



Noncredit

Student Success and Support Program Plan

2015-16

Report Due Postmarked By

Friday

October 30, 2015

Email PDF of completed plan to:

noncreditSSSP@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

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INTRODUCTION

The noncredit Student Success and Support Program (SSSP) plan aids the college or noncredit adult education program in planning and documenting how SSSP services will be provided to noncredit students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

In accordance with the Student Success Act of 2012, each college and noncredit adult education program accepting SSSP funds must provide noncredit students with the following core services:

- Orientation
- Assessment and placement
- Counseling, advising, and student education planning
By the end of the second term of attendance, students should receive a Noncredit Student Education Plan (NSEP). This plan is distinguished from the comprehensive and abbreviated plans provided to credit students. It is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways.¹ NSEPs should be completed as soon as possible for students enrolled in short-term programs.
- Follow-up services
These services are targeted toward students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Services may include additional counseling, advising and education planning as well as referrals to additional resources.

Colleges and noncredit adult education programs may expend noncredit SSSP funds for core services to students enrolled in the following noncredit education program categories²:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Please refer to the [Program and Course Approval Handbook](#) and [the Chancellor's Office website for curriculum and instruction](#) for more information on the program and course approval process.

Colleges and noncredit adult education programs receiving noncredit SSSP allocations are required to provide a one-to-one match for each categorical dollar with district funds.

Note that this plan also requests the attachment of a roster for the college or noncredit adult education program noncredit SSSP advisory committee. It is recommended that this committee be established prior to completing the plan to guide the provision of noncredit SSSP services.

¹ Student Services element SS01 in the CCCO MIS Data Elements Dictionary provides a complete list of student goals. http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SS/SS01.pdf

² Please refer to the Data Elements Dictionary under Course Data Elements (CB 22) for descriptions of these programs. http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb22.pdf

INSTRUCTIONS AND GUIDELINES

Please carefully review instructions and resources, including the SSSP Handbook, SSSP Funding Guidelines, relevant sections of the Education Code and title 5 regulations before completing the noncredit SSSP plan. Links to these documents and other resources are provided at the end of the plan template for your convenience.

The program plan is a Word document. As you enter your responses, the document will expand to accommodate the information provided. When completed, save the document as a PDF file and email it, along with the budget plan, to noncreditSSSP@cccco.edu. Include the name of the college or noncredit adult education program and "Noncredit SSSP Plan" in the subject line. Mail the signature page with original signatures by the postmark date to the address indicated on the cover sheet.

The program and budget plans must be submitted annually. These plans enable colleges and noncredit adult education programs to describe implementation of the noncredit SSSP provided with noncredit SSSP funding and with matching funds. The plan should draw a succinct, but accurate, portrait of your noncredit SSSP activities and staffing shall be developed through consultation with faculty, staff, administrators and students, per title 5, section 55510(b).

In addition, section 78211.5(b) of the Education Code permits colleges and noncredit adult education programs to expend SSSP categorical funds only on activities approved by the Chancellor. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source (i.e., noncredit SSSP funds or matching funds) should be clearly indicated and cross-referenced in the plan narrative and in the budget section. The program and budget plans will also be compared with the colleges' Noncredit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

GENERAL OUTLINE

The noncredit SSSP plan is divided into six sections, described below. The budget plan is a separate document.

- I. Signature Page
- II. Noncredit Student Success and Support Program Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment and Placement
 - iii. Counseling, Advising, and Student Education Planning
 - iv. Follow-Up Services
 - b. Additional Match Expenditures
- III. Policies
 - i. Exemption Policy
 - ii. Appeal Policies
 - iii. Prerequisite Procedures
- IV. Professional Development
- V. Institutional Research
- VI. Plan Coordination
- VII. Attachments
 - A: Noncredit SSSP Plan Participants
 - B: SSSP Organizational Chart
 - C: Noncredit SSSP Advisory Committee
 - D: Other (optional)

SECTION I. SIGNATURE PAGE

College/Noncredit Adult Education Program: Santa Rosa Junior College

District Name: Sonoma County Junior College District

We certify that noncredit SSSP funds 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* and the SSSP Funding Guidelines.

Hector V. Delgado, Manager, Southwest Santa Rosa Center

Noncredit SSSP Director/Coordinator (Typed Name/Title and Signature)

Phone: 707-527-4695 Email: hdelgado@santarosa.edu Date: _____

Li Collier, Dean II, Student Success, Equity and Retention

Noncredit SSSP Supervising Administrator (Typed Name/Title and Signature)

Phone: 707-524-1797 Email: lcollier@santarosa.edu Date: _____

Douglas Roberts Date: _____

Chief Business Officer (Typed Name and Signature)

Robin Fautley Date: _____

Academic Senate President (Typed Name and Signature)

Dr. Frank Chong Date: _____

Chief Executive Officer (Typed Name and Signature)

Contact information for person preparing the plan:

Name: Hector V. Delgado Title: Manager, Southwest SR Center

Email: hdelgado@santarosa.edu Phone: 707-527-4695

SECTION II. NONCREDIT STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: Describe the approach your college or noncredit adult education program is taking to meet its responsibilities under title 5 for the following noncredit SSSP services: (1) orientation; (2) assessment and placement; (3) counseling, advising, preparation of the Noncredit Student Education Plan (NSEP) and other education planning services; and (4) follow-up and other services. **Please provide concise responses for each numbered item listed in each section. As you enter your responses, the document will expand to accommodate the information provided.** Please refer to the [SSSP Handbook](#) for more information on title 5 requirements.

You must report projected expenditures related to these items in the budget plan. Include all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for all core services detailed below.

Ila. Core Services

i. Orientation

Title 5, section 55521, requires orientation to include the topics listed below. Any orientation that does not include the topics listed in title 5 is not eligible for SSSP funding. General outreach activities are also not eligible for this funding.

- Academic expectations and progress standards pursuant to section 55031.
- Maintaining registration priority pursuant to section 58108.
- Prerequisite or co-requisite challenge process pursuant to section 55003.
- Description of available programs, support services, and campus facilities, and how they can be accessed.
- Academic calendar and important timeline.
- Registration and costs related to attendance.
- Available education planning services.
- Other issues, policies, and procedures determined necessary to provide a comprehensive orientation to students.

