, but are not limited to, the following: appropriate referrals to college support services; advising concerning course selection, assistance in identification of a specific educational goal or major; educational planning including the listing of appropriate coursework to meet identified goals as well as assistance with packaging the courses in a way that honors students work and life commitments; interpretation of assessment results; assistance with applications for transfer and college petitions;

financial aid; clarification of college regulations and student rights and responsibilities; career counseling; personal counseling; monitoring of student progress; outreach to local high schools (and non-local by invitation); class visits by faculty invitation.

Description of Services

Educational counseling, in which the student is assisted in assessing, planning, and implementing their immediate and long range educational program through clarifying academic goals and selecting a major; educational planning for transfer, associate degrees and certificate programs; referrals to other support services when needed, and intervention when a student's academic performance is at risk.

Career counseling, in which the student is assisted in assessing their aptitudes, abilities, and interests in order to make realistic career decisions.

Personal counseling, in which the student is helped to develop their ability to function with social and personal responsibility.

Pre-enrollment services, in which the student is assisted in transitioning to college through counseling services during high school and community outreach. The District is authorized to mandate counseling as a condition for enrollment for selected groups of students whose needs for such services are particularly great (EOPS, DSPS, Foster Youth, and CalWorks).

Service Delivery Methods

In 2012/13, the Counseling Department at SRJC served 53,129 students (duplicated headcount), 24,042 students (unduplicated) on a same day service model. In 2013-14, Counseling served over 34,000 new and prospective students (unduplicated headcount). Multiple retirements without replacements of both counselors and administrative staff, combined with the budget cuts in 2010/11, affected the department's ability to provide and manage enough counseling appointments to meet student demand. The change to drop-in service model provided the opportunity for 10,000 more students to be seen over the previous year and in spite of a reduction in counselors. Students come in to the counseling department to sign up to meet with a counselor and the wait time varies depending on the time of year. Services may be provided immediately or after a wait of two to three hours. (A text messaging system has been set up to alert students of their positions on the waiting list to reduce their wait time in the counseling lobbies to help students better manage their time.) Students may also request to meet with a specific counselor.

The Counseling Department provides services primarily through two Central Service Centers where the majority of counselors are accessible to students in one building. Counselors are housed in Bertolini Hall on the Santa Rosa Campus, and in Kathleen Doyle Hall on the Petaluma Campus. Counselors also serve students at the Southwest Center and Public Safety Training Center regularly.

Counseling services are also offered through special and categorical programs, including EOPS,

CalWORKs, Foster Youth, DSPS, Puente, Gateway to College, Foster Youth, Financial Aid, veterans, and the Transfer/Career Center.

*Drop-In Counseling

Santa Rosa Junior College is a multi-campus district and services are provided in the same way as much as possible across all sites. Students can meet with a counselor on a drop-in basis at the following locations: Santa Rosa Campus; Petaluma Campus; Southwest Center, and Public Safety Training Center.

*Counseling by Appointment

Several student services departments provide counseling by appointment. These include district funded and categorically funded programs providing services to general or special population students, including EOPS, CalWORKs, DSPS, and Veterans Affairs. Students seeking career assessment and counseling may also make an appointment with the Career Counselor.

* Workshops

The counseling department offers Workshops on a range of topics. Workshops offered include:

Transfer 101 – an overview of the process of transfer from a community college to a university. Students learn about requirements and resources available for transfer students.

Transfer Applications Workshops –preparation and submittal to CSU and UC campuses

Back on Track – the Department offers workshops for students who have Probationary or Dismissal status in an effort to encourage successful behaviors.

Undecided Major – provides an introduction to the process of choosing a major.

Career Development Workshops – facilitated by counselors and designed to provide students information about the world of work and specific careers.

Satisfactory Academic Progress Workshops_– Counselors assigned to the Financial Aid Department offers workshops to students whose lack of academic progress inhibits financial aid eligibility.

Work Experience_– counselors facilitate workshops as part of the Work Experience program on a variety of topics as requested by the Work Experience Coordinator.

*Counseling Curriculum

COUN 10 – First Year Experience. This course provides students in their first year of college with an introduction to the nature, meanings and outcomes of higher

education through the exploration and application of intellectual, social, and psychological principles that lead to well-being and success in college.

COUN 20 – Sex and Gender. This course is an exploration of gender and sexual identity in U.S culture.

COUN 53 – College Survival. This course combines comprehensive academic study strategies with critical thinking and personal development.

COUN 60 – Effective Study Workshop. A short course (one unit) designed to assist students in improving their study skills. Topics include goal identification, organizing study habits, how to read and study textbooks, how to take effective notes, how to prepare for and take examinations, and the efficient use of the library.

COUN 62 – Career Development. This course focuses on the ways career development contributes to a satisfying and healthy life, as well as the development of a career plan.

COUN 74 – Identity and Diversity. A comparative and historical analysis of society and individual behavior from a multicultural perspective.

COUN 80 – Understanding Transfer. An introduction to the process of transfer from a community college to a university for the purposes of long-term educational planning.

COUN 87 – Issues in Human Services. This course is a comprehensive exploration of the rules and standards governing the professional conduct of those working in human services delivery.

COUN 90 – Introduction to Human Services. An introduction to human services in relation to human/personal development and need across the lifespan.

COUN 91 – Human Services Skills and Techniques. This is a survey course of interview and counseling techniques appropriate for paraprofessionals in mental health, corrections, and substance abuse counseling.

COUN 93 – Introduction to Case Management. The different phases and components of case management as a model of service delivery will be explored.

COUN 96 – Disability and Society. An introduction to the history, theory, defining problems, and causes of disability. Includes disability culture, a review of the major physical, cognitive, and psychiatric disabilities as well as co-occurring conditions such as substance abuse and psychiatric disorders.

COUN 162.1 – Career Assessment Research. A short one-unit course on the role of assessment and career research in the development of a career plan. Emphasis is on interest and personality testing, values clarification, skills assessment and career information research skills.

COUN 270 – Introduction to College. An introduction to Santa Rosa Junior College that

includes programs, services, policies, degrees, certificates, transfer requirements, and college culture. Focus is on strategies needed for academic success and the development of an academic plan.

