



Credit

Student Success and Support Program Plan

2015-16

District: **Sonoma County Junior College District**

College: **Santa Rosa Junior College**

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@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

Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. 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.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (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 for 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 to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* 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. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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. Please be sure all expenditures

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

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, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit 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 local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement
 - D. Counseling, Advising, and Other Education Planning Services
 - E. Follow-up for At-Risk Students
 - F. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

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* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: Li Collier Date: _____

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

Name: Ricardo Navarette 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: _____

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

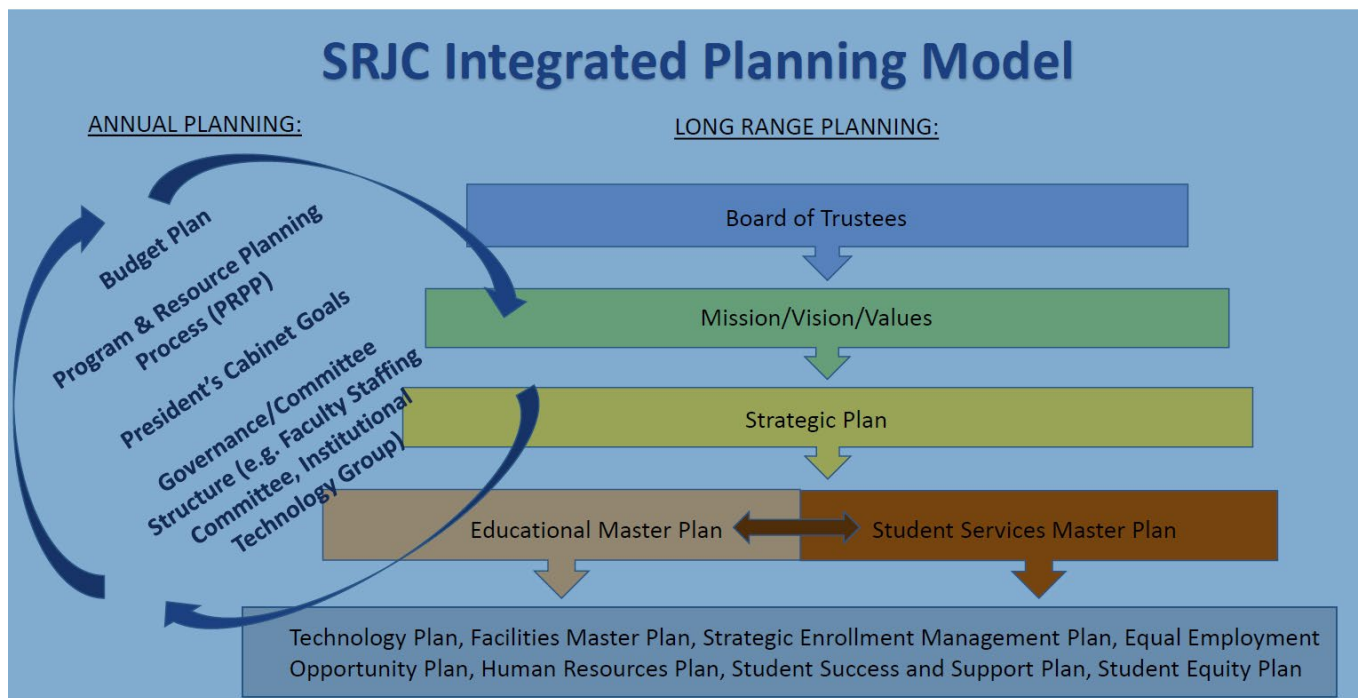
SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

SRJC uses an Integrated Planning Model as shown below (from SRJC District Institutional Planning website). The SSSP planning and implementation process is a continuous improvement cycle with strong collaboration and coordination throughout each step: input gathering, program planning, implementation, and evaluation (including new data analysis and feedback gathering) that leads to the new cycle of program planning and implementation.



The process is led by the Student Success and Equity Committee (SSEC), co-chaired by Dean, Student Success, Equity and Retention and the Academic Senate Designee. The membership includes faculty, staff, administrators (from both Student Services, Academic Affairs, IT, and Research) and students. It serves both as a President's Advisory Committee and as a Senate Consultation Committee. It is charged to provide leadership in the implementation of the Student Success Act of 2012, including the Student Success and Support Program (SSSP) and Student Equity in coordination with other student support programs. The Committee's mission is to promote student development, equity, retention, success and completion across the District.

Since its establishment in spring 2014, this Committee has provided a platform for collaboration and communication across the District that results in the integration of student success efforts, including effective academic and student services programs delivery and continuous improvement. It has also strengthened accurate data collection, reporting and evaluation related to student success and equity.

This is a working Committee that often are divided into workgroups with specific goals and aspects of both SSSP and Student Equity programs, reaching out to constituent groups for input and collaboration. After gathering broad input and several cycles of revisions, SSEC submitted the first SSSP Plan to senior administrators and the Board for approval in October 2014.

Throughout 2014/15, the Dean, Student Success, Equity and Retention works with various departments to regularly monitor the progress in SSSP implementation. With the support from Information Technology and Office of Institutional Research, reports have been generated and the results have been analyzed in each area of the core services while linking the analysis with Student Equity. These results as well as implementation progress have been shared both at SSEC meetings and to a wider audience across the district, including public presentations to the Board, Student Services Council, Academic Council, and Academic Senate, etc. Input gathering is continuous throughout the academic year, which has influenced SSSP program implementation in a timely manner.

In Spring 2015, SSEC set the timeline for a new round of planning for 2015/16 SSSP Plan for both credit and noncredit programs (the Noncredit SSSP has a separate sub-advisory committee that reports back to SSEC). The Dean Student Success, Equity and Retention started the coordination of the 2015/16 planning process in late Spring 2015 with SSEC members and other stakeholders. The planning culminated in two summer retreats during Summer 2015 when draft plans were formed and feedbacks received with SSEC members. The final drafts will again be vetted through various shared governance channels and be revised in August and September. The final plan will be approved by SSEC and endorsed by Academic Senate before being submitted to the Chancellor's Office in October.

b. What factors were considered in making adjustments and/or changes for 2015-16?

As stated above, the implementation of the 2014/15 SSSP Plan has been regularly monitored to ensure effective service delivery and overall program implementation. Various measures have been taken based on student needs, including increased capacity in counseling, assessment, and follow-up services staffing and service delivery methods.

One key factor taken into consideration for 2015/16 planning was the slow hiring process in the past that impacted the velocity of program implementation and resulted in significant carryover funds for 2014/15. In anticipation of the increased SSSP funding from the State, the District has approved several new SSSP staff positions early on to allow the recruitment process to begin sooner so staffing may be in place for fall 2015.

Another key factor is the insight from SSSP data analysis. Despite the linkage with registration priority and various methods of nudging that will be described in detail in the Follow-up section, many students procrastinate in the participation of SSSP activities, particularly in education planning. Ongoing discussions on these topics resulted in the direction of assigning counselors to various areas of emphasis (including supporting one full-time counselor to work with noncredit students and help them transition from noncredit to credit pathway. The need to expand

education planning capacity is so evident that SRJC plans to increase counseling capacity and support staff in general.

We also reviewed in detail the feedback coming from the Chancellor's Office in late spring, which was very positive. We affirmed the good practices and will make adjustment in the new plan addressing other suggestions.

c. In multi-college districts, describe how services are coordinated among the colleges.

SRJC is a single college district with two primary campuses (Santa Rosa and Petaluma) as well as multiple Centers and sites. 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 developed 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 with broad input from faculty, staff, students, and administrators.

d. Briefly describe how the plan and services are coordinated with the 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 (Assembly Bill 86), and departmental program review.

SSSP planning is guided by the District Strategic Plan, recognizing that this program is an integral part of the overall district efforts in improving student retention, success, and completion. With the anticipation of Student Equity Program funding in Spring 2014, SRJC launched both program planning and implementation with deliberate collaboration. After much discussion across the District, the Student Success and Equity Committee (SSEC) was born in early Spring 2014. Its responsibility is clearly stated to include both programs and in collaboration with Basic Skills initiatives.