1. Give a brief and specific overview of your orientation services or plans for developing and implementing these services.

Sonoma County Junior College District (SCJCD), also referred to as Santa Rosa Junior College (SRJC), has provided orientation services to noncredit students for over 15 years. The current orientation for noncredit students is not comprehensive to what the college provides for credit students. It is designed to go over the different campus facilities, off-campus locations, different noncredit courses, student support services, and certificate and academic programs.

SRJC plans on having the Counseling Department develop a bilingual English and Spanish orientation in three different modes, a Power Point presentation, video and online version that includes the eight mandated policies and procedures outline in title 5, section 55521 in collaboration with Student Services departments and faculty. Additionally, SRJC plans to provide information on students' rights and responsibilities, progress standards, support programs and accessibility, pre and co requisites, steps for matriculation, locations where noncredit courses are offered, counseling hours for educational planning and services.

For implementation, SRJC will launch these new orientation services for noncredit fall 2016. For this academic year, 2015-16, SRJC will continue with the current orientation services.

2. Describe the student audience and estimate the number to be served.

SRJC serves approximately 1,263 noncredit students each academic year. Due to the open entry/exit noncredit class structure new and returning student received orientation services. SRJC's tracking mechanism for orientation services does not distinguish between new and returning students. Therefore, returning noncredit students who have attended one semester or several semesters have received orientation services. The Student Success and Assessment Services Department will work on improving the current tracking mechanism to determine new students and returning students. Noncredit students at SRJC often stop coming due to passing the GED exam, completion of a certificate and other personal circumstances. For this reason, SRJC is going to consult with the Noncredit Student Success and Support Program (NC SSSP) advisory committee to define the definition of a new non-credit student due to the complexity of the open entry/exit class structure.

SRJC plans to serve 1,900 new students throughout the District at the different on-campus locations (Santa Rosa Campus, Petaluma Campus and Southwest Santa Rosa Center) and off-campus sites where noncredit classes are offered.

3. Describe the delivery methods (in groups, in person, online, etc.) and activities that will be provided.

SRJC's plan for orientation services is to have an ongoing number of bilingual (English/Spanish) orientations at on-campus locations: Santa Rosa and Petaluma Campuses and Southwest Santa Rosa Center to serve the needs of new noncredit students and to comply with the open entry/exit class organization. At on campus sites, the Power Point presentation that is going to be developed with title 5, section 55521 requirements, will be presented and conducted by academic counselors. One of the best practices that has worked for SRJC is to combine orientation and assessment services on the same appointment. Other community colleges with large noncredit student populations follow this model and have reported great success. This model was adopted at SRJC in 2013-14 and it has been successful at assessing and orienting noncredit students.

For orientations services, one full-time academic counselor and several adjunct counselors will be hired to deliver these services, and when an academic counselor is unable to participate in delivering the orientation, the orientation video that is going to be developed will be provided and conducted by trained classified SRJC staff (i.e. Program Specialist, Student Success). The objective is to follow the same format as on campus sites by combining orientation and assessment services. Depending on the number of students at the off campus locations, orientations may be offered once a semester or several times throughout the semester. These needs will be assessed and measured during the first year of implementation.

The orientation video will be developed by the Counseling Department to include all the title 5, section 55521 requirements and include information on students' rights and responsibilities, progress standards, support programs and accessibility, pre and co requisites, steps for matriculation, counseling hours for educational planning and services to locations where noncredit courses are offered. This orientation video will be developed in English and Spanish. As the demand to provide these services in other languages increase, SRJC will explore on developing a video to serve the needs of English Language Learners which Spanish is not the first language.

Finally, SRJC is researching methods to provide the orientation online for noncredit students who are unable to attend an in-person orientation at on-campus locations. While the orientation for credit students is offered online, it is not offered for noncredit students. A survey that was conducted by the Office of Institutional Research concluded that about 70 percent of the noncredit student population at SRJC are computer illiterate, either they know little or nothing on how to use a computer. For this reason, SRJC will identify a plan on how to find the best practice to serve this need with noncredit students. The Noncredit SSSP Advisory Committee will explore on developing this service online in English and Spanish during the first year (2015-16) of implementation.

4. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation.

Sonoma County Junior College District is considered one single college with two campuses, Santa Rosa Campus and Petaluma Campus, and three dedicated locations, Southwest Santa Rosa Center, Shone Farm and a Public Safety

Training Center. The Santa Rosa and Petaluma Campuses and Southwest Santa Rosa Center are the three location the District offers noncredit classes. Coordination on delivering orientation services through these facilities will be facilitated by the Counseling Department.

In addition to the different campuses and dedicated locations, SRJC has a number of partnerships that have been developed and maintained by the Language Arts and Academic Foundation Office. Geographically, SRJC serves students north, south, east and west from the Santa Rosa Campus. Many of the locations out of Santa Rosa city limits are rural and some are more than 25 miles away. SRJC has done an exceptional job at maintaining positive partnership relationships with various school districts, private schools and community based organizations.

The following are the locations SRJC has partnered with:

School Districts:

- Cloverdale Unified School District
- Healdsburg Unified School District
- Guerneville School District
- Santa Rosa City High School District
- Sonoma Valley Unified School District
- Windsor Unified School District
- West Sonoma County Union High School District

Private Schools:

- Sonoma Academy School
- St. John's Church

Community Agencies:

- Burbank Housing
- Community Action Partnership
- La Luz Center

The plan is to deliver orientation services through the District facilities and for SRJC to work with these partners to deliver these services to noncredit student through the various locations noncredit instruction takes place.

5. Include at what point in the enrollment process orientation is provided.

Orientation for noncredit students will take place before enrollment. Due to the open entry/exit structure, this core service will need to be continuous to meet the enrollment demands of new, returning and continuing noncredit students seeking registration throughout the semester. As already stated, the intent is to combine orientation and assessment services together. This model has been successful at assessing and orienting this student population at SRJC. The objective is to continue with this model to provide access and success to underserved noncredit students to be successful while they are attending SRJC.