COUN 355 – College Prep Skills. This college success course developed for Basic Skills students who are not yet at College level English proficiency. This course is designed to assist students in developing their skills to prepare for college.

DRD 250.2 – Stress Management.

DRD 360.1 – College Success 1: Note-taking, Time Management and Organization

DRD 360.2 – College Success 2: Test Preparation, Test Taking, Learning Style

DRD 360.3 – College Success 3: Reading Methods, Concentration, and Memory

DRD 363 – Introduction to Career Development

Bilingual Services

The Counseling Department offers educational counseling services in both English and Spanish, as close to 50% of the counseling faculty are bilingual. These services include individual and group counseling, outreach/in-reach activities, workshops, and Latino based community outreach presentations and seminars. Counselors are also involved in bilingual (Spanish/English) community programs that include print and radio media.

Partnerships

The Counseling Department actively partners with both on and off campus groups. Partnerships with Colleges and Universities include Articulation Agreements, Transfer Agreements, and in conjunction with the individual Admissions offices, regular visits by and appointments with University Representatives.

The Counseling Department has long standing close partnerships with Sonoma County High Schools, as well as several Marin County High Schools (by invitation). The Counseling Department, through the School Relations Office, participates in local high schools' College and Career Nights, Parent Nights and Financial Aid Nights. Both campuses offer a College Preview Day where parents and students are invited to campus to learn about SRJC through a series of workshops on topics ranging from transfer, certificate programs and financial aid. Several workshops are offered in Spanish. In addition, the Department coordinates a Small Schools Event for local continuation and other smaller high schools. Since staffing is not sufficient to provide outreach to every small school in Sonoma County, we invite all of these schools to attend this event that is equivalent to the College Preview Day.

Every spring, SRJC counselors meet with seniors at most Sonoma County High Schools to highlight the advantages of attending SRJC and promote the benefits of enrolling in the Counseling 270 Orientation class. The Department, through the Schools Relations Office, facilitates regular meetings with high school counselors. Concurrent Enrollment is promoted by both the individual

High School and the College. High School students are encouraged to take college level coursework which will apply to local High School credits, and in some cases can also apply to the transfer process.

During the 2013-14 academic year 6,874 students (22.66% increase over the previous year) and 2,191 of their parents/guardians/HS Counselors (40.63% increase over the previous year) experienced in-person contact with SRJC representatives through:

- 17 Open CCC Apply Workshops (10.5% decrease)
- 28 Seniors Presentations (7.7% increase)
- 54 Campus Tours and Visits (42% increase)
- 10 College and Career Fairs (150% increase)
- 12 College Nights for high schools (29% decrease)
- 16 Special Events (33% increase)
- Various other miscellaneous presentations and outreach efforts

For the high school Class of 2014:

- 2,017 Seniors attended SRJC presentations (1.2% increase)
- 771 Seniors attended hands-on workshops at their school sites to complete the SRJC Application for Admission (1.7% increase)

These partnership activities will continue through 2014/15 and beyond.

The Counseling Department also partners with local High Schools in providing counseling opportunities for the following special projects:

- * **Piner High School Early College Magnet Program:** This partnership between SRJC and Piner High School permits qualified students in grades 9-12 to access SRJC curriculum and services of SRJC and by doing so earn their high school diploma and simultaneously complete the equivalent of one year of college. Students must enroll in an orientation class (COUN 270) and a study skills class (COUN 60).
- * **Casa Grande High School – Jump Start:** This is an Early Matriculation Program in Partnership with local high schools. The program is designed in conjunction with high school administration, designated faculty, SRJC School Relations, and Counseling Department in facilitating each Senior class cohort with the opportunity to engage the Community college early in the Spring semester of each year, while classmates are engaging at four-year institutions. Engagement means to become fully matriculated at Santa Rosa Junior College by March of their senior year. Program includes enrollment in an Introduction to College class linked with a Career Exploration class. Program also includes a Summer Bridge aspect that will address “Summer Melt”, through offering English and Math Developmental “Jam Sessions”, Study Skills brush up, and personal leadership strategies.
- * **High School Equivalency Program (HEP):** SRJC HEP is one of fifty federally funded educational programs nationwide designed to assist seasonal agricultural workers and their families in obtaining the equivalent of a high school diploma (a GED).

- * **Gateway to College:** Gateway to College is a national program currently offered at 43 locations across the Country. In partnership with Petaluma City Schools, Cotati-Rohnert Park Unified School District and the Sonoma County Office of Education, SRJC Gateway to College Program will enroll identified students in SRJC courses to complete their high school diploma, and eventually earn college credits toward a degree, certificate or transfer pathway.
- * **Foster Youth:** This program is offered to increase the academic performance of former foster youth in community college courses leading to certificate completion, graduation, and/or transfer. Specifically the following services are provided:
 - A one-to-one case management system
 - Enhanced counseling and academic assessment services
 - Specialized classes designed to assist students in mastering SRJC and learning how to be a productive and efficient student such as Counseling 355 and Community Service Education
 - Goal setting and support through an on-going homeroom support
 - A strong sense of community identity through group activities
- * **Community Agencies CARES/Grant:** This is a partnership with the Sonoma County Office of Education (SCOE). It provides counseling assistance to students enrolled in the Child Development Program who are receiving support from SCOE to complete their education.
- * **International Student Program:** This growing program provides assistance to international students throughout their journey from prior to their arrival through their years at SRJC, including comprehensive orientation, arrangement for placement assessment and counseling visits, and various support services to keep students engaged and motivated for success.

The Disability Resources Department has partnerships with all Sonoma County High Schools and provides onsite outreach to assist over 200 students with disabilities per year with completing CCCApply and learn about orientation, assessment, and education planning.

Time Line of Services Offered

Counseling, advising, and education planning services are provided throughout a student's career at Santa Rosa Junior College. In addition to services provided to students prior to registration, SRJC is also identifying the needs to provide students these services at various points of college careers. These include the identification of students who have not identified their education goals or programs of study, those who have no education plan on record, or those who have obtained more than nine degree applicable units but without comprehensive education plans, and those students who are at-risk. Counseling and Support Services Department is devising strategies to assist these students and to provide them counseling and education planning services in a timely manner.