The Student Success and Equity Committee (SSEC) is the leading force for developing both the Student Success and Support Program Plan and the Student Equity Plan. Members are trained in the requirements of both plans and fully aware of the linkage between these two plans. 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, DSPS,

EOPS, Financial Aid and Veterans Office, Hispanic Serving Institute (HSI) program, faculty from Basic Skills, CTE, and Transfer areas at various campus locations, 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. Membership also including student representatives, Office of Institutional Research, and IT to ensure effective planning and implementation of student success and equity initiatives.

In setting goals for student access and success rates, we take into account of the accreditation standards, the new guidelines from the state's newly released Institutional Effectiveness Program, and local Education as well as Student Services Master Plans.

Program implementation is built upon existing support programs across both academic and student service areas, including, but not limited to Counseling, Assessment, EOPS, DSPS, CalWORKS, Student Health/Psychological Services, Financial Aid, Professional Development, New Faculty Orientation and other teaching and learning programs.

SSSP will continue to provide counseling services and follow-up services to underachieved or at-risk student population as identified in Student Equity, including foster youth, veterans, Basic Skills students, and through various learning communities such as Umoja (for African American students), APASS (for Asian Pacific Americans), and Connections (a program focuses on low income, first generation, and/or Latino students, and largely funded by Hispanic Serving Institute grant).

The Dean, Student Success, Equity and Retention also oversees the Noncredit SSSP development and implementation. Led by the Noncredit SSSP Coordinator, a separate advisory group for Noncredit SSSP has been working on developing an initial NC SSSP Plan for 2015/16, identifying the needs in core SSSP services for noncredit students, and how SRJC can help student transition to credit programs. Membership of this advisory group consists of faculty, staff, and administrators in assessment, Counseling, ESL and College Skills departments, as well as AB 86 Coordinator. This paves the way for future collaboration and coordination between noncredit SSSP and AB 86 initiatives. The bulk of noncredit SSSP services are provided through Southwest Santa Rosa Center (SWC), a site off the main campuses. A Program Specialist, Student Success will be hired to assist the implementation of NC SSSP at that location, and a computerized classroom that the District will utilized for orientation, assessment, education planning, and other SSSP related activities. SRJC will support, through largely unrestricted District funding to expand facilities at our Southwest Center to enable the implementation of both Noncredit SSSP and AB 86 programs.

2. Describe the college's student profile.

The following Student profile information is based on Spring 2015 data. Typically there are more new students in fall semester.

Head-Count Totals By Enrollment Status

District (Unduplicated)	New Student	Returning Student	Continuing Student	Concurrent Student	Total
Totals:	3,306	4,761	18,934	1,470	28,471

Head-Count By Ethnicity

District (Unduplicated)	White	Asian	Black	Hispanic	Am.Indian /Alaskan	Pacific Islander	Filipino	Multi-Ethnicity	Unknown	Total
Totals:	14,723	1,009	663	9,079	190	97	244	1,202	1,264	28,471

Head-Count By Gender

District (Unduplicated)	Male	Female	Unknown	Total
Totals:	12,263	15,949	259	28,471

- Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

SRJC implements the SSSP program in partnership with many departments within the District as well as other entities outside of the District.

In addition to the major departments (Assessment, A&R, and Counseling) that directly deliver SSSP core services, many other SRJC departments provide these core services. These include Schools Relations, Disability Resourced Department, EOPS, CalWORKS, Financial Aid and Veterans, Student Health and Psychological Services, Gateway to College program, High School, Foster Youth, Hispanic Serving Institution (H.S.I) program, High School Equivalency Program (HEP), and College Skills, etc.

SRJC also works closely with high school districts in Sonoma County (and Marin by invitation). Regular meetings, conferences, training sessions, and electronic communications have been set up both at SRJC and at high school campuses. SRJC keep high school counselors and administrators informed of SSSP information, and solicit feedback from these partners in order to further meet high school students' needs. SRJC also partners with Sonoma County Office of Education to provide counseling services to students seeking a certificate or degree in child development.

B. Orientation

- Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

Santa Rosa Junior College has offered a successful orientation package for over 30 years. We continue to update and revise the orientations to meet Title 5 requirements and student needs. The only major change to the orientation process was to include information on sexual assault prevention and to improve the online orientation with the addition of videos.

Santa Rosa Junior College (SRJC) serves approximately 6,000 first-time students during each academic year, and all exempt and non-exempt students are offered the opportunity to attend an orientation.

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 SSSP process, the right to appeal the requirement of prerequisites under specific conditions, the process for challenging the SSSP regulatory procedures, the procedure for alleging unlawful discrimination, the campus grievance policy, and other institutional procedures. Students completing this option are advised to have English and Math assessments completed so an abbreviated education plan can be created at the conclusion of the course.

Coun. 270 is offered fall, spring and summer semesters with the majority of the sections offered during summer session. During open registration new students have the option of enrolling in one of the available sections. Since this class is primarily targeted to incoming high school graduates, the Counseling Department does extensive outreach during the spring semester to encourage and assist students with enrolling in this course. The Office of Schools Relations works in conjunction with counselors to offer application workshops at the local high schools to complete the first step to success at SRJC and help facilitate enrollment in the orientation class. Last year, 922 students attended an application workshop, an increase of 28.6% from previous year.

- 2) In-person orientations are offered weekly at various times 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.

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.

- 3) 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.

2. a. How many students were provided orientation services in 2014-15?

Due to the change in new MIS reporting procedure, the SSSP service figures shown at CCCC website no longer disaggregate credit and noncredit service provisions. We have developed local reports in an attempt to answer this question.

The MIS report indicates that SRJC has provided about 5,200 initial orientation services in 2014/15. With a focus on new and new transfer students, local reports indicate that about 3,084 students in these two categories received orientation services in 2014/15.

b. What percentage of the target population does this represent?

For 2014/15 academic year, about 76.6% of New students and about 43.3% of New Transfer students have participated in some form of orientation service (online, in person, or Coun. 270). The lower percentage for New Transfer students is likely due to the fact that most of these students have opted out of orientation because they are already along on their educational path and therefore may not feel like they need a "new student" orientation.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

SRJC has developed a "Create Your Future. Start Here." campaign with a logo outlining the Steps to Success, including orientation. There is a link on the home page that takes students to a page which explains each step. So as to create a theme and culture of steps to success, the same logo is used on promotional and outreach material.

All new students who apply to SRJC receive a welcome letter outlining the steps to success. Links to the orientation options are provided in the letter. Links to the online orientation are in the Student's SRJC online portal as well as on the Counseling and Admissions and Records homepages.

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.

Check boxes in a student's portal show completion of the mandatory steps for new students, assessment, orientation, and educational planning. As students complete each step, the box is checked off so students can easily see if they have met the requirements. There is also a FAQ link that explains the steps and how to earn priority registration. Students also receive email notifications after completion of each of the steps informing them about any remaining steps.

- Assessment**
- Orientation**
- Education Plan**
- Good Standing**
- Program of Study**

3. a. Are orientation services offered online?

An online Orientation Program has been developed locally and offered to all students for over 10 years. 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.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and 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.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive 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

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. Information about sexual assault prevention has been added for 2015. 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.

The orientation at Santa Rosa Junior College also covers 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, and etcetera.

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of	Title	Role	Funding Source (SSSP/Match/GF)
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FTE			
25	Counselors	Facilitate in person orientations and teach Coun. 270 Introduction to College	GF/SSSP
2	Counselors EOPS	Facilitate in person orientations and teach Coun. 270 Introduction to College	Categorical
10-15	Adjunct Counselor	Teach the Coun. 270, Introduction to College	GF/SSSP
2	DRD Counselors	Facilitate in person orientations	Categorical
1	College to Career Coordinator - DRD	Facilitate orientations to college for College to Career students	Categorical
1	Vocational Skills Coach	Facilitate orientations to college for College to Career students	Categorical
1	Disability Intake Facilitator	Provide support for orientations for College to Career	Categorical
1	DRD Job Developer	Assists with orientations for College to Career students	Categorical
1	Financial Aid & Outreach Coordinator	Assists with orientations for College to Career students	GF
2-6	Disability Specialists	Facilitate orientations for High School Transitions and C2C programs	Categorical
1	DRD Administrative Assistant III	Perform support duties for the orientation component of the High School Transitions Program	Categorical
3	DRD Support Services Specialist	Coordinates and assists with orientation component of the High School Transitions Program	Categorical
2	Program Specialists, Student Success	Coordinates and assists core SSSP services, including placing phone calls and providing email nudges to students about completion of their core SSSP requirements.	SSSP
1	Dean of Student Services III Santa Rosa	Manages and supervises district-wide Student 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.	GF
1	Dean of Student Services II Petaluma	Manages and supervises Student Services on the Petaluma Campus; 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.	GF
1	STNC –School Relations	Performs support duties for the Office of School Relations	GF
3	Administrative Assistants III	Performs support duties for the daily counseling operation; schedules and supervises STNC and student workers in Assessment Department. 2 in Santa Rosa,	GF

		1 in Petaluma	
1	Coordinator, School Relations	Provides college information to high schools, hosts workshops for counselors, and develops materials and media presentations. Coordinates SRJC counselor visits to high schools.	GF
7	Student Workers	Provides information regarding counseling services to students and general public; assists in preparation of materials related to counseling; schedules and sign-in students for counseling appointments and drop in.	GF

Also, to support the implementation of Noncredit SSSP and help students transition from noncredit to credit programs, SRJC plans to hire one full-time, bilingual counselor that will be primarily assigned to Santa Rosa South West Center where most noncredit students are currently served. This position will be funded jointly by Credit and Noncredit SSSP.