6. Include information on awareness and prevention programs on campus sexual violence consistent with requirements of the federal Clery Act and the Violence Against Women Act.

The Clery Act requires colleges and universities to publish an annual report every year by October 1st that contains 3 years of crime statistics and certain policy statements including sexual assault policies which assure basic victims' rights, the law enforcement authority of campus police, and where the students should go to report crimes. The complete text of the Clery Act and the U.S. Department of Education regulations are available at Security on Campus. The Sonoma County Junior College District Police Department is responsible for gathering crime statistics and providing safety information to all students, staff, faculty, visitors, and prospective students and employees of the District.

Link: <https://www.santarosa.edu/administration/college-safety/district-police/jeanne-clery-act.shtml>

- Describe any commercial technology or in-house products, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

At SRJC faculty members from the Counseling Department have developed an in-house online orientation for credit students. It is reviewed and updated regularly and includes videos and interactive quizzes. SRJC plans to develop a similar online orientation for noncredit students.

The Counseling and Online Learning Departments maintain the technological aspect of this program. Both departments routinely work with faculty and staff to modify the orientation program for accurate and effective service delivery.

SRJC may explore different technology tools to deliver orientation services in the future to noncredit students

- List all staff costs in the table below for each position providing these services. List any other orientation-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

See the Chancellor's Office [Budget and Accounting Manual](#) for more detail on expenditure codes. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries	21.6	\$	\$
2000	Classified & Other Nonacademic Salaries	6.0		
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

- Identify the staff providing or supporting orientation services and provide a brief, one-sentence statement of their role in orientation. Please add rows as necessary.

Title	Role
Counseling Faculty, 25.0 positions	Provide assistance with student’s academic, career and personal concerns as well as participation in helping students with the matriculation process.
Counseling Faculty, 10 adjunct faculty positions	Provide assistance with student’s academic, career and personal concerns as well as participation in helping students with the matriculation process.
Matriculation Technician I, 2 positions	Assist with clerical duties in relation to orientation services.
Short Term Not Continuing, Matriculation Technician I, 4 positions	Assist with clerical duties in relation to orientation services.
Program Specialist I, Student Success, one position	Collaborates in the delivery of orientation services to off-campus locations.
Manager, Southwest Santa Rosa Center	Coordinates the delivery of orientation services district-wide to serve noncredit students.

ii. Assessment and Placement

1. Give a brief and specific overview of the assessment process for noncredit students. Include a description of the test preparation that is available.

For noncredit students at SRJC the only assessment instrument is a locally developed ESL placement instrument (Noncredit Writing Sample) that has been validated at the local level and by the Chancellor's Office. The assessment consists of giving students a writing prompt that is then scored by two readers (who have been normed), based on a rubric. Students respond to multiple measure questions and are given additional points based on their responses. Students are then placed into different noncredit ESL level classes based on the cumulative score earned on the writing assessment and the multiple measure questions.

In order for noncredit students to be assessed, they need to first apply to the college to obtain a Student Identification Number (SID). Their information is stored in SRJC's Student Information System (SIS). This process enables the District to upload test results into students' portals to review their results online.

There are two options to apply for noncredit students, online or paper admissions application. The trend of no or low computer skills with noncredit students at SRJC, is similar to other communities around the state. As already stated, at SRJC about 70 percent of noncredit students have limited computer skills. Hence, preventing them from utilizing the CCCApply online system to apply to the college. Therefore, SRJC took the initiative to reinstate the paper admissions application. Thereby, increasing access to a vulnerable student population.

Once students have applied, they are scheduled to ongoing assessment sessions. Assessment sessions are offered several times per week at all the three on-campus locations (Santa Rosa and Petaluma Campuses and Southwest Santa Rosa Center). At off-campus sites, assessment services are provided prior to the start of classes and ongoing as needed.

At the on-campus sites, students need to schedule an appointment to be assessed, walk-in options are available to help serve the needs of those students that are not familiar with the college assessment process. Appointments are tracked by SARS-Grid, this is a software scheduling systems.

After the application is completed and an appointment has been scheduled, students are set to be assessed. During the assessment session, students are instructed on how they are going be assessed, the meaning of their placement results, when results will be available, and the registration process after they obtain their results.

SRJC does not provide any test preparation for the Noncredit Writing Sample. However, the Student Success and Assessment Services Department plans on collaborating with faculty to make test preparation available online and in paper format.

Currently, SRJC does not have any test preparation for the Noncredit Writing Sample. However, the Student Success and Assessment Services Department will work with faculty and academic department chairs to come up with best practices for test preparation.

The Noncredit SSSP Advisory Committee is also interested in developing Jam sections as a mode for test preparation for noncredit assessment tests. However, this depends on how soon the Common Assessment Initiative is completed. As such, this will continue to be a discussion to find best methods to prepare students.

Aside from Jam sessions, the Student Success and Assessment Services Department in consultation with faculty will make test preparation available online and paper format at the different sites where assessment services are provided.

The Jam sections will serve as a method to notify students of their pre-test performance. Also, via email notifications, students will be alerted on how they perform.

2. Describe the student audience, including an estimate of the annual number of students to be assessed and a description of who is required to be assessed.

All new and non-exempt noncredit students will be required to complete assessment services to meet the requirements to acquire priority registration. Exempted students may have the opportunity to participate in assessment and placement services.

Santa Rosa Junior College plans to serve on average, 1,900 new noncredit students through the three assessment departments at three on-campus sites: Santa Rosa and Petaluma Campuses, and Southwest Santa Rosa Center and among numerous school districts, private schools and community agencies.

The current practice is to recommend all new and returning noncredit students to be assessed. With the new mandate, all new noncredit students will be required to take this step of their matriculation process. As such, the new plan may require to increase services. It will depend on the size of the location. For instance, some off-campus locations have multiple classes and others have one class. Those with multiple classes, assessment services may need to be ongoing. This is going to be measured during the first year of implementation of this plan to determine the number of times SRJC needs to provide assessment services to each outlying location for new noncredit students that will required to be assessed.