Services provide to students to develop an Abbreviated Educational plan before they reach 15 degree-applicable units include: Introduction to College (COUN 270), drop-in counseling, summer workshops, and online counseling (Ask A Counselor). The approximate timeline is as follows:

1. March - June

- High School Presentations / Workshops
- Application, Assessment, Financial Aid
- Spring COUN 270 courses

2. June/July

- COUN 270 courses
- Welcome Center – During the months of June, July, and August the Welcome Center is the first stop whether a student is new to SRJC or first-time to college

3. August - December

- Counseling drop-In Sessions
- Development of comprehensive education plan
- Address first semester issues and concerns: academic, personal, career counseling

Throughout the academic year, Counseling and Support Services Department provides drop-in counseling services and workshops:

- Early Bird Counseling- encourage students who have less than 42 units complete to meet with a counselor by published deadline to develop an education plan and earn an earlier registration priority (last Thursday in October for spring semester and last Thursday in April for fall semester).
- Follow-up messages reminding students of the need to develop comprehensive education plan after 9 or more degree applicable units
- Workshops
 - Transfer 101
 - Nursing Program Information
 - Career Development

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.

Adequacy of Student Access to Services

Students can access the counseling, advising and education planning services through various methods described in previous sections during an academic year, including one-on-one counseling, workshops, through special/categorical programs, or online. Workshops are scheduled throughout each semester and repeated on a variety of days and times to fit in with student schedules.

Students can also access counseling, advising, and education planning services online in various

ways:

Ask A Counselor

The Department provides online counseling/advising via the Ask A Counselor link in the student's online portal. In 2012/13, 1,262 students were served in this manner. These totals do not reflect student interactions via the counselor's individual phone messages or email.

Online Courses

- Introduction to College (Counseling 270)

An introduction to Santa Rosa Junior College that includes programs, services, policies, degrees, certificates, transfer requirements, and college culture. Focus will be on strategies needed for academic success and the development of an academic plan.

- Introduction to Career Exploration (Counseling 62)

This course focuses on the ways career development contributes to a satisfying and healthy life, as well as the development of a career plan. Emphasis is on interest and personality testing, values clarification, career information, research skills, individual skills assessment, decision making, and goal setting. Course also covers changing job trends and requirements, as well as factors related to the procurement and retention of employment.

- College Survival Techniques (Counseling 53)

This course combines comprehensive academic study strategies with critical thinking and personal development. This course includes the following topics: memory and concentration techniques, lecture note taking systems, textbook study systems, test taking, research strategies, critical analysis, effective problem solving, life and time management, learning styles, personal and educational values and goals, instructor-student relations, and maintaining health.

Virtual Career Center

The Department, through the Career Center, offers a Virtual Career Center where students have access to numerous Career Development websites that include Career Exploration, Identification of Career Values, Career Interest Inventories, Learning Styles Inventories, Catalog of Occupational Titles, Career Assessment, and Career Planning Tools.

Web presence

The College maintains a website, which includes access to the Counseling Department web pages. These pages provide information on services provided by the counseling department including location, hours of operation, telephone contact numbers on both the Santa Rosa and Petaluma Campuses, as well as other on and off campus sites where counseling services are offered. The Counseling web page provides information for new, continuing and returning students.

Given the complexity of the information required to best serve students, the department does not endorse using paraprofessionals to deliver counseling and education planning services. The Career Services Department assists in the identification of students who are undecided or have no programs or study. That office plans to contact these students, urging them to work with counselors for education plan development. There is one Career Advisor who will assist students in identifying educational and career goals. Student workers will also assist in this task both at Welcome Centers and throughout the academic year. Also, various classified staff conduct outreach and informs new students of SSSP requirements and services.

The Counselor-to-Student ratio at Santa Rosa Junior College is higher than state average (873:1 as of 2012-13). Given the increased need to serve not only the first time students, but also to provide education planning services to continuing, returning, and transfer students, the District needs to increase staffing resources to ensure adequate service delivery. Active recruitment is underway for five additional full-time counselors as well as more part-time counselors and support staff, including two Program Specialists, Student Success to assist with the implementation of SSSP requirements.

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 Counseling Department provides assistance with developing an Abbreviated Educational Plan in individual counseling sessions as well as group settings. Information on the Counseling webpages direct students to meet with a counselor or attend an orientation if new. Students participating in Introduction to College course (COUN 270, Introduction to College) during spring and summer will have the opportunity to develop a First Semester Educational Plan with the assistance of the Instructor/Counselor. Students have the opportunity to meet with a Welcome Center counselor later on to finalize/tune-up the plan developed in the Introduction to College class. Counselors help students learn how to develop class schedules that are consistent with student placement assessment results, goals and interest, and outside-of-school life commitments.

Delivery

- Individual counseling session
- COUN 270 Orientations
- Program Specific Orientations
- Counseling 80 The Transfer Process
- Transfer 101 Workshops
- Major-specific Abbreviated Education Plan Workshops
- Transfer Process - Modules in Counseling Success Courses
- Counseling 10, 53, 56, 62, 60 courses

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.

Counseling/advising services designed to help the student develop a Comprehensive Educational Plan include, but are not limited to, the following: appropriate referrals to college support services;

advising regarding course selection, assistance in identification of a specific educational goal or major; educational planning including the listing of appropriate coursework to meet identified goals as well as assistance with arranging the courses in a way that honors students work and life commitments; interpretation of assessment results; assistance with applications for transfer and college petitions; financial aid; clarification of college regulations and student rights and responsibilities; career counseling; and personal counseling.

The District plans to utilizing assistance from researchers at Office of Institutional Research and programmers at the Information Technology Department to produce reports that identify students who need to set education goals and/or course of study, and to develop education plan. Several departments, including Admissions and Records, Counseling, Career Services, and Student Affair, will engage in contacting students and getting students connected with counselors. Multiply messages targeting groups of students in need will be disseminated to them in various means, including but not limited to, email, student portal, Constant Contact, and phone calls.