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Academic Salary		
2000	Classified Salary		
3000	Benefits		
4000	Supplies		
5000	Software / Professional Development / In-state Travel		
6000	Capital Outlay		

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

The outcome from implementing our 2014/15 SSSP has been positive. Preliminary results tracking spring 2015 new students indicate that students who are fully matriculated (those completed SSSP steps) are much more likely to persist into fall 2015 than those who partially or not matriculated. It affirms that SRJC is on the right path in SSSP implementation.

However, we anticipate challenges in the preparation and transition to the new Common Assessment once those tools become available. Coupled with the anticipated exit of COMPASS in fall 2016 and local ESL accelerated curriculum development, the amount of work is tremendous in terms of research and preparing for multiple sets of changes in ESL and Math placement processes, starting immediately.

Other small procedural adjustments for assessment will be also be made to further increase participation.

2. a. How many students were provided assessment services in 2014-15?

Due to the change in new MIS reporting procedure, the SSSP service figures shown at CCCCCO website no longer disaggregate credit and noncredit service provisions. We have developed local reports in an attempt to answer this question.

The MIS report indicates that SRJC has provided close to 10,000 initial assessment services in 2014/15. Local reports indicate that SRJC provides over 16,000 assessment services, initial and follow-up assessments combined. With a focus on new and new transfer students, we estimate that about 4,500 students in these two categories received assessment services in 2014/15.

b. What percentage of the target population does this represent?

Although we continue to nudge all students to partake in assessment services, our focus has been on New and New Transfer students for assessment purposes. For 2014/15 academic year, about 83% of New students and about 36% of New Transfer students have participated in assessment services. The lower percentage for New Transfer students is likely due to the fact that most of these students have already been well into their academic pathways prior to transferring to SRJC, and therefore no longer need placement services in Mathematics and/or English.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

SRJC started mandatory assessment requirement in spring 2015. All new, non-exempt credit students are required to complete assessment as one condition to obtain registration priority. Exempted students may also elect to participate in assessment and placement services. SRJC serves approximately 6,000 new students annually.

Extensive communication to new students regarding this requirement began in summer 2014, and continued through 2014/15 academic year. Once students complete their application to SRJC, they receive a welcome letter outlining the student success steps of assessment, orientation, and counseling/advising for education planning. Starting spring 2015, students are able to view their SSSP requirement fulfillment status at Student Portal via special programming. Clear messages and personalized nudges are sent to students indicating whether they are fully matriculated and earned registration priority, as well as urging them to complete SSSP steps. These messages are sent to students as soon as they complete their application to SRJC, and are updated frequently according to their matriculation completion status. For example, if a student completes orientation, s/he will receive a message congratulating the completion of that step, as well as a reminder for completing assessment and education planning. If a student has not taken any actions in completing these requirements, s/he will receive a nudge every two weeks. SRJC also has a team of Student Success Specialists and Student Ambassadors calling students several times each semester to urge them to complete assessment and other SSSP steps.

Placement testing is offered in person at both Santa Rosa and Petaluma Campuses with appointment or on a drop-in basis. The test sessions are scheduled during mornings, afternoons, and evenings, and sometimes on weekends to accommodate students with varied work and study schedules. Most testing sessions are offered in groups, but individual testing requests and special student cohort sessions are also accommodated.

To further increase the number of student participation and to reduce any unmet needs, assessment staff gathers input from students, staff, and high school partners to make adjustments to our assessment schedules. For example, although SRJC is already offering larger number of assessment sessions in late afternoons and evenings to accommodate high school students and students who have to work during the day, we plan to offer more of these types of sessions to fulfill such needs.

In anticipation of the CAI and Noncredit SSSP implementation, SRJC will plan and setup an additional computer lab that will be used for assessment, orientation, group counseling, and other SSSP related activities at another district site, Southwest Santa Rosa Center. This site serves mainly noncredit students currently. SRJC is planning to develop this site for it to provide both credit and noncredit programs of study, provide full SSSP services, and to help noncredit students transition to credit programs.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

Santa Rosa Junior College provides assessment and placement services to all students (about 34,000 annually). 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. Typical peak assessment seasons align with registration cycles, usually from April to August, and again from November to December. Before and during peak registration seasons, the number of assessment sessions for each subject area are greatly increased (usually two sessions each for Math and English per day) as well as more evening and weekend testing sessions to meet various 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. The SSSP requirement information is disseminated through the School Relations Office via regular emails and several high school counselor/administrator events per semester. Our Assessment team also contacts high schools directly to coordinate organized testing sessions for high school students. SRJC encourages high school students to complete the assessment early and these organized sessions mostly take place in March and April.

SRJC provides placement testing accommodations to students with verified disabilities. The Assessment Department provides the accommodation of extra time when authorized by DSPTS. 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 students take placement assessment as new students or as high school students prior to attending SRJC. However, assessment and placement services are available to students any time along their academic pathway at SRJC. Students may take assessment tests after a term started so they may enroll in late-start classes to get ready for the following semester. In fact, new and continuing students who have not completed assessment (or other SSSP steps of orientation and education planning) receive customized nudge emails to prompt them to partake in these services. Further, the Dean of Student Success, Equity, and Retention monitors the SSSP completion data regularly, and work with other support staff and Counseling Department on strategies of reaching out to these students who yet need to complete these steps. Starting spring 2015, these students are contacted personally by Program Specialists, Student Success, and Student Ambassadors so they can better understand the importance of these steps and take action to complete SSSP requirements.

The College also offers career assessment services to students through in-person workshops and online tools. Students who have not identified their education goals are encouraged to work with career counselors and advisors at Career Services to assess and identify their goals.

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 coordinates the scheduling of these JAM sessions, helps disseminate information about these JAM sessions (through website, assessment appointment system, and School Relations Office), and keeps track of JAM session attendance and student testing records. Special programming has been completed so that students will receive test preparation information when they sign up for placement testing. These preparation sessions have shown initial evidence of more accurate course placement. The College plans to expand

these efforts based on further evaluation, including adjusting JAM session times to better match student needs, as well as other delivery methods such as an online format.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

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.

When the Common Assessment Initiative is completed and assessment tools are released statewide, SRJC plans to adopt those tools as soon as the CAI tools are approved by the Chancellor's Office. The Student Success and Assessment Department will work with the state CAI project leaders, SRJC faculty and researchers to design and implement the best way to place our students accurately into SRJC curriculum, and follow the required multiple measures and other research validation process. In spring 2015, SRJC invited the CAI state Project Director to campus to present an update of this important initiative.

Another factor impacting the timeline of CAI implementation is the local ESL curriculum change. ESL faculty is currently working on an accelerated curriculum with a desired fall 2016 effective time. The District is working with the state and local stakeholders to identify an appropriate timeline to fully implement CAI. Due to the exit of COMPASS, SRJC is investigating all possible options of a smooth transition from the existing COMPASS tool to CAI, including the possibility of participating in early field testing for ESL assessment instruments. This will require more resources to coordinate and carryout all steps.

- b. When were tests approved by the CCCCCO and what type of approval was granted?

The second party instruments, COMPASS and CTEP, have been approved by the CO through vendors.