The Student Success and Assessment Services Department works in collaboration with the Disability Resources Department to provide accommodation for placement testing for students with verified disabilities on the Santa Rosa and Petaluma campuses. Examples of common accommodations include: extended time, distraction reduced testing environment, transcription services, and access to assistive technology.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses or any other noncredit course or program. Provide specific information about any second-party tests, including the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc., and indicate when tests were approved by the CCCCO and what type of approval was granted. Indicate when disproportionate impact and consequential validity studies were completed.

For noncredit ESL students the assessment instrument is a locally developed ESL placement instrument (Noncredit Writing Sample), it was validated at the local level in the fall of 2008 and approved with full status by the Chancellor's Office in March of 2009 and reapproved with full status in July of 2014. The assessment consists of giving students a writing prompt that is then scored by two readers (who have been normed), based on a rubric. Students respond to multiple measure questions and are given additional points based on their responses. Students are then placed into different ESL level classes based on the cumulative score earned on the writing assessment and the multiple measure questions.

Disproportionate impact and validity studies were completed during the local validity through the Office of Institutional Research prior to the approval from the Chancellor's Office

4. Describe what multiple measures are used, how they 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.) and how they meet the multiple measures requirement per title 5, sections 55502 and 55522.

SRJC incorporates multiple measures by requiring noncredit ESL students to answer a set of supplemental questions at the time of the placement test. These questions include the number of years students have lived in the United States, years of school completed and years of studying English. Students who indicate 11 years or more of school completion and four or more years of studying English receive one extra point for each. These two extra points are built into the total placement score noncredit ESL students receive as part of an algorithm scoring process.

5. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

At SRJC, all student records are kept in the Student Information System that is used by all the different campus facilities and three assessment departments. SRJC does not have a policy in place for acceptance of student

assessment scores and placement results within the district. Rather, students' scores and test results are shared through SIS and students' online portals.

Given the large number of community college districts and community colleges that do not have approved assessment instruments by the Chancellor's Office for noncredit Math, English or ESL. SRJC currently does not accept noncredit test results from other colleges or adult education programs. When the Common Assessment Initiative is completed and assessment tools are released statewide for noncredit math, English and ESL, the Student Success and Assessment Services Department, along with other Student Services Departments will collaborate with faculty and academic deans to determine methods and procedures in accepting placement results from other colleges and adult educational programs.

- 6. How are the policies and practices on re-takes and recency made available to students?

Policies on re-takes and recency are made available through the college website. Students are also informed during orientation and assessment sessions of these policies and practices.

- 7. Describe any additional commercial technology or in-house products used for assessment and placement, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

SRJC does not have any additional commercial technology or in-house products. SRJC plans on implementing the Common Assessment Initiative tools when they are approved. The Student Success and Assessment Services Department will work inclusively with faculty, information technology programmers and administrators to assess all options to provide the best assessment services to noncredit students.

- 8. List all staff costs in the table below for each position providing these services. List any other assessment-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries	0.2	\$	\$
2000	Classified & Other Nonacademic Salaries	12.2		
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

- 9. Identify the staff providing or supporting assessment services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Matriculation Technician I, two positions	Administers assessment, placement and diagnostic test at various locations throughout the District.
Short Term Not Continuing, Matriculation Technician I, four positions	Administers assessment, placement and diagnostic test at various locations throughout the District.
Programs Specialist I. Student Success, one position	Performs various tasks, troubleshoots and resolves problems and makes recommendations for assessment services.
Manager, Southwest Santa Rosa Center	Coordinates the delivery of Assessment Services district-wide to serve noncredit students.
Dean II, Student Success, Retention and Student Equity	Manages and supervises district-side Assessment Services; collaborates with administrators, faculty, and staff in Student Services, Academic Affairs, Office of

	Institutional Research, and Information Technology to ensure effective delivery of mandated noncredit SSSP core services
A&R Specialist, two positions	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.
Support Services Specialist (DRD), three positions	Schedules and proctors placement tests and diagnostic tests; maintains order during tests; ensures security of testing materials.
Writing Sample Evaluator, five positions	Coordinates with Assessment Department the evaluation for the Noncredit Writing Sample reading and scoring; trains faculty for the Noncredit Writing Sample; reviews and scores the Noncredit Writing Sample.
Research Technician, one position	Performs SSSP related research with assessment instrument validation and data analysis.

iii. **Counseling, Advising, and Student Education Planning**

1. Give a brief and specific overview of the process and service delivery methods for noncredit students for:

At SRJC, these services are provided through Counseling and Special Programs Department.

Board Policy Statement (needs to be re-drafted to include non-credit and exempt students)

The Counseling Department provides counseling and advising services to all non-exempt students and any exempt students who request counseling and advising. 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.

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 specific goals, associate degrees and certificate programs; referral to other support services when indicated, 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 while enrolled in Non-Credit programs, and through reentry and community outreach. The College is authorized to mandate counseling as a condition for enrollment for selected groups of students whose needs for such services are particularly great.

Student Contact-Related Duties for Counseling Faculty

1. Confers with and counsels students individually in matters related to their academic, career, and personal needs.
2. Updates information related to articulation, career, occupational and transfer curriculum, and programs.
3. Meets with students at established times or by appointment.
4. Provides academic counseling that assists students in assessing, planning, and implementing their immediate and long-range academic goals.
5. Provides career counseling that assists students in assessing their aptitudes, abilities, and interests as well as informs them regarding current and future employment trends.
6. Provides personal counseling that assists students with personal, family, or other social concerns, when that assistance is related to the student's education.
7. Provides crisis intervention as needed either directly or in collaboration with District-based or community resources.
8. Provides liaison with other District departments and programs.
9. Develops and/or selects handouts, presentations and other informational materials to facilitate student success.
10. Develops programs, services, and support related to curriculum, student success and retention.
11. Provides instruction related to the faculty member's assignment. When serving in an instructional assignment, the faculty member must fulfill all instruction-related duties outlined in section 17.05 relevant to the assignment.
12. Refers students to District and community resources, as appropriate.
13. Collaborates with faculty regarding student issues related to student progress, retention, and success.
14. Conducts outreach to students and community members to encourage utilization of services and programs. This outreach is intended to maximize the transition to college as well as access, persistence, retention, and success in achieving certificates, degrees, and transfer.