The assistance provided for education plan development through Counseling Department includes:

- Identifying Course of study
 - Individual counseling sessions
 - Counseling 270 Introduction to College
 - Counseling 62 – Career Development
- Identifying and planning Comprehensive Education Plan
 - Individual counseling sessions
 - Counseling 80 - The Transfer Process
 - Transfer 101 Workshops
 - Major Specific Comprehensive Plan Workshops
 - Associate Degree Nursing (ADN) information workshops
 - Transfer Process - Modules in Counseling Success Courses
 - Counseling 10, 53, 56, 62, 60
- Identify Support Services offered/needed
 - Develop more program specific planning workshops
 - Workshops with target students within STEM, Athletics, Nursing, Dental Hygiene, EOPS, and other programs.

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).

The counseling contract provides for 28 hours of direct student contact per week, 5 hours of prep and 2 hours of Dept. updates/meetings. All counselors provide counseling and advising services. They are hired as generalists and some positions include assignments to specific areas. Five primarily full-time counselors work at the Petaluma Campus, 16.6 primarily work on the Santa Rosa Campus. All counselors provide assistance with student's academic, career and personal concerns as

well as participate in helping students with the matriculation process.

Counselor (1) – 54% Generalist/46% Department Chair

Counselor (14) –100% Generalist

Counselor (1) – 50% Transfer Center Director, 50% Generalist

Counselor (2) – 50% Puente, 50% Generalist

Counselor (1) – 100% Athletics

Counselor (1) – 100% CalWORKs

Counselor (1) – 70%Veterans Affairs, 30% Generalist

Counselor (0.6) – 60% Reduced load Generalist

In addition, there are several counselors assigned to categorical program: 11 full-time counselor (called Disability Resource Specialists) for DSPS program and two full-time counselors for EOPS program.

The Counseling Department has approximately 10 adjunct counselors who also provide counseling, advising, and education planning services, equivalent to 1.8 FTE.

Other service departments, including EOPS, CalWORKs, and Career Services, utilize advisors to provide various advising services to these special populations. The number of advisors and support staff varies in each department.

Student workers also play an important role in assisting the service delivery. They schedule appointments, check-in students for counseling visits, and help direct students to available resources.

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

The Counseling Department as well as Disability Resources, EOPS, and CalWORKs utilize the following technology tools (unless specifically stated, the tools listed below are developed and maintained by SRJC IT Department):

- SRJC Student Information System (SIS)
- Education Planning Module
- Online Counseling and Counselor Notes
- Degree/Certificate Audit
- Major and Goal Updates
- Admissions & Records Look Up/Imaging
- Data for Transcripts, AP scores and other records
- ASSIST (subscription)
- CSU Mentor (subscription)
- UC Pathways (subscription)
- College Source (subscription for evaluation)
- Transfer Counselor Website (subscription)

- Transcript Evaluation System Access (subscription)
- SARS GRID (subscription; used for appointment scheduling, counselor work calendars, student visit record keeping)
- SARS Messaging (subscription; used for contacting/texting students when drop-in counseling wait time is long so students may be notified when they get close to their turn)

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.

Planned SSSP expenditures include:

Personnel: Counselors and advisors (full-time and part-time), supporting staff (regular and temporary) and administrators, student workers;

Computer hardware, software, and other equipment related to orientation;

Third-party products and services;

Communication, publication, and outreach materials;

Professional development/training: conferences, workshops, webinars, etc.

Office supplies.

(Separate budget plan will be submitted using CCCCCO template.)

iv. Follow-Up for At-Risk Students

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

Target Audience and Identification Process

According to Title 5 Section 55525 follow-up services shall be provided to any student who fits one or more of the following qualifying characteristics: students enrolled in Basic Skills Courses, students who have not yet identified an educational goal or course of study, and students on academic or progress probation or facing dismissal. Students who need follow-up services are identified through special programming and reporting utilizing the District's Student Information System. The Student Information System tracks students' matriculation status, their participation in Student Success and Support Program mandated services, course progress, identifies which courses they are enrolled in, and houses their final grades and their personal contact information.

SRJC serves about 34,000 credit students each academic year. In Spring 2014, 3,020 students were identified as on academic or progress probation or facing dismissal. More than 50% of SRJC students are placed in a Basic Skills English or Math course through placement assessments. About 1,200 students have no identified educational goal or course of study. Furthermore, there are over 11,000

students who have identified goals, but have not developed education plans. In total Santa Rosa Junior College provides follow-up services to about 16,000 credit students annually.

a. Follow-up Services Available

Basic Skills Students: Basic Skills students are students who enroll in courses at levels below degree requirement in Mathematics, English, or ESL. Follow-up services offered to these students include: specialized instruction in learning strategies on fundamental study skills, college orientation, tutorial services, and strategies for navigating content area sequences. Every student who enrolls in a College Skills course is considered a Basic Skills student at SRJC and offered access to any of the above services. Students are notified of the available services prior to and/or on their first day of class.

There are varieties of services in place to provide follow-up services to Basic Skills students. The Basic Skills Initiative is a District-wide program that recommends strategies to promote academic success for students, including numerous professional development opportunities for faculty (Reading Apprentice, Accelerated learning, Habits of Mind training). Counselors also visit the Basic Skills classes including ESL courses, to inform students of academic planning and counseling services. Basic Skills students receive academic assistance through ALEKS and My Skills Tutor, both are computerized tutorial systems that are self-paced, providing additional instruction in the areas students need it most. Students enrolled in Basic Math Skills 1 and 2 use the ALEKS program as part of their course curriculum. Students are assessed and placed at appropriate proficiency levels within these courses, and progress through the material as mastery is achieved. Students enrolled in Basic Skills credit English courses utilize My Skills Tutor, to receive academic assistance through the computer software. Assignments are assigned by Faculty to students in Basic Skills English courses. Students are instructed to complete sections as they progress through their course. Faculty determines students' mastery of each skill level. Students are also referred to the Tutorial Center for assistance in Math, English, Reading, and ESL.

Students Without Educational Goal or Course of Study: Students with no Educational Goal or Course of Study are identified by IT programmers using the Student Information System (SIS). SIS houses all student academic information including educational plans and students identified course of study. All Students are encouraged to meet with an academic counselor to create their abbreviated and comprehensive education plans as soon as possible. Academic counselors also assist students in selecting their course of study. Students may elect to identify their course of study independently, during the open registration period. Beginning Fall 2014 students with no education goal and course of study will be sent customized messages detailing the ways they can identify their educational goal and course of study. In addition students will be able to access their student portal independently to track their matriculation progress. This allows students to view online the status of their educational goal and course of study in SRJC system and take necessary steps to fulfill SSSP requirements.