For the locally managed English Writing Sample, re-validation study was conducted in 2014 and request for re-approval submitted. After follow-up materials were submitted in 2015, SRJC has received full approval for this locally developed and managed assessment instrument. This instrument will be valid through July 1, 2020.

- c. When were disproportionate impact and consequential validity studies last completed?

Disproportionate impact and consequential validity studies for locally managed English Writing Sample were completed during its re-validation study in 2014, and further research was conducted during 2014/15 academic year. Results were submitted to the CO and accepted for full approval in Spring 2015.

5. a. What multiple measures are used?

To incorporate multiple measures into placement, 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.

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. Office of Institutional Research is reviewing the work of state-wide Multiple Measures Project and the psychosocial measures that may be added to the current list of supplemental questions. This research is planned to start in fall 2015 as part of the preparation for the coming CAI implementation. These additional psychosocial measures align with the state's CAI and Multiple Measure Project, including questions on Hope Scale and Short Grit Scale. The research data will be collected but will not be incorporated into placement scores until thorough disproportionate impact study is complete and approved by the CO.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

The multiple measure questions carry certain weights in placement results. 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.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes, these multiple measures meet the requirements as outlined by Title 5. The planned adoption of additional multiple measures will also comply with Title 5 requirements.

6. 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.

SRJC accepts valid, approved placement results (not scores) from other two-year California community colleges within three years prior to initial registration at SRJC. While all CCC are required to incorporate multiple measures in their placement, and their assessment instruments must be approved by the Chancellor's Office, SRJC deems the placement results from other CCC acceptable. SRJC does not accept placement results from colleges outside of the CCC system.

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

SRJC revised and adopted a new re-take policy across disciplines to arrive at a unified District policy starting summer 2014. Students may re-take the placement test in a subject once per term after the initial placement. The re-take policy has been programmed through collaboration with IT and scheduling vendor (SARS) to be enforced. Students are encouraged to study and

prepare for testing prior to the re-take. The Student Success and Assessment Services Department monitors the re-take data and reviews regularly.

The re-take policies and practices are communicated clearly to students via Student Success and Assessment Services departmental website, and through staff and counseling faculty. Special programming has been done with the assessment appointment software to inform students of the re-take policy and whether they have exceeded the allowance.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
4	Testing Specialist	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.	SSSP/GF
1+	Testing Technicians	One regular plus 4-5 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.	SSSP
1	Dean, Student Success, Equity and Retention	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.	SSSP/GF
1	Administrative Assistant III	Performs support duties for the daily assessment operation; administers placement and diagnostic tests when needed; schedules and supervises STNC and student workers in Assessment Department.	GF
3-4	Student Workers	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.	SSSP/GF
1	Project Manager	STNC position to assist in the preparation and implementation of Common Assessment and other technology tools for student success and	SSSP

		retention.	
4+	Program Specialist I & II, Student Success	Four regular positions and 2-3 STNC positions assigned to various campus locations; coordinates and assists core SSSP services, including providing placement assessment.	SSSP
5.5	Evaluation Specialist	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.	GF/SSSP
1	A&R Specialist	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.	GF
2	A&R Coordinator	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.	GF/SSSP
2-3	A&R Technician	Provide assessment information and schedule placement testing	
3	Student Workers, A&R	Three positions at two campuses; 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.	GF/Match
3	Support Service Specialist, DRD	Three positions at two campuses; Schedules and proctors placement tests and diagnostic tests; maintains order during tests; ensures security of testing materials.	Categorical
2	Service Facilitators, DRD	Two STNC positions; proctors placement tests; ensures security of testing	Categorical

		material	
11	Disability Specialist	Advises students of need for assessment and facilitates the scheduling appointments; coordinates assessment sessions for High School Transition program and continuing students; authorizes placement accommodations	Categorical
1	English Placement Faculty Coordinator	Coordinates with Assessment Department for testing schedule, English Writing Sample (State approved assessment instrument) reading and scoring; trains faculty readers for Writing Samples.	GF/SSSP
5-8	Writing Sample Readers	Reviews and scores English Writing Sample.	SSSP
6-8	English and College Skills Faculty	Coordinate and provide placement JAM sessions in English and Math to help students prepare for placement assessment; assist in data tracking and analysis for JAM sessions.	GF/SSSP
4	English, Math, ESL, and College Skills Department Chairs	Addresses prerequisite challenges and equivalencies.	GF
2+	Research Analyst	SSSP related research including assessment instrument validation and assessment data analysis. One temporary position to assist in research projects related to Common Assessment implementation.	GF/SSSP
1	Research Technician	SSSP and Noncredit SSSP related research.	GF/SSSP
1	Director, Institutional Research	Coordinates SSSP related research and evaluation.	GF
4+	Programmers	Programs assessment processes and provides reports	GF
Numerous	IT Technicians	Installs and updates assessment hardware and software; trouble shoot (see budget plan for details)	GF

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Academic Salary		
2000	Classified Salary		
3000	Benefits		
4000	Supplies		
5000	Software / Professional Development		

	/ In-state Travel		
6000	Capital Outlay		

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Utilizing assistance from researchers at Office of Institutional Research and programmers at the Information Technology Department, students who need to set education goals and/or course of study, and to develop education plans were identified and sent email nudges and phone calls encouraging the students to meet with a counselor. Several departments, including Admissions and Records, Counseling, Career Services, and Student Affairs, engage in contacting students and getting students connected with counselors. Multiply messages targeting groups of students in need will be disseminated to them by various means, including but not limited to, email, student portal, Constant Contact, and phone calls. In response to 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 increased staffing resources to ensure adequate service delivery. The Counseling Department has hired seven full-time counselors, additional adjunct counselors and support staff, including two Student Success Program Specialists to assist with the implementation of SSSP requirements.

The Counseling Department also has multiple SSSP funded projects to support student success which will be completed in fall semester 2015. These projects include:

- Development of a learning community for International Students designed to increase retention and encourage community.
- Latino/a New Student Orientation – Identify local high school juniors to participate in an on campus orientation to SRJC's student services and programs.
- Develop an online, undecided major workshop.
- Develop and offer group student educational planning workshops targeting students who have completed 30 + units but have no comprehensive education plan.
- Develop a Gateway to College Pipeline to enhance community building.
- DSPS Assessment Process designed to improve access to assessment for students with disabilities.
- Offer a professional development workshop for the On Course Training. This 3 day workshop provides strategies to work interactively with students to improve retention and decision making.
- Create a video designed to promote the Umoja Learning Community.
- Develop a Foster Youth Welcome Interview and Orientation
- Expansion of the Student Ambassador Program to train peer advisors for new, continuing and returning students.
- Creation of a Sexual Assault Prevention Video
- Purchase of laptops and carts to use in Counseling Outreach and counseling classes on the Petaluma Campus (already purchased for the Santa Rosa Campus).

The Counseling Department had been providing service on a drop-in basis only since 2011 as a result of multiple retirements without replacements of both counselors and administrative staff.

Without the ability to offer and manage enough counseling appointments to meet student demand, a change to drop-in service only provided the opportunity for more students to be seen in spite of a reduction in counselors. With the infusion of funding from SSSP in spring 2015, the Counseling Department was able to hire 4 new counselors to assist students. This allowed the department to experiment with same day appointments. Appointments provide more time with each student to thoroughly explore student needs and create comprehensive educational plans. Three additional counselors were hired for fall 2015 which will allow the Counseling Department to expand appointments to include scheduling next day appointments. Leveraging new technology, students will be able to schedule an appointment online beginning in fall 2015.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

In 2014/15, the Counseling Department at SRJC served 53,781 students (duplicated headcount). This includes appointments, drop-in, phone calls, email and group workshops.

MIS reporting for 2014/15 indicates that SRJC provided over 31,000 counts of counseling services and close to 15,000 counts of Education Planning services (not disaggregated for abbreviated or comprehensive plans). Local reports provide the following information for various student groups who have education plans on file as of the end of Spring 2015:

- New / New Transfer: 2,735
- Returning / Transfer: 2,412
- Continuing: 22,620

- b. What percentage of the target population does this represent?

It is difficult to determine from MIS and local reports whether the services students received were counted towards initial service or follow-up services, or when an education plan was created for a continuing students. From our best knowledge, the numbers quoted above represent the following percentages of the respective student groups:

- New / New Transfer: 54.2%
- Returning / Transfer: 30.8%
- Continuing: 60.7%

- c. What steps are you taking to reduce any unmet need or to ensure student participation?