The Counseling Department offers counseling and advising services to all noncredit students at all on-campus locations. Due to limited Counseling Office space with the offsite locations (partnerships) where the college offers noncredit course, counseling/advising are not provided. In return, noncredit students are referred to one of the on-campus location and/or online counseling.

SRJC understands the limitations noncredit students face when seeking counseling services on offsite locations mostly due to issues with transportation. Subsequently, the Noncredit SSSP Advisory Committee, Counseling Department, Student Services Departments, faculty and academic deans are working on a method of delivery. One solution is to coordinate Saturday and weekday evening services to off-campus locations so that transportation barrier is eliminated.

Advising

At SRJC advising is provided by academic counselors (see Counseling component above). Program Specialist (paraprofessionals), are utilized to conduct core follow up services.

Development of Noncredit Student Education Plan

The Counseling Department in consultation with the Information Technology Department is researching a method to develop a noncredit student education plan (NSEP) to address noncredit students' specific goals. For the interim, the District is going to use the abbreviated credit SEP and comprehensive SEP as appropriate.

The goal for the NSEP is to help noncredit students enrolled in Career Development and College Preparation (CDCP) programs with class completion and progress, identification of academic and career training pathways, instructional and student support services.

2. Describe the student audience and estimate the number to be provided services.

Counseling and advising services are available to all noncredit students and exempt students who request these services. On average SRJC serves 462 noncredit students enrolled in CDCP courses. SRJC plans to serve 1,900 new noncredit students per academic year, and over 4,000 returning and continuing students are going to be notified to

utilize these services. The small number of students that have being served, in part, has to do with the limited services provided to this student population. Furthermore, noncredit students tend to not seek counseling services as it has not been mandatory, other than, recommended or as a referral. More savvy students do attend to utilize this service once they are acquainted.

3. Describe any partnerships among colleges, high school districts, adult education programs, workforce agencies, or other community partners that assist with counseling, advising or education planning.

Sonoma County Junior College District is considered one single college with two campuses, Santa Rosa Campus and Petaluma Campus, and three dedicated locations, Southwest Santa Rosa Center, Shone Farm and a Public Safety Training Center. Counseling and advising services for noncredit students are coordinate through the Santa Rosa and Petaluma Campuses, and Southwest Santa Rosa Center where noncredit classes are offered.

In addition to the District facilities, SRJC has various partnerships among different K-12 school districts where noncredit classes are offered. The plan is to expand on delivering counseling services through these partnerships for students to have access to counseling and advising services in their academic setting.

Furthermore, the college has developed a plan through AB 86 to develop partnerships throughout the region with adult schools/educational centers, and workforce and community agencies. SRJC plans to partner with AB 86 to provide counseling services to students who enrolled in approved noncredit academic programs. There will be a strong working relationship between AB 86 and noncredit SSSP Program to serve SRJC's noncredit students.

Lastly, SRJC is currently developing partnerships through other initiatives with workforce agencies and other community organization to have a successful delivery method for counseling services for noncredit students within the Sonoma County Junior College District.

4. Describe at what points in the student's academic pathway these services are provided.

The implementation of this plan, based on research and best practices to deliver counseling and advising services to noncredit students, will permit the District to provide access and success to all new, continuing and returning noncredit students. By providing comprehensive counseling services to students enrolled in (CDCP) courses, as well as those students who express interest on choosing to participate in programs with a two course sequence

The plan is to hire one full-time dedicated counselor and several adjunct counselors to provide academic pathways through one-on-one counseling or small groups no later than second term of attendance. In addition, non-exempt, noncredit students in short-term programs and career pathways will receive this as soon as possible. Additionally, academic pathways will be available at all times to provide better access and success for this student population.

5. Describe the adequacy of student access to counseling and advising services. Indicate whether appointments are required and the average wait time for an appointment and for drop-in counseling, if it is available

Counseling services are available on drop-in and appointment basis. The one-on-one counseling sessions are more effective with this student population that has many different academic and social needs. On average the wait time for an appointment or drop-in is 20-30 minutes.

The intent is to expand counseling services where there is a large number of noncredit students attending classes. Given the open entry/exit class structure and the 11 off-campus locations SRJC offers CDCP courses. It is going to be essential to have several academic counselors go to these locations to provide group counseling sessions and one-on-one appointments.

Bi-Lingual Services: The Counseling department offers educational counseling services in both English and Spanish, as close to 50% of the counseling faculty are bi-lingual. 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 bi-lingual, Spanish/English, community programs that include print and radio media.

Virtual Career Center: The Department, through the Career Center, offers a Virtual Career Center where students. Student 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: SRJC 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 to new, continuing and returning students.

Noncredit students can access the counseling, advising, and education planning services through various methods already described during the academic year, including one-on-one counseling and workshops. Workshops are scheduled throughout each semester and repeated on a variety of days and times to fit in with student schedules. Santa Rosa Junior College District does not use paraprofessional advisors.

Counseling and advising services are designed to help noncredit students develop a Comprehensive Educational Plan that includes, 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

6. Describe any use of academic or paraprofessional advising.

Sonoma County Junior College District does not use paraprofessional advisors, although the District does employ Student Success Specialists who perform various follow up services and provide information and referrals to various on-campus and off campus services. Specialists also assist in providing career/undecided workshops, introductory college presentations, CCC apply workshops, and other outreach presentations.

7. Describe any additional commercial technology or in-house products used for support of counseling, advising, NSEP development and other education planning services, such as scheduling or degree audit, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

The Counseling Department as well as other student support services 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)

As previously stated, the noncredit SSSP advisory group and Counseling Department will work closely with the Information Technology Department to develop a Noncredit Student Education Plan.