Academic Progress/Probation or Dismissal Status: Students who have attempted at least

12 semester units are placed on academic probation when their cumulative GPA is below 2.0 (1.99 – 1.00). Students who have enrolled in at least 12 semester units and withdraw from 50% or more of their courses (W, I, NC, and NP grade) for the semester are placed on progress probation. Any student who maintains academic or progress probation status for at least three consecutive semesters (based on enrollment pattern not calendar year), is subject to dismissal. Students are notified each semester that they are on probation I, probation II and dismissal status. Students receive electronic messages through their student portal and written notices via US Mail.

Other At-risk Students: Although SSSP defines students at-risk in a more restrictive manner, SRJC also identifies other groups of students who may be at risk in a broader scale. Based on National College Health Assessment data, specific health issues are shown to be impediments to academic success for SRJC students. These health issues include anxiety, depression, unintended pregnancies, substance abuse, a history of sexual assault or other trauma, communicable diseases (include cold and flu), and personal stress related to family and relationship problems.

SRJC's Student Success Reports indicate that students receive individual health services at Student Health Services (SHS) have higher rates of persistence and retention as well as degree and certificate completion than SRJC students overall. SHS provides both prevention work on a district-wide basis addressing these prioritized health issues, and individual healthcare services for students to get the needed interventions and supports mobilized. For example, one in five women currently in college are at risk for sexual assault. The Department has dedicated staff to develop a district-wide sexual assault prevention program to provide education on sexual assault issues.

SHS is only funded by students through the mandated health fee. Within the overall district efforts in providing students follow-up services, faculty is encouraged to connect with students who may be in need of health services and refer these students to SHS. The District will research and explore means to support at-risk students (defined by SSSP) at Student Health Services in the coming years.

SRJC also conducts Student Drop Survey, which identifies the main factors that impact student persistence. Student Success and Support Program will coordinate with Student Equity Plan to address these obstacles to student retention and success in the years to come and help at-risk students remove these barriers.

b. Strategies

Basic Skills Students: Future plans include creating an embedded counseling program for Basic Skills Students, to assist students in academic and career planning. Currently Basic Skills students are encouraged to seek academic and educational planning in their College Skills classes, by an Academic Counselor.

Students Without Educational Goal or Course of Study: Students with no educational goal and course of study are emailed a Constant Contact reminder notifying them that

they do not have these on file. Students are encouraged to meet with their instructors and an academic counselor. Students can meet with a counselor individually to select their educational goal and course of study. Students can also meet with a counselor to create their educational plan. Students can enroll in the following Counseling courses to select their course of study: Counseling 270 – Orientation to College and Counseling 62 – Career Counseling.

Students on Probation/Dismissal: Each semester the Counseling Staff, with the support of IT, runs a report in SIS capturing all of the students who are on academic and/or progress probation status for the previous term. The counseling faculty facilitate workshops for students on probation status called “Back on Track.” These workshops are specifically for students on probation and/or dismissal status. Workshops are offered periodically throughout the calendar year in a group setting. In addition students can meet with a counselor individually to discuss their probation status or to seek re-admission to the College including petitioning dismissal status.

c. Provision of Follow-up Services

Basic Skills Students: Follow-up services are offered in a variety of ways to Basic Skills Students. Tutorial assistance is offered one on one and in group settings. Students also receive access to self-paced tutorial instruction electronically in the College Skills Lab on the ALEKS (math skills) and My Skills Tutor (English skills) programs. Faculty provide individual assistance and instruction in the College Skills Lab. Basic Skills students can receive academic and educational planning assistance from an Academic Counselor online, by phone, and in person.

Students Without Educational Goal or Course of Study: Follow-up services are offered individually and in group settings for students with no education goal and course of study. Individually students meet with academic counselors who assist them in selecting their education goal and course of study. Students can meet individually with academic counselors, EOPS counselors, Athletic Counselor, Veterans Counselor, DSPS (DRD) Specialist, and CalWORKS Counselors. Students can attend group workshops and enroll in academic courses (COUN 120 or COUN 62) to receive these follow-up services. Academic Counselors also provide online counseling to students.

Students on Probation/Dismissal: Student receive counseling services in a group setting via Back on Track workshops, facilitated by counselors. Students can also receive individual services with a counselor. The Financial Aid Department also provides follow-up services to this group of students who receive financial assistance.

d. Teaching Faculty Involvement

The District has recently implemented an Early Connection Program (using a third-party vendor, SARS, with customization) that will enable faculty to connect with students early and often to discuss any academic or non-academic concerns, to refer students to various support services, and will allow faculty and staff to track the status of the referrals and provide further follow-up services when needed. This program was launched in spring

2014 as a pilot program. The District plans to provide faculty more professional development in the utilization of this follow-up program as well as in other training opportunities to learn about intervention strategies for at-risk students.

Basic Skills Students: All instructors are strongly encouraged to utilize the Early Connection Program, an early alert mechanism at SRJC, to discuss with students the available services based on an observed or identified concern. College Skills departmental best practice is to engage with students who are academically underperforming. Current practice is for faculty to individually contact (by email or phone) a student who is not passing at mid-terms, to schedule a mandatory one-on-one office visit.

Students Without Educational Goal or Course of Study: In addition to utilizing the Early Connection Program, faculty are encouraged to announce to students in class about services available to assist students in identifying educational goals and courses of study. Customized messages will be sent to target group of students to inform them of the requirement for educational goal and course of study identification via Student Portal, email, Constant Contact, and phone calls. Career Services Department and Student Affairs Office staff and student workers will assist in the task of contacting these students and urging them to work with counselors.

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

The following list shows the examples of follow-up services provided by various departments across the district. It is not an exhaustive list. The District plans to increase staffing during 2014-15 to strengthen follow-up services, including two Student Success and Support Program Specialists (new positions).