In conjunction with IT, the department developed check boxes in the student's portal showing completion of the mandatory steps for new students, assessment, orientation, and education planning so students can see any unmet steps. Students also receive email notifications after completion of each of the steps along with information about any remaining steps.

- Assessment**
- Orientation**
- Education Plan**
- Good Standing**
- Program of Study**

Students who have completed less than 42 units are sent email notifications to meet with a counselor by a 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). Students who develop comprehensive plans earn the Early Bird registration priority for all semesters on the plan.

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, orientations, workshops, 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.

The Counseling Dept. has also partnered with various instructional departments on campus to expand our Learning Community offerings. In addition to 2 Puente Cohorts and several open Learning Communities, the dept. will participate in the following programs targeting first generation college students and at risk populations: APASS, HSI, ESL, Umoja and Athletes.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

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 in ESL and College Skills as well as at the Southwest Center and Public Safety Training Center.

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.

Students can access the counseling, advising and education planning services through various methods during an academic year, including one-on-one counseling, workshops, or through special/categorical programs. Workshops are scheduled throughout each semester and repeated on a variety of days and times to fit in with student schedules. In addition, the Department provides online counseling/advising via the "Ask A Counselor" link in the student's online portal. In 2014/15, 1,111 students were served in this manner. These totals do not reflect student interactions via the counselor's individual phone messages or email.

Counseling Department Workshops:

- 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.
- Nursing Information Workshops – an overview of SRJC’s ADN program and the application and selection process.
- Educational Planning Workshops – new for fall 2015 targeting students in specific majors with the goal of developing a comprehensive ed plan.
- 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 offer 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 – The Department offers a wide ranging curriculum to support student success. The following courses provide assistance with either orientation, educational planning or help with undecided majors.

- 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 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 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 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

b. Is drop-in counseling available or are appointments required?

Students can choose to make an appointment with a counselor or come in to drop-in.

Drop-in Counseling is available during day and evening hours all year long. Students can request to meet with a specific counselor or meet with whomever is ready to see a student. Students have the option of waiting in the counseling lobby area or they can receive a text message when they are near the top of the list. A television monitor shows students their order in line so they can predict how long the wait might be. Computers are available in the counseling lobby area so students can preview the class schedule while they wait or look at information to prepare for their meeting with a counselor. Students are also handed a checklist of things to do while waiting to meet with a counselor. 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.

Appointments - In addition to same and next day appointments offered in General Counseling, several other 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. Leveraging new technology, students will be able to schedule a appointment online beginning in Fall 2015.

c. What is the average wait time for an appointment and drop-in counseling?

Drop-In Counseling – Wait times can be immediate service or a wait of 2-3 hours. The department has yet to complete a summer cycle, (where the longest wait times usually occur) but with the hiring of additional full time counselors and an increased adjunct pool and budget, the department anticipates a reduction in the wait times.

4. a. Describe the type of assistance provided to students to 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. An abbreviated or initial education plan is designed to provide direction to the student for the first one or two semesters. Information on the Counseling webpages directs 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 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 assessment results, goals and interests, and outside-of-school life commitments. Information about and/or creation of abbreviated education plans is delivered in the following ways:

- Check boxes in the student's portal show completion of the mandatory steps for new students, assessment, orientation, education planning
- Students receive email notifications after completion of each of the steps along with information about any remaining steps.
- 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

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

Comprehensive education plans include 2 or more semesters and are created based on a student's stated goal. It could include courses required for transfer, Associate Degree or a Certificate of Completion. California Community Colleges serve a unique cohort of students so a comprehensive educational plan could also include courses required to apply to a graduate or professional school. Counseling 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.

Utilizing assistance from researchers at Office of Institutional Research and programmers at the Information Technology Department, students who need to set education goals and/or course of study, and to develop education plans were identified and sent email nudges and phone calls encouraging the students to meet with a counselor. Several departments, including Admissions and Records, Counseling, Career Services, and Student Affair, 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

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

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) used to map out major transfer requirements to a CSU or UC. Also can be used to determine Course equivalencies from other Community Colleges and to explore majors at the CSU's and UC's.
- CSU Mentor (subscription) Counselors use this website primarily to determine if a CSU is accepting applications for a specific semester, provide assistance with the application process or to explore campuses.
- UC Pathways (subscription) Used to explore campuses and provide assistance with application process.
- College Source (subscription for evaluation) Used to research other colleges throughout the country, used to determine course equivalency and accreditation status.
- 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)

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
25	Counselor	Meet with students to develop abbreviated and comprehensive educational plans. Counsels students with career, academic and personal concerns.	GF/SSSP
10-15	Adjunct Counselor	Meet with students to develop abbreviated and comprehensive educational plans. Counsels students with career, academic and personal	GF/SSSP

		concerns.	
2	DRD Counselor	Meet with students to develop abbreviated and comprehensive educational plans. Counsels students with career, academic and personal concerns.	Categorical
11	DRD Specialist	Meet with students to develop abbreviated educational plans. Counsels students with career, academic and personal concerns. Provides necessary accommodations for students with disabilities.	Categorical
2	Program Specialist, Student Success	Coordinates and assists core SSSP services, including placing phone calls and providing email nudges to students about completion of their core SSSP requirements.	SSSP
1	Dean of Student Services III Santa Rosa	Manages and supervises district-wide Student 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.	GF
1	Dean of Student Services II Petaluma	Manages and supervises Student Services on the Petaluma Campus; 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.	GF
1	STNC –School Relations	Performs support duties for the Office of School Relations	GF
3	Administrative Assistants III	Performs support duties for the daily counseling operation; schedules and supervises STNC and student workers in Assessment Department. 2 in Santa Rosa, 1 in Petaluma.	GF
1	Coordinator, School Relations	Provides college information to high schools, hosts workshops for counselors, and develops materials and media presentations. Coordinates SRJC counselor visits to high schools. Offers application workshops for new students.	GF
6	Student Worker	Provides information regarding counseling services to students and general public; assists in preparation of materials related to counseling; schedules and sign-in students for counseling appointments and drop in.	GF

One of the major student completion goals at SRJC is transferring to four-year colleges. Each year there are over 1,000 students transfer to CSU and UC systems. Data from Fall 2014 showed that majority of our students with transfer goal went to CSU (775) and UC (280) in addition to several hundred others who transferred to out-of-state or California Independent colleges. However, there is only one counselor currently who is dedicated to providing counseling services related to transfer. Transfer is also an identified area of needs through Student Equity research that disproportionate impact exists. In order to provide sufficient counseling resources to transfer students, and to narrow achievement gap for targeted student populations as identified through SRJC Student Equity research, we plan to add one counselor position that will be assigned to Transfer Center, funded jointly by SSSP and Student Equity programs.

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Academic Salary		
2000	Classified Salary		
3000	Benefits		
4000	Supplies		
5000	Software / Professional Development / In-state Travel		
6000	Capital Outlay		

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

SRJC increased the efforts in the area of follow-up services during 2014/15. These services have been provided at various departments across Student Services and Academic Affairs. The concept is to bring these services to where students are. In addition to Counseling Department and others traditionally provide these service, SRJC provides follow-up services at Veteran’s/Financial Aid office, Student Health and Psychological Services (SHS/SPS), and Career Services, etc.

We planned to increase the follow-up nudges both via programming and personal contacts to encourage students to complete SSSP steps, and to help them persist.

SRJC Petaluma will pilot the use of Student Success Teams in order to achieve the goals of the Student Success and Support Program. The teams will be compromised of a Student Success/Retention professional and a Student Ambassador/Peer Mentor who will focus on guiding students from the moment of application to a successful completion of the first semester, and re-enrollment in the second. Each team will be assigned a cadre of students based on a variety of factors, such as age, and possible learning community and cohort affiliation. During the Pre-Enrollment period the team will focus on creating relationships with students to guide them through the SSSP steps of orientation, assessment, and counseling / creating initial

education plans, and anticipate and troubleshoot any potential roadblocks. During the semester, the teams will concentrate on follow-up services, such as having their team of students complete educational plans, guiding undecided students toward career exploration, assisting with Early Alert / Early Connection intervention, and supporting students with academic difficulties to reach appropriate resources. Student Success Teams will work both out of, and in concert with, a newly created Intercultural Center, Our House, and Student-Equity funded personnel to accomplish SSSP and Student Equity goals. Concerted attention will be given to students have been identified as being disproportionately impacted in the college's Student Equity plan, which includes a large percentage of basic skills students.