SRJC is part of the pilot project for the Education Planning Initiative (EPI). When this tool is approved and if it is successful at helping noncredit students with education planning, degree auditing and scheduling, SRJC will explore on implementing it to further expand counseling and advising services for this student population.

- List all staff costs in the table below for each position providing these services. List any other related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries	21.6	\$	\$
2000	Classified & Other Nonacademic Salaries	5.0		
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

- Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Counseling Faculty, 25.0 positions	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.
Counseling Faculty, 10 adjunct positions	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.
Program Specialist I, Student Success, One position	Interacts directly with students, faculty and staff in communicating and interpreting college matriculation policies.
Matriculation Technician I, two positions	Assists with scheduling appointments and greeting students.
Short Term Not Continuing, Matriculation Technician I, four positions	Assists with scheduling appointments and greeting students.

iv. Follow-Up Services

1. Give a brief and specific overview of the process for noncredit students for follow-up services in accordance with title 5, section 55525.

In accordance with title 5, section 55525, students who meet eligibility for follow-up services are those enrolled in basic skills courses, have not identified an education goal and course of study, and students on academic or progress probation or facing dismissal. At SRJC follow-up services will only apply to students enrolled in basic skills, who have not identified an educational goal or course of study. The entire definition does not apply to noncredit students due to the open entry/open class structure and there is no specific guidelines for academic or progress probation or academic dismissal. Therefore, students who need follow-up services will be identified by special programming and reporting utilizing the District's Student Information System (SIS). SIS tracks students' matriculation status, participation in noncredit SSSP mandated core services, academic progress, enrollment status and personal contact information.

Furthermore, noncredit students enrolled in noncredit coursework possess one or more risk factors for school failure, drop-out and not passing their program of study. Consequently, the NC SSSP advisory group has narrowed the definition of at-risk students to the following:

1. Students who completed one or more matriculation steps (application, orientation, assessment and educational planning) but did not enroll in the ensuing semester.
 2. Students who registered but did not attend the first day of class.
 3. Students with poor attendance as defined by individual course instructors' attendance policies.
 4. Students with poor academic performance, as identified by individual course instructors.
 5. Students who did not attend/complete high school and/or college (either in their native country or the United States)
2. Describe the student audience and estimate the number to be served. Note that noncredit at-risk students meeting the definition provided by title 5 are those enrolled in basic skills courses or students who have not identified an education goal and course of study.

SRJC serves on average 5,915 noncredit students each academic year enrolled in CDCP classes. Of these students, 2,376 have identified improve basic skills in English, reading or Math as their educational goal. Programming and reporting are going to play a vital part in helping these students transition into this mandated requirement to fulfill their enrollment requirements with noncredit courses at SRJC.

3. Include an estimate of the annual number of students to be provided these services, and the process to identify them.

SRJC anticipates to serve on average 4,000 noncredit students per academic year. The process on identifying them will be through the District's Student Information System (SIS). SIS tracks students' matriculation status, participation in noncredit mandate core services, academic progress, enrollment status and personal contact information. This system will be essential in providing prevention and intervention strategies for follow services to provide prevention and intervention strategies for students who not making satisfactory academic progress for a variety of reasons.

4. Describe the strategies for addressing the needs of these students, including:
 - Types of services available.

Noncredit Basic Elementary and Secondary Skills Students (College Skills): Follow-up services for College Skills noncredit students will be determined by instructors who review student records and make phone or email contact with students. Noncredit students will include gaining information about the student's taking and

passing the GED or other high school equivalency (HSE) test and determining whether the student needs additional support to complete or pass the tests. Based on this information, follow up may include offers for counseling, tutoring, a survey about why a student did not complete the tests and/or dropped out of the program and information about when the next course level will be happening,. As the District moves forward with managed enrollment practice, new sessions will start every 6-8 weeks during academic semesters.

Noncredit ESL Students: Noncredit ESL students are students who enrolled in noncredit ESL courses. Follow-up services provided are career technical education options, information on grading system for noncredit courses (pass/no pass), counseling, tutoring, students' rights and responsibilities. These services are provided by academic counselors, SSSP staff and ESL faculty.

Similar to College Skills, students will be surveyed in person, phone or email to determine why they decided to drop from the program. Once the information is collected, students will be referred to a counselor, when the next class sequence will start and other resources the college has available.

Disability Resources Department: Provides accommodation for students with verified disabilities enrolled in credit or noncredit courses across the District. Examples of common accommodations include: extended time for exams, distraction reduced testing environment, transcription services, note-taking services, and access to assistive technology.

Currently the Disability Resources Department (DRD) does not maintain office space or meet with students at the Southwest Santa Rosa Center or at other locations beyond the Santa Rosa and Petaluma campuses. Planning has begun to determine how to increase access to accommodations for noncredit students with disabilities. Despite the limitations with office space, DRD maintains a higher standard of providing access and services are available at the Southwest Santa Rosa Center and off-campus location for students who have been verified to the District's protocol.

The Disability Resources Department recently hired a Disability Specialist to address the needs Latino/a students with disabilities enrolled in credit or noncredit classes, as well as to conduct outreach in the larger Hispanic community.

- Strategies for providing these services to assist students in selecting an education goal and course of study, and how the services are provided (online, in groups, etc.).

Noncredit College Skills and ESL students: The District plans on creating a comprehensive counseling program, to assist noncredit students with career development and college preparation planning (CDCP). Counseling Services are available at the College Skills labs and at the Southwest Santa Rosa Center. Currently, noncredit students in College Skills and noncredit ESL courses are encouraged to seek academic and educational planning, by an academic counselor.

Noncredit Students Without Educational Goal or Course of Study: Noncredit students who have not identified an educational goal or course of study will be notified through the Constant Contact email system the District has in place about not having these on file. For noncredit students who do not have access to email, they will be notified via phone for referrals and encouragement to see an academic counselor to explore the different educational goals and courses of study

Given that a large number of noncredit students have not identified an educational goal or course of study. Small group settings will be conducted to enable students to make an inform decision about their educational goal.