Basic Skills Students:

Job Title: College Skills Faculty

Description: Provide instruction to students enrolled in the Basic Skills courses

Number of Positions: six full time Faculty; 50 Adjunct Faculty

Job Title: College Skills Lab Techs

Description: Assist students utilizing technology in the College Skills Labs

Number of Positions: 8

Job Title: Student Assistants

Description: Provide support to students and staff in the College Skills Instructional Labs

Number of Positions: 2-3

Job Title: Basic Skills Initiative/Committee

Description: District Wide standing committee whose purpose is to enhance persistent, organizational progress on the Basic Skills/Immigrant Education Initiative.

Number of Positions: 17

Job Title: Academic Counselor/Basic Skills Counselor

Description: Provide academic and career counseling to Basic Skills Students

Number of Positions: .5FTE

Students without Educational Goal or Course of Study:

Job Title: Counseling Faculty

Description: Provide academic and career counseling to students, including EOPS, CalWorks, International Students, Gateway to College and Student Athletes

Number of Positions: Full Time: 21.6 Adjunct: 10

(District is planning to increase the number of both full- and part-time Counselors.)

Job Title: Disability Resource Specialists

Description: Provide academic, career and accommodation services to students with disabilities, including College to Career and Workability III participants

Number of Positions: Full Time: 11 Adjunct: 4

Job Title: Director, Academic Records

Description: Identify students with no educational goal or course of study and send personalized messages

Number of positions: 1

Job Title: IT Programmer

Description: Run SIS reports and update/maintain Portal information to ensure correct matriculation information for students, faculty and staff; compile reports to identify students who have not utilized SSSP services and need follow-up contacts.

Number of positions: 2-4 (Partial load assignments)

Progress/Dismissal Status

Job Title: Counseling Faculty

Description: Provide academic and career counseling to students

Number of Positions: Full Time: 21.6 Adjunct: 10

(District is planning to increase the number of both full- and part-time Counselors.)

Job Title: Administrative Assistant III, Counseling

Description: Track number of students on probation/dismissal status and send notifications to students through their portal; maintains SARS early alert system.

Number of positions: 1

Job Title: Counseling Faculty

Description: Facilitate Back on Track workshops and provide academic counseling for students on probation/dismissal status

Number of Positions: Full Time: 21.6 Adjunct: 10

(District is planning to increase the number of both full- and part-time Counselors.)

Job Title: Manager, Financial Aid

Description: Monitors the academic standing of financial aid recipients; meets with and advises students who have progress/dismissal status.

Number of Positions: 1 (Partial load assignment)

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

The following are technology tools utilized by the district to provide follow-up services to students:

SIS: The District utilizes Student Information System (SIS) to house all student and district information. SIS is utilized to create and maintain educational plans, counseling notes, financial aid data, and student grades. In addition, students and faculty have access to individual portals to independently view grades, financial information, academic progress status, and matriculation progress.

Email: Faculty and staff utilize email to communicate with students.

Online / Student Portal: District information and notifications, including SSSP success steps and personalized messages are accessible from Student Portal and college website.

Moodle: Faculty use Moodle for online courses as well as to communicate electronically with enrolled students.

SARS: An Early Alert system, called Early Connection, is utilized by faculty to initiate contact with students, refer identified students to various resources for academic, financial and health supports services. SARS is a third-party vendor. SRJC has customized this program to suit the District needs. Students are able to view Early Connection messages from in their email as well as from Student Portal.

Constant Contact: Communicates with students the important information regarding SSSP requirements, how to utilize SSSP services and fulfill requirements, as well as the linkage to registration priority.

ALEKS and My Skills Tutor: These tools are designed to support Basic Skills students. Students utilize these tools for additional academic tutorial support. ALEKS is a self-paced program that is part of the curriculum of CSKLS 367.1 and 367.2 online math courses. Students purchase an access code and then are placed at the correct level by the software and progress through the material as mastery is achieved. My Skills Tutor is used by CSKLS 731, 732 and 733 non-credit courses as well as some sections of CSKLS 312 and 313. Faculty assign sections for students to complete and progress through as mastery is achieved. Mastery is determined by faculty. A site license for this software has been purchased.

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.

Planned SSSP expenditures include:

Personnel: Counselors and advisors (full-time and part-time), supporting staff (regular and temporary) and administrators, student workers;
 Computer hardware, software, and other equipment related to follow-up services;
 Third-party products and services;
 Communication, publication, and outreach materials;
 Professional development/training: conferences, workshops, webinars, etc.
 Office supplies.
 (Separate budget plan will be submitted using CCCCCO template.)

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.
 - Track overall impact of SSSP services on student success (monitor transfer, degree, certificate, and overall completion rates).
 - Orientation: Assess orientation student learning outcome using the criteria identified in Title 5 Section 55521.
 - Assessment: Analyze assessment data for service and achievement gaps; monitor disproportionate impact and use the data for Student Equity planning.
 - Counseling and Education Planning: Analyze service data to identify gaps; work with IT to improve data collection and reporting, including creating database that OIR can access to provide insight on service delivery.
 - Follow-up Services: Improve data collection and reporting mechanism, particularly on referral; analyze outcomes data for participants to identify effective intervention strategies research on success outcomes for at-risk students who utilize SSSP 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.

The Information Technology Department at SRJC is an integral part of all Student Success and Support Program efforts. IT works with faculty and staff in developing, maintaining, and updating critical automated systems, including, but not limited to:

- Student Information System (SIS);
- Registration system that checks students' fulfillment of SSSP requirements;
- Student Portal that allows students to track their SSSP fulfillment status and connect to orientation, assessment, counseling, and education planning services, as well as receiving messages from Early Connection Program (an early alert mechanism);
- Faculty Portal that enables teaching faculty to access Early Connection Program and provide follow-up services;
- Online orientation modules;

- Counseling, advising, and education planning program;
- Degree Audit (allows students to view their academic progress towards their programs of study);
- Converting existing paper-pencil English placement test to computerized testing with ADA compliance;
- Programming to link placement assessment results to student records and registration prerequisite checking system;
- Programming to enforce placement re-take policy;
- Programming to mandate SSSP services to nonexempt first-time students starting spring 2015;
- Generating reports to identify at-risk student populations and allow customized SSSP communications to targeted student groups;
- Maintaining accurate SSSP information on District and departmental websites;
- Programming to map and reporting MIS SSSP services data to the State;
- Supporting the District's participation in the state-wide Education Planning Initiative/Degree Audit pilot program.