Increased coordination will take place during 2015/16 among SSSP program, Student Equity, and Basic Skills program to increase integrated support to basic skills students. More workshops will be provided to students who are in probation/dismissal, as well as those without identified education goals and/or course of study.

Also, through other local and national researches, SRJC has identified that health issues are one of the main reasons students drop. 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 of 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 who 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 conduct research and explore means to support at-risk students (defined by SSSP) at Student Health Services in the coming years. For example, the Crisis Intervention Resource Team (CIRT) receives from faculty and staff referrals about students who are demonstrating distressed, disruptive and/or dangerous behaviors that are putting them at risk for academic failure in a course, or suspension from college. Referred students are contacted by appropriate college staff, and cases are tracked and managed, including referrals to DRD, Student Psychological Services, Dean of Student Conduct, District Police, Academic Counseling, Academic Integrity, Sonoma County's mobile crisis team, Threat Assessment Team, and/ or other identified student support services fostering student retention and improved academic performance. Effective case management by the CIRT team is challenged without an appropriate software system for all team members to access information, communicate actions taken in order to provide effective intervention services to at-risk students. A software program will be purchased for CIRT to conduct research for this purpose.

SRJC also conducts Student Drop Survey, which identifies the main factors that impact student persistence. These results will be shared more widely with the campus communities during 2015/16.

Coupled with strengthened professional development district-wide, we hope to create an environment that student success is in every employee's mind no matter what their positions are in.

To help students plan ahead for the required SSSP services, SRJC also plans to broaden promotion methods to reach students prior to their enrollment at SRJC. The methods we used during 2014/15 via website, posters, email nudges and personal contacts as well as through high school counselors have reached a large number of students, but not all potential or new students. We plan to work with Public Relations to add other media to promote Student Success Steps with the theme of "Create Your Future. Start Here."

In addition, Student Success and Support Program will coordinate at an even higher level with Student Equity Plan and other existing student service and academic programs to address these obstacles to student retention and success in the years to come, and to help at-risk students remove these barriers.

2. a. How many students were provided follow-up services in 2014-15?

SRJC serves about 33,000 credit students each academic year (unduplicated headcount). As of Spring 2015, close to 3,000 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 725 students (down from over 1,000 students in spring 2014) have not identified their educational goals. Furthermore, there are about 9,400 student (down from about 11,000 students in spring 2014) who have not developed education plans. In total, Santa Rosa Junior College provides follow-up services to about 16,000 credit students annually.

Based on data available from MIS reporting, SRJC provided follow-up services over 24,600 counts during 2014/15. Because there are varieties of follow-up services reported through SS 11 within MIS, and there is limitation of how many times follow-up services each student utilized may be counted towards this data element, we currently do not have an unduplicated headcount report. Since this new SSSP Plan template was just released in late July 2015, we will not be able to develop such a customized local report by at-risk categories prior to the plan submission deadline. We plan to work with IT and Research Office during 2015/16 to explore whether such reports with disaggregated information may be feasible.

b. What percentage of the target population does this represent?

As stated above, the current MIS reporting structure combines various types of follow-up services, including additional counseling, education planning, assessment re-takes, and other support services; nor does it breakdown service figures for credit or noncredit student. There is no existing data at both state and local levels that can breakdown follow-up services information into unduplicated headcounts for each of the categories defined by SSSP. Therefore, percentage calculation is not possible at this point. SRJC reaches out to all students who fall under the at-risk categories. We plan to work with Research and IT to explore the means to determine unduplicated headcounts for the follow-up services by categories during 2015/16 if possible.

Please see Section 2.c and 3.b for strategies utilized to reach out to our students.

In order to better collect student data and identify student who need follow-up services, SRJC has started to convert existing student ID card into a new format using a technology allowing card swiping on card readers that will be installed at various key departments, including

assessment, counseling, etc. This will allow more efficient check-in at these service departments and at various student success workshops, and the capability of data tracking which in turn will allow the District to reach out to at-risk students.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

SRJC utilized a varieties of strategies to reduce any unmet need or to ensure student participation for each category of at-risk students.

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.

3. a. What types of follow-up services are available to at-risk students?

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.

Starting Spring 2015, SRJC has implemented an online tutoring program (with support from Student Equity funds) to meet students' tutorial needs after regular college hours. 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.

Another new strategy that SRJC has launched in Spring 2015 is the Peer Assisted Learning Specialist Program. This program utilizes Student Equity funding to provide peer mentors who assist faculty in and outside of classroom to provide embedded tutoring as well as group or individual study sessions. The initial evaluation results have shown positive impact on student retention and success rates. SRJC plans to expand this program during 2015/16.

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 have received 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 the status of their educational goal and course of study online in the SRJC system and take necessary steps to fulfill SSSP requirements.

Additional counselors will join advisors at Career Services to reach out to these students and work with them to develop education and career goals. 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.

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. Back on Track Student Success Workshops as well as dedicated counseling and advising service to this student population through Counseling Department and Financial Aid Office.

b. How and when are students notified of these services?

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.

As soon as students have applied, a welcome letter goes out to the student listing the core SSSP services and other available support services. Students are able to view their SSSP requirement fulfillment status at Student Portal via special programming. Clear messages and personalized nudges are sent to students indicating whether they are fully matriculated and earned registration priority, as well as urging them to complete SSSP steps.

Furthermore, customized reports are generated with IT help so student matriculation status are reviewed regularly and targeted follow-up services are provided. Students who have not been fully matriculated are contacted personally by Program Specialists, Student Success, and Student Ambassadors at Welcome Center (both Santa Rosa and Petaluma) and Student Affairs so they can better understand the importance of these steps and take actions to complete SSSP requirements. In Spring 2015, a total of 3,316 phone contacts were made to new and continuing students. Student Ambassadors have, and will continue to be an important part of the follow-up services in addition to Program Specialists at various departments. This identification process and service provision will continue in the future.

These follow-up services information are also listed on the web pages of each providers. A faculty-led campaign, called Ask Me, identifies key services that students may need each week. This is a one to two slide presentation provided to faculty to show their students at the beginning of each week.

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. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

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. Starting Spring 2015, SRJC has implemented an online tutoring program (with support from Student Equity funds) to meet students' tutorial needs after regular college hours. 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.

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);
- Supporting upgrades and implement changes to assessment hardware and software with ADA compliance;
- Providing technical support for local Multiple Measures research;
- Programming to link placement assessment results to student records and registration prerequisite checking system;
- Programming to enforce placement re-take policy;
- Programming to promote placement preparation opportunities;

- Programming to mandate SSSP services to nonexempt first-time students;
- Generating reports to identify at-risk student populations and enable 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;
- Provide customized reports on student SSSP completion status, disaggregated by student populations;
- Pilot Education Planning Initiative;
- Pilot ESL Common Assessment Initiative with other CCC partners.

SRJC has been seeking a technology tool that can provide better predictive analytics to help us identify at-risk students and to design targeted intervention strategies for students in need. We hope to materialize on the purchasing and implementing of such a program in the near future.

SRJC also plans to upgrade computer monitors for counselors. With many software programs needed simultaneously to conduct effective counseling sessions and for education planning, we have identified the need for counselors to utilize larger-size monitors to allow increased efficiency while working with students.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Teaching faculty provides mid-term grade reports each semester. Instructors use various methods monitoring student progress through assignment feedback, individual discussions, and email, etc.

The District has implemented an Early Connection Program in spring 2014 (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. A series of student success workshops have been provided to faculty for learning of available support services at SRJC as well as the utilization of this follow-up program through 2014/15. These SSSP workshops will continue in the future and the foci of workshops may be adjusted based on faculty feedback. SSSP will also provide other professional learning opportunities to teaching faculty to learn about student success and retention research results, literatures, and 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, SRJC's Ask Me campaign encourages faculty 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.

SRJC is also seeking a technology tool that can provide better predictive analytics. Once this is implemented, we anticipate that faculty participation will increase through professional development and district encouragement.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

The number of people who involve in follow-up services is difficult to capture by a short list, particularly for those working in various academic departments. The following list shows the examples of people who provide follow-up services across the district that are difficult to account for the load. It is not an exhaustive list.