Teaching Faculty Involvement: The recent implementation of the Early Connection Program (using a third party vendor, SARS, with customization) will enable faculty to connect with students early and often to talk over any academic or non-academic concerns. The intent is to refer students to many of the student support services available at SRJC, with the investment return to allow faculty and staff to track status of referrals and

to provide further follow-up services when needed. The program was piloted during the spring of 2014 with credit students. The end result has allowed the District to connect with students who typically do not pursue student support services to help them with their educational pathways.

The Districts plans to provide professional development activities on the utilization of this follow-up program as well as other ongoing training opportunities to have a tool kit with different intervention techniques for at-risk-students.

Basic Skills Students (College Skills): 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.

5. Include any commercial technology or in-house products used for follow-up. Be sure to include these items in the table below.

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.

Essential Education GED Academy and Skills-Tutor: These two online programs are designed to support Basic Skills students in reaching their academic goals. GED Academy is used mainly by students in the CDCP program (CSKLS 731, 732 and 733) who are studying for the GED or other High School Equivalency (HSE) tests, but other some students also use the program to prepare for entering credit math or English classes. My Skills Tutor is used for specific skills practice in reading, writing, and math. Faculty assign sections for students (based on each program's diagnostic tools) to complete towards mastery. Mastery is represented by tests at the end of each online unit. Site licenses for both online program are purchased annually.

CASAS – comprehensive benchmarked assessment system used nationwide that allows instructors to monitor student progress and identify those who could benefit from follow-up.

6. List all staff costs in the table below for each position providing follow-up services. List any other follow-up-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries	38.5	\$	\$
2000	Classified & Other Nonacademic Salaries	9.0		
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

7. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Counseling Faculty, 21.6 positions	Provides academic and career counseling to students.
Counseling Faculty, 10 adjunct faculty	Provides academic and career counseling to students.
Program Specialist I, Student Success	Coordinates follow-up services to students at-risk as define by the Student Success Act regulations.
Matriculation Technician I, two positions	Conducts follow-up activities to ensure student success, such as phone calls to students for referrals.
Short Term Not Continuing, Matriculation Technician I, four positions	Conducts follow-up activities to ensure student success, such as phone calls to students for referrals.
College Skills Faculty, six faculty positions	Provides instruction to students enrolled in Basic Skills courses.
College Skills Faculty, 50 adjunct positions	Provides instruction to students enrolled in Basic Skills courses.
College Skills Lab Technicians, eight positions	Assist students utilizing technology in the College Skills Labs.
Academic Counselor/Basic Skills Counselor, half position	Provides academic and career counseling to Basic Skills students.
Disability Resource Specialist, 11 faculty positions	Provide academic, career and accommodation services to students with disabilities, including College to Career and Workability III participants.
Disability Resource Specialist, four adjunct faculty positions	Provide academic, career and accommodation services to students with disabilities, including College to Career and Workability III participants.
Director Admissions & Records, one position	Identify students with no educational goal or course of study and send personalized Messages.
IT Programmer, 2-4 positions (Partial load assignments)	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.
Administrator Assistant III, Counseling	Track number of students on probation/dismissal status and send notifications to students through their portal; maintains SARS early alert system.

IIb. Additional Match Expenditures

List any match expenditures not previously accounted for in this plan. These expenditures may include Admissions and Records, Transfer and Articulation services, Career Services, institutional research (unrelated to SSSP), institutionally funded tutoring, and supplemental instruction costs for at-risk students. Ensure that expenditures are clearly cross referenced in the budget plan.

Budget code	Expenditure	Amount
		\$

SECTION III. POLICIES

i. Exemption Policy

Provide your institution’s policy for exempting noncredit students from participation in the required services listed in title 5, section 55520 consistent with the requirements of section 55532.

The Sonoma County Junior College District standards to exempt students from participating in the required serves under Title V, 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:

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

Students who are exempted may elect to participate in the NC SSSP services to earn priority registration starting spring 2016. All noncredit nonexempt students are required to participate in the NC SSSP mandated services,

ii. Appeal Policies

Briefly describe the student appeal policies and procedures required under title 5, section 55534 (e.g., priority enrollment, prerequisites, corequisites, etc.) and explain how students can access them.

Sonoma County Junior College District’s Procedure 8.6P: Student Success and Support includes the following language under “Student Rights and Responsibilities” part 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.

iii. Prerequisite Procedures

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

Sonoma County Junior College District's procedures for establishing and periodically reviewing prerequisites in accordance with title 5, section 55003 and procedures for considering and student challenges are described 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."

SECTION IV. PROFESSIONAL DEVELOPMENT

Briefly describe plans for faculty and staff professional development related to implementation of noncredit SSSP.

Sonoma County Junior College District (SCJCD) provides training opportunities through the Professional Development Office and Academic Affairs Faculty Training Programs. The noncredit Student Success and Support Program (NC SSSP) will work closely with these departments through various aspects to incorporate NC SSSP related professional development to existing training programs, both within and outside the college, to educate and engage faculty and staff in assisting with the implementation of noncredit Student Success and Support Programs. This include, and are limited to, webinars, workshops, conferences, and District wide professional Development Activities days.

SCJCD provides two Professional Development Activities (PDA) days per year. One takes place prior to the start of the fall semester and the second one during the spring semester. These professional development activities are full day programs, full-time faculty are required to attend and adjunct faculty are encouraged to attend. Classified staff are provided with release time to attend.

In conjunction with credit SSSP professional development activities, the noncredit SSSP Program plans to provide trainings to educate faculty and staff on the implementation of the NC SSSP Plan. These professional learning opportunities will be available to regular faculty, adjunct faculty and classified staff are released to attend. NC SSSP plans to provide ongoing workshops to allow more opportunities to learn about NC SSSP mandates and requirements.

Professional Development Activity day workshops and ongoing workshops related to student success will be recorded to allow faculty and staff that cannot attend to have an opportunity to participate.

Faculty, adjunct faculty, staff and administrators directly involved in providing noncredit SSSP services will attend various trainings to stay up-to-date with regulations, service delivery methods, models and best practices. The intent is for the ones already trained, informed and educated to disseminate what they have learned to others across the District. As mandated by title 5 funding regulations, NC SSSP funds are not going to be used to provide training outside of California. The District may identify valuable professional development opportunities outside of California, and choose to use other funding sources to support these activities related to noncredit SSSP in order to implement best practices for student success and support at SRJC.