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 provides enrollment services to all students. These include outreach, application, registration, course equivalency evaluation, challenges and appeals, academic records keeping and processing, degree audit, graduation request processing, and communication with students via Student Portal, email, etc.

Transfer Services provides information and guidelines for students transferring to another higher education institution. The services include providing transfer information through institution visits, transfer fairs, and individual counseling.

Articulation Services ensures that eligible SRJC courses are accepted at UC, CSU, and other four-year institutions.

Career Services provides career information and job opportunities to students through career fairs, workshops, and individual visits. The Department also assists in follow-up with students who have not identified an educational goal or course of study.

Coordination and training services are provided through the office of the Vice President of Student Services, Dean of Student Success and Retention, Dean of Counseling and Support Services, and

Dean of Student Services, Petaluma Campus. The services are also offered through other student services departments, including Financial Aid, EOPS, DSPS, CalWorks, Staff Development Office, etc. Training opportunities are provided through workshops, webinars, Professional Development Activities (PDA) Days and conferences both regionally and state-wide.

Institutional research is led by the Office of Institutional Research for data gathering, analysis, and publishing for assessment validation, as well as planning and program evaluations to ensure SSSP core services and in general the institutional effectiveness.

Prerequisites, co-requisites and advisories on recommended preparation are established through Curriculum Committee, with support from Curriculum Office and Office of Institutional Research, in compliance with Title 5. The information is provided to students through the Schedule of Classes, the College Catalog, and the Student Guide (prepared by Counseling Department) both online and in print copies.

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 Santa Rosa Junior College District criteria for exempting students from participation in the required services listed in Title 5 section 55520 and section 55532 is described in Policy 8.6 and Procedure 8.6P Student Success and Support Program.

The following language is in Procedure 8.6P:

“EXEMPTION CRITERIA

Certain students may be exempted from the SSSP requirements if they meet the exemption criteria described in this procedure. Students may elect to participate in these services to become fully-matriculated regardless of their exemption status.

Students who are exempt and who elect not to participate in the SSSP services will not obtain registration priority.

The following categories of students may be exempt from the SSSP service requirements:

1. Students who have earned an Associate or higher degree.
2. Students who are enrolled in the District for the purpose of personal interest or completion of credits for high school diploma or GED.
3. High school students who are concurrently enrolled in the District.

Regardless of their exemption status, students may elect to participate in the SSSP services to earn registration priority starting fall 2014. Beginning Spring 2015 semester, all nonexempt first time students are required to participate in these services.”

2. Appeal Policies

Describe the college’s student appeal policies and procedures.

Santa Rosa Junior College's Procedure 8.6P: Student Success and Support includes the following

language under "Student Rights and Responsibilities":

"e. Review the Student Success and Support Program regulations of the California Community Colleges and file a complaint when he or she believes the District has engaged in any practice prohibited by these regulations. These regulations are available and complaints may be filed in the Office of the Vice President of Student Services."

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.

Santa Rosa Junior College's procedures for establishing and periodically reviewing prerequisites in accordance with Title 5 section 55003 and procedures for considering student challenges are outlined in the following policies and procedures:

Policy 3.12.1: Prerequisites, Corequisites, Advisories to Courses:

It shall be the policy of the Sonoma County Junior College District to maintain procedures that provide for the establishment, review, and student challenge of course prerequisites, co-requisites, advisories on recommended preparation, and other limitations on enrollment, in a manner consistent with law and good practice.

The District shall maintain procedures that will foster a balance between the following three concerns: that prerequisites, co-requisites, advisories and other limitations must not represent unjustifiable obstacles to student access and success; and that academic standards must be maintained through appropriate prerequisites, co-requisites, advisories and limitations based on documented evidence of need; and that they are necessary and appropriate to achieve the purpose for which they have been established.

This policy shall be accompanied by procedures on prerequisites, co-requisites, advisories, and other limitations, which conform to the regulation and pertinent elements identified in Title 5, Section 55003. For the purpose of course development, additional information and forms regarding prerequisites, co-requisites, advisories and other limitations to enrollment are included in the SRJC Curriculum Writers Handbook.

Curriculum Writers Handbook

Sections 4.11, 4.12, and 4.13 provide further details on establishing prerequisites, co-requisites and advisories.

Procedure 8.6P Student Success and Support

The following language is included in Procedure 8.6P:

"3. Each student is entitled to:

...c. Challenge any prerequisite using established procedures through appropriate channels on one or more of the following grounds:

i. The prerequisite is not valid because it is not necessary for success in the course for which it is required;

ii. The student has the knowledge or ability to succeed in the course despite not meeting the prerequisite;

iii. The prerequisite is discriminatory or is being applied in a discriminatory manner;

iv. The prerequisite or co-requisite course is not reasonably available;

A prerequisite challenge must be filed on the appropriate form with the Office of Admissions and Records.

d. Challenge his or her placement test results, retest, and request to enroll in a course that is not recommended by the course placement through the college process. The District has the authority to drop a student from a course if he/she has not met the requirement."

Policy 8.1 Admission, Registration and Enrollment

The following language is included in Policy 8.1:

"...Students must receive a satisfactory grade in a prerequisite course in order to enroll in the target course. A satisfactory grade is defined as a grade of "C" or better, or "P" Pass (formerly "CR" Credit). Students will not receive credit for a course that is a prerequisite to a course he or she has already successfully completed."

4. Professional Development

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

The District currently provides training opportunities through Professional Development Office and Academic Affairs Faculty Training Programs. The Student Success and Support Program will work closely with these departments through various venues to integrate SSSP related professional development into existing training programs, both within and outside of campuses, in order to engage faculty and staff to assist with the implementation of Student Success and Support Programs. These include, but not limited to, webinars, workshops, conferences, and district-wide Professional Development Activities Days.

District-wide: SRJC has two college-wide Professional Development Activities (PDA) Days, one that occurs just prior to the start of the Fall semester, and the second at the beginning of the Spring Semester. PDA is a full day program and full-time faculty are required to attend. Depending on their class schedule, adjunct faculty are also required to attend. Classified staff are provided release time to attend PDA.