We try to capture to our best ability key faculty and staff members who provide follow-up services at SRJC. The District plans to further increase staffing during 2015-16 to strengthen follow-up services, including one Student Success Coordinator, three more full-time Student Success and Support Program Specialists, and a number of part-time staff. These positions will be directly funded by SSSP categorical funds.

Other providers:

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, and to help coordinate the provision of academic support services (not funded by SSSP) to Basic Skills students.

Number of Positions: 17

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: IT Programmer and Technicians

Description: Run SIS reports and update/maintain Portal information to ensure correct SSSP information for students, faculty and staff; compile reports to identify students who have not utilized SSSP services and need follow-up contacts; provide district aggregated and disaggregated reports on student SSSP completion status; develop nudge mechanisms to encourage students' completion of SSSP requirements; prepare and submit MIS reports.
 Number of positions: numerous (full or partial load assignments)

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
23	Counselors, full time	Provide academic and career counseling to students	GF/SSSP
10	Counselor, part-time	Provide academic and career counseling to students	GF/SSSP
1	AA III, Counseling	Track number of students on probation/dismissal status and send notifications to students through their portal; maintains SARS Early Connection system.	GF
2	Counselor, DSPS	Develop education plans for DSPS students and provide follow-up counseling	Categorical
12+	Disability Resource Specialist	Provide academic, career and accommodation services to students with disabilities, including College to Career and Workability III participants. Plus 4 adjunct.	
1	Coordinator, Student Success	Coordinate the delivery of core student success and support services and student follow-up services	SSSP
1	Program Specialist II, Student Success	Monitor student SSSP requirements completion status; regularly review reports and organize call campaigns to students needing to complete SSSP steps; coordinate Student Success workshops; track Early Connection usage and provide reports	SSSP
5+	Program Specialist I, Student Success	Organize call campaigns to students needing to complete SSSP steps; coordinate Student Success workshops; track Early Connection usage and provide reports; assist SSSP service delivery at assigned area. Plus 6-8 STNC in addition to regular staff.	SSSP
Numerous	Student Ambassadors	Provide assistance to students in need of SSSP steps through Welcome Center and Student Affairs programs; work in call campaigns to provide personalized nudges to students not fully matriculated. 15-20 depending on needs.	SSSP/GF
1	Dean, A&R	Identify students needing Student Success Steps completed; serves on	GF

		Student Success and Equity Committee; serves as a key member on EPI implementation team statewide and locally, coordinate with IT and SSSP administrators/staff in implementation of SSSP core services.	
1	Director, Admission and Enrollment	Identify students not fully matriculated, including those with no educational goal or course of study and send personalized messages; reviews the appeal of priority registration based on student SSSP completion status.	GF
1	Coordinator, A&R	Coordinate the communication and promotion of Student Success Steps to new and continuing students with IT and Public Relations.	GF
1	Manager, Financial Aid	Monitors the academic standing of financial aid recipients; meets with and advises students who have progress/dismissal status.	GF
6	Financial Aid and Vet Technicians	Contact students at-risk; schedule students to success workshops and other support services	GF

- Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Academic Salary		
2000	Classified Salary		
3000	Benefits		
4000	Supplies		
5000	Software / Professional Development / In-state Travel		
6000	Capital Outlay		

F. Other SSSP/Match Expenditures

- Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

SRJC strives to measure the effectiveness of SSSP program in conjunction with Student Equity goals. With the leadership of the Student Success and Equity Committee, the guidance from SRJC Office of Institutional Research (OIR), and support from IT Department, research related to student success, equity, and retention has been conducted at an increased level of breadth

and depth during 2014/15 academic year and will continue into the future. Research on SSSP effectiveness has been conducted in coordination with the Student Equity Program.

The Office of Institutional Research and IT Department have provided data and analysis on student success and equity evaluation while participating on the committee as well as in research and evaluation subgroups. OIR purchased Tableau software during the 2014 spring semester to create data visualizations to help the college with decision making and planning. In Fall 2014, OIR lead a Special Population Research Workgroup to train members of SSEC on becoming “citizen researchers” to define, identify and research areas of high need in our students. Using Tableau visualizations, committee members interacted with the data to research and identify student success and equity gaps.

Members of the Student Success and Equity Committee were divided into three work groups to evaluate the SSSP and Student Equity Plans:

1. Student Equity Research Group: Using Tableau, identify sub-groups of students as required by the State, identify student participation and completion imbalances, and use the results as evidence for the student success plan evaluation;
2. SSSP Evaluation: Overall program outcome assessment for Student Equity and Student Success and Support Program plans and major initiatives; and
3. The Data Group: Define, create and located data elements needed for reporting and evaluating SE and SSSP programs and evaluate how these data elements interrelate with each other. These data elements include special student populations such as Veterans, First Generation students, Foster Youth, and Low Income.

Each group was assigned tasks to define, research and evaluate success and equity data and report findings back to the committee. Below is a summary of research activities and evaluation findings according the goals set in the 2014/15 Plan.

Track overall impact of SSSP services on student success and persistence: Monitor transfer, degree, certificate, and overall completion rates. The Student Equity Research sub-group report findings on the impact of SSSP services with access and student success indicators by identifying student populations’ success imbalances. The findings also used for evaluating student success and support services including transfer, degree, certificate and overall completion rates. Overall the findings revealed gaps in all completion measures for males and younger student populations, less than 24 years of age, with the exception of Associate degree earners. In the future, SRJC will also research on relationship between SSSP steps completions with semester-to-semester persistence.

Orientation: Assess orientation student learning outcome using the criteria identified in Title 5 Section 55521. SSSP Evaluation sub-group reviewed Fall 2014 and Spring 2015 data, using data provided by IT, to identify student populations impacted by the implementation of student success measures. The sub-group decided to track Fall 2014 new students with “completion” education goal to determine the impact of student success and support services through their educational pathway at SRJC. The completion goals include:

- Earn BA/BS after earning AA/AS;
- Earn BA/BS without AA/AS;
- Earn AA/AS without Transferring; or
- Earn a Vocation Certificate

In Fall 2014, over 88% of new students participated in orientation. There are three types of orientation: online, in person (meeting one on one) and a counseling course. Online orientation

is the most popular type followed by the counseling course. Full time students, 12 or more units, is the largest group of participants of orientation, but also the largest group without orientation, 1,413 and 102 respectively. Males and Latinos have lower participation orientation rates overall but when they participate males prefer online and Latinos prefer the counseling course.

Assessment: Analyze assessment data for service and achievement gaps; monitor disproportionate impact and use the data for Student Equity planning. OIR conducted validation studies for English and Noncredit ESL placement testing utilizing writing samples in 2014. The studies included consequential validity and disproportionate impact components. Applying the EEOC 80% rule to each course for English placement, and using Whites as the referent group, there was disproportionate impact for Asian, Black, Native American and Pacific Islander in English 100 (one level below transfer). Disproportionate impact was also found in English 1A for all ethnicities except White, Multiple and Unknown.

Using the 80% rule along with referent groups of Female and Latino, males who place Intermediate/Low and Intermediate/High Noncredit ESL had disproportionate impact but mostly no disproportionate impact of students placed in ESL courses by ethnicity with the exception of Asians in ESL 713, a low beginning noncredit ESL course.

Additionally, SSSP Evaluation group reviewed Fall 2014 new student placement in Transfer, College and Developmental English and Math courses. Overall English placement data showed majority (over 58%) of Whites placed in Transfer English and the majority of Black and Latinos place in Developmental English, 50% and 40% respectively. More females place in Transfer English than males. The majority of ethnicities place in Developmental Math except Asians placing 52% into Transfer Math. More males place in Transfer Math than females.

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. IT and the Director of Student Success, Equity and Retention worked together to compiled specific data elements needed to evaluation Student Success. SSSP local database has three variables to identify whether a student is fully, partially or not matriculated. The Fall 2014 and Spring 2015 databases were sent to OIR to create tables and analyze the impact of student success. There are gaps of fully matriculated students having a comprehensive educational plan. Again, with a focus on new students with one of the specific completion goals listed above, 85% of these students are fully matriculated and approximately 52% of fully matriculated students have abbreviated educational plan; only 13% have comprehensive educational plans. Over 68% of these fully matriculated students have an educational goal of BA/BS after AA/AS and 70% are enrolled full time. IT is currently creating a database for OIR can access to provide insight on service delivery. Additionally data and analysis will be provided once the database is operational and fully functioning.

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. The main mechanism for follow-up services has been set up through SARS program. Collaborating with counseling and teaching faculty as well as support staff, SRJC has identified and developed a technology tool, called Early Connection program, with certain capability of tracking data and produce reports. The Dean, Student Success, Equity and Retention has been working with supporting staff to analyze these reports to track referral services, improve professional development workshops on retention, and to provide further insight into student retention strategies.

The Early Connection (early alert in general terms) mechanism may change and evolve as the State progresses on the Educational Planning Initiatives and the possible adoption of Hobson's software.

In the coming years, there will be more research on the follow-up services and retention utilizing various data sources including locally conducted Student Drop Survey, Crisis Intervention Team databases, and other predictive analysis tools that SRJC will purchase and implement. The findings will inform institutional strategies to increase student success and retention.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Academic Salary		
2000	Classified Salary		
3000	Benefits		
4000	Supplies		
5000	Software / Professional Development / In-state Travel		
6000	Capital Outlay		

- List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

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.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Academic Salary		
2000	Classified Salary		
3000	Benefits		
4000	Supplies		
5000	Software / Professional Development / In-state Travel		
6000	Capital Outlay		

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

The Santa Rosa Junior College District requires all new students to fulfill SSSP service requirements listed in Title 5 section 55520 and section 55532. The district has established exemption criteria based on Title 5 regulations. The policy and procedure are described as 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. What percentage of your student population is exempt (list by category)?

On an annual basis, new students who were exempted during 2014/15 were about 3,390. This represents about 10.3% of overall SRJC credit student population.

By SRJC exemption categories, the percentages are as follows:

- AA or higher Degrees: 0.7%
- Personal Interest or Completing HS credit: 0.6%
- HS Concurrent Students: 9.0%

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

As outlined in Santa Rosa Junior College's Policy and Procedure 8.6P:

- <http://www.santarosa.edu/polman/8stuser/8.6P.pdf>

Each student is entitled to:

- a. Participate in the development of his or her student education plan. A student who believes that the District has not afforded him or her the opportunity to develop or implement this plan may file a complaint with an appropriate Student Services Dean or designee;
- b. Equal opportunity to engage in the educational process. A student who alleges he or she has been subject to unlawful discrimination may file a grievance with Human Resources;
- 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;
- 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.

Priority Registration Appeals process:

Students who have lost priority registration and have been moved to open registration may appeal to have their priority reinstated based on verifiable evidence of factors outside their

control. A student may appeal the loss of priority enrollment due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accident, illnesses or other circumstances beyond the control of the student. Districts may exempt from the 100 unit limit categories of students, including but not limited to, those enrolled in high unit majors or programs. Districts may allow students who have demonstrated significant academic improvement to appeal the loss of priority registration status.” (Title 5, §58108)

Students must complete the Priority Registration Appeal Form available online and submit to the Admissions & Records Office with appropriate signatures and documentation if necessary each semester.

C. Prerequisite and Corequisites Procedures

Provide a description of the college’s procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college’s website, also provide the link below.

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:

- <http://www.santarosa.edu/polman/>

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."

Prerequisite Challenge Procedure

SRJC is required by the State of California to enforce course prerequisites. Completing prerequisites before enrolling in higher level courses will ensure your success as a student. If you have taken the prerequisite at another school, you must complete the PREREQUISITE EQUIVALENCY FORM available online at: <https://www.santarosa.edu/app/admissions/forms> AND submit official transcripts. If you wish to challenge the prerequisite based on your knowledge or ability, you must provide an explanation on the Prerequisite Challenge Form. This may necessitate providing documentation, which should be attached to your form.

The Challenge Form must be submitted to the Admissions & Records Office. The prerequisite enrollment block will be lifted within 24 hours, and the student will be allowed to enroll in the course pending the decision of the department. It is the student's responsibility to register in the appropriate course once the Admissions & Records Office lifts the prerequisite block.

Challenge Options

You may challenge the prerequisite for the course you wish to enroll in by choosing one of the following options:

1. Knowledge or ability to succeed. You believe you can succeed in the course without meeting the prerequisite based on knowledge or ability gained outside of the classroom. The challenge (and documentation) will be reviewed by the appropriate department.
2. Invalid prerequisite. You believe the prerequisite is not valid because it is not necessary for success in the course for which it is required. You understand the faculty of the department and the college's Curriculum Review Committee has considered and approved the prerequisite. The Department Chair will determine whether the required course is necessary for success in the target course.

3. Prerequisite course not available. You believe the prerequisite course was not made reasonably available. The Department Chair will determine whether the required course was reasonably available.
4. Prerequisite is discriminatory. You believe the prerequisite is discriminatory or is applied in a discriminatory manner. The area Department Chair will review the evidence submitted.
5. District process. You believe the prerequisite was not established in accordance with the district's process for establishing prerequisites and co-requisites. The Department Chair will determine whether or not establishment of the course prerequisite followed district policy.

Challenge Conditions

- Challenge may be filed at any time, but if it is filed after the enrollment deadline for the current semester, it will be applied to the subsequent enrollment period.
- It is the student's responsibility to provide compelling evidence to support the challenge. If you have questions or need assistance, discuss it with your counselor prior to filing.
- Filing a challenge does not guarantee a seat in the course.
- Challenges are reviewed by the appropriate academic department chair. The department chair has five (5) working days after the enrollment block is lifted, to approve or deny the challenge (except during Spring and Winter break when departments will be closed). If the department chair exceeds the time limit, the student will be allowed to stay in the course.
- If the challenge is denied, the student will be notified of such action, dropped from the class, and the enrollment fee will be refunded. Under certain circumstances, students have the right to appeal to the department.

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

The District 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.

SSSP has organized an All Student Services Retreat in spring 2015 to train faculty (full-time and part-time), staff, administrators, and student workers about SSSP requirements, student success steps and their connection to priority registration, local policies and procedures on SSSP implementation, etc. Increased trainings of this type are intended to be provided regularly to faculty, staff, and administrators in the areas of SSSP service delivery methods, research and evaluation methods, student success and retention pedagogies and best practices, and program guidelines and regulations from the state. This type of retreats and training will continue into 2015/16 and beyond. One is currently being planned to take place in late October or early November 2015.

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. Keynote speakers will be invited to speak on the topics of student success and retention. 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.

For fall 2015, Dr. Darla Cooper, Director of Research and Evaluation for the Research and Planning Group for the California Community Colleges (RP Group) will keynote SRJC's Fall 2015 PDA. Dr. Cooper's talk will highlight "Student Support (Re)defined," a study in which students shared their perspectives on the 6 success factors that contribute to their achievement. Following her keynote, Dr. Cooper will lead an interactive breakout session on the 6 success factors. In addition, SRJC's Student Success and Equity Committee will plan follow-up sessions to provide faculty, staff, and administrators further opportunities to practice implementing the 6 success factors.

SRJC's Counseling Department has a comprehensive Professional Learning Plan to meet SSSP requirements, including weekly professional learning for all counselors throughout the semester. In Fall 2015, 4-5 Counselors will pilot the new Statewide Educational Planning Program, Hobson. These Counselors will then train all Counselors, both full-time and adjunct. The system will be introduced at the Fall 2015 PDA, and training will start immediately thereafter. In addition, Student Services will transition from SARS to the new companion appointment system, Starfish; all Counselors, full-time and adjunct, will be trained in Starfish.

Also, all new Counselors will receive intensive training, including mentoring and job shadowing components. Further, all Counselors will receive a two-day training in On-Course, a college success program for students.

SSSP information will continue to be communicated widely to faculty, staff, and students, including the SSSP requirements of orientation, placement assessment, and education planning. These communications will also include state wide technology projects including Education Planning Initiative and Common Assessment Initiative. Specific trainings will be provided to all stakeholders in order to implement these technology tools at SRJC in the near future.

Faculty: At fall 2014 PDA, faculty were 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. It was well attended. The training sessions for Early Connection will be provided to faculty on an ongoing basis. Based on the feedback received, SSSP will provide regular Student Success Workshops to faculty and staff so they can learn about available support services across the District, about the Early Connection tool, and share student success strategies with