SECTION V. INSTITUTIONAL RESEARCH

Briefly describe the types of institutional research that will be provided that directly relates to the provision or evaluation of noncredit SSSP services.

The office of Institutional Research at SRJC will support the following:

- Track overall impact of SSSP services on noncredit student success (monitoring noncredit students who enroll to earn diplomas, career technical certificates, enhance skills, maintains a certificate or license, or participate in career pathways).
- Orientation: Assess orientation student learning outcome using the criteria identified in Title 5 Section 55521.
- Assessment: Analyze assessment data for service and achievement gaps while monitoring disproportionate impact. Conduct validation studies on placement test(s).
- Counseling, Advising and Student Education Planning: Analyze service data to identify gaps and track and evaluate students' progress towards achieving advised educational goal.
- Follow-up Services: Analyze outcomes data for participants to identify effective intervention strategies.

SECTION VI. PLAN COORDINATION

Coordination with Credit SSSP Plan, Student Equity Plan, Basic Skills Initiative and Other Institutional Planning Efforts

Briefly describe how the plan and services are coordinated with the credit SSSP plan, student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education, and departmental program review.

The Noncredit SSSP Advisory Committee in consultation with the Student Success and Student Committee, is the leading force in developing the noncredit SSSP plan. The coordination between credit SSSP and Student Equity plans is to provide staff support for the implementation of the Noncredit SSSP Plan to help matriculate students to obtain their educational goal and/or transition from noncredit to credit courses. Furthermore, members are trained in the requirements of the all three plans for noncredit SSSP, credit SSSP and student equity. The Noncredit SSSP Advisory Committee members represent faculty, staff, students, and administrators across the District. Most the advisors are active participants in accreditation, self-study, educational master plan, strategic plan, Basic Skills Initiative, Adult Education (AB 86) and departmental program review.

SECTION VII. ATTACHMENTS

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

The following attachments are required:

Attachment A, *Noncredit SSSP Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the plan.

Attachment B, *SSSP Organizational Chart*. Please attach a copy of your SSSP organizational chart and highlight the noncredit SSSP coordinator's position. Please include all positions included in your noncredit SSSP plan and also include any district-level positions if funded out of SSSP. Include district level positions in your plan narrative and budget, as the district will not have its own reporting structure. The colleges within the district will each include the prorated portion of the salary and benefits.

If your district has a *district* noncredit SSSP coordinator, please attach a copy of the district Student Services organization chart, and highlight the district coordinator's position (if it is not identified as such on the chart).

Attachment C, *Noncredit SSSP Advisory Committee*. Attach a list of the members of your noncredit SSSP advisory committee and their positions. If noncredit SSSP is addressed by the college's SSSP committee, please include information from that group.

Attachment D, *Other* (optional). Additional attachments may include noncredit SSSP forms or templates to illustrate responses. You may also submit links to any relevant documents, handbooks, manuals or similar materials that your district/campus has developed as noncredit SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development and submission of the noncredit SSSP plan may be directed to: noncreditSSSP@cccco.edu.

Attachment A Noncredit SSSP Plan Participants

Title 5 Section 55510 (11)(b) requires that the plan "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: Laura Aspinall Title: Disability Resources Specialist

Stakeholder Group: Faculty

Name: Barbara Barajas Title: Counselor

Stakeholder Group: Faculty

Name: Olga Berian Title: Information Technology

Stakeholder Group: Classified Staff

Name: Scott Conrad Title: Director, Information Technology

Stakeholder Group: Administrator

Name: Wanda Burzycki Title: Faculty

Stakeholder Group: Faculty

Name: Linda Close Title: Budget Coordinator

Stakeholder Group: Administrator

Name: Victor Cummings Title: Dean II, Language Arts & Academic Foundations

Stakeholder Group: Educational Administrator

Name: Martha Estrin Title: Faculty

Stakeholder Group: Faculty

Name: Anthony England Title: Program Specialist II, Student Success

Stakeholder Group: Classified Staff

Name: Jeanne Fadelli Title: Research Analyst

Stakeholder Group: Classified Staff

Name: Liz Giron-Brosnan Title: Counselor

Stakeholder Group: Faculty

Name: KC Greaney Title: Director, Institutional Research

Stakeholder Group: Administrator

Name: Lauralyn Larsen Title: Counselor

Stakeholder Group: Administrator/Faculty

Name: Mitch Leahy Title: Coordinator, Admissions & Records

Stakeholder Group: Classified Staff

Name: Martin Lee Title: Interim Dean III, Counseling & Support Services

Stakeholder Group: Administrator

Name: Matthew Long Title: Dean II, Student Services/Petaluma

Stakeholder Group: Administrator

Name: Marianne Maimone Title: Administrative Assistant III

Stakeholder Group: Classified Staff

Name: Nancy Miller Title: Professional Expert

Stakeholder Group: Professional Consultant

Name: Freyja Pereira Title: Dean II, Admissions & Records

Stakeholder Group: Administrator

Name: Norberto T. Quiroz Title: Counselor

Stakeholder Group: Faculty

Name: Naomi Rodriguez Title: Administrative Assistant III

Stakeholder Group: Classified Staff

Name: Audrey Spall Title: Counselor

Stakeholder Group: Faculty

Name: Vayta Smith Title: Director, Admissions & Records

Stakeholder Group: Administrator

Name: Don Webb Title: Manager, Systems & Programming

Stakeholder Group: Administrator

Name: Jeff Wilson

Title: Information Systems Specialist

Stakeholder Group: Classified Staff

Name: _____

Title: _____

Stakeholder Group: _____

Name: _____

Title: _____

Stakeholder Group: _____

RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- [Student Success and Support Program Handbook](#)
- [MIS Data Element Dictionary](#)
- [Student Success and Support Program Student Equity Plan](#)
- [Program and Course Approval Handbook](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)