During 2013/14 academic year, SSSP information has been communicated widely to faculty, staff, and students, including the SSSP requirements of orientation, placement assessment, and education planning. These communications will continue through 2014/15. In addition, resources such as the RP Group's "Completion Agenda: A Call to Action", "Student Success (Re)defined" will be shared with the college community.

Faculty: At PDA, faculty will be invited to attend a workshop session on Early Connection, SRJC's early alert program. In the session, faculty already using Early Connection will share how they use the tool to advise students of their progress and to connect student with services on campus. The training sessions for Early Connection will be provided to faculty on an ongoing basis. In addition, the Early Connection Program and SSSP information will be shared with new Faculty in SRJC's New Faculty Professional Learning program, which is an intensive two year orientation for new full-time faculty.

These professional development sessions will be recorded and will be available for faculty who are not able to attend in person.

Faculty, staff, and administrators who directly provide SSSP services will attend various trainings to keep abreast of regulations, service delivery models and best practices, and share the learning with others across the District. Although SSSP funds will not be used to provide training outside of California, the District may identify valuable opportunities outside of the state and elect to use other funding sources to support professional development related to SSSP in order to implement best practices for student success and support at SRJC.

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 Student Success and Equity Committee (SSEC) is the leading force for developing both Student Success and Support Program Plan and Student Equity Plan. Members are trained in the requirements of both plans and fully aware of the linkage between these two plans. In addition, Committee members represent faculty, staff, students, and administration across the District. They are active participants in accreditation studies, strategic planning, education master plans, Basic Skills Initiatives, departmental and cluster annual program review and evaluation, and faculty training, etcetera. SSEC members work closely with departments providing SSSP and student equity services in developing the goals, strategies and activities to integrate these two plans so they are consistent with existing District goals and initiatives to enhance student success and equity. The research data for these two programs will inform further coordination across the district.

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.

SRJC is considered one college, with two primary campuses and three Centers. A full array of Student Services are offered on both campuses, and in-person counseling is offered at all the Centers periodically and in an online format. Phone counseling and online counseling services are offered to all students. Coordination of multi-site locations is ongoing and consistent, with a commitment from SRJC leadership to provide equity and access for students regardless of location.

The District has develop a student success theme, "Create Your Future. Start Here.", which embeds the SSSP requirements as success steps. Centered on this theme, the District will devise a uniform SSSP communication plan to ensure that these requirements are communicated to students and the community clearly and consistently. These communication methods include web presence, print materials, media campaign, student portal, and customized letters to targeted student groups to ensure that students understand the SSSP requirements and take the steps to fulfill these mandates. Various departments will update their web information with expert support.

The Student Success and Equity Committee, both a President's Advisory Committee, and Academic

Senate Consultation Committee, will lead a collaborative approach to research, planning, and implementation of the SSSP Plan across the District.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, Student Success and Support Program Plan Participants. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Section completed.

Attachment B, Organizational Chart. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

Attached.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, SSSP Advisory Committee. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Attached.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

Attachment D, Policies and Procedures Related to SSSP:

District Policy/Procedure: 3.12.1

District Policy/Procedure: 8.3.4

District Policy/Procedure: 8.6

Curriculum Handbook: Sections 4.11, 4.12, 4.13

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A

Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: __Kris Abrahamson_____ Title: _____

Stakeholder Group: __Administrator, Liberal Arts and Science_____

Name: __Filomena, Avila_____ Title: _____

Stakeholder Group: __ Faculty, Counseling_____

Name: __Inez Barragan_____ Title: _____

Stakeholder Group: __Manager, EOPS_____

Name: __Wanda Burzycki_____ Title: _____

Stakeholder Group: __ Faculty, College Skills_____

Name: __Wanda Burzycki_____ Title: _____

Stakeholder Group: __ Faculty, College Skills_____

Name: __Linda Close_____ Title: _____

Stakeholder Group: __Coordinator, Business_____

Name: __Li Collier_____ Title: _____

Stakeholder Group: __Administrator, Student Success/Equity_____

Name: __Parveen Dennis_____ Title: _____

Stakeholder Group: __Staff, Assessment_____

Name: __Scott Conrad_____ Title: _____

Stakeholder Group: __Administrator, Information Technology_____

Name: __Victor Cummings_____ Title: _____

Stakeholder Group: __Administrator, Language Arts/Academic Foundations_____

Name: __Bert Epstein_____ Title: _____

Stakeholder Group: __Manager, Student Health_____

SSSP Plan Participants (Continued)

Name: __ Martha Estrin _____ Title: _____

Stakeholder Group: __ Faculty, ESL _____

Name: __ Robert Ethington _____ Title: _____

Stakeholder Group: __ Administrator, Student Affairs _____

Name: __ Jean Fadelli _____ Title: _____

Stakeholder Group: __ Staff, Research _____

Name: __ Ann Foster _____ Title: _____

Stakeholder Group: __ Faculty, English _____

Name: __ KC Greaney _____ Title: _____

Stakeholder Group: __ Administrator, Research _____

Name: __ Kimberley Gross _____ Title: _____

Stakeholder Group: __ Manager, Disability Resources _____

Name: __ Cheryl Hanson _____ Title: _____

Stakeholder Group: __ Faculty, College Skills _____

Name: __ Elias Hinit _____ Title: _____

Stakeholder Group: __ Student Senate _____

Name: __ Art Hsieh _____ Title: _____

Stakeholder Group: __ Faculty, CTE _____

Name: __ Lily Hummemeder-Bergfelt _____ Title: _____

Stakeholder Group: __ Manager, Career Services/CalWORKs _____

Name: __ Kate Jolly _____ Title: _____

Stakeholder Group: __ Administrator, Business _____

Name: __ Lauralyn Larsen _____ Title: _____

Stakeholder Group: __ Administrator, Counseling and Special Programs _____

Name: __ Shannon Lawee _____ Title: _____

Stakeholder Group: __ Student Senate _____

SSSP Plan Participants (Continued)

Name: __Carlos Valencia_____ Title: _____

Stakeholder Group: __Faculty, College Skills_____

Name: __Patie Wagner_____ Title: _____

Stakeholder Group: __Administrator, Disability Resources_____

Name: __Don Webb_____ Title: _____

Stakeholder Group: __Manager, Information Technology_____

RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- Student Success and Support Program Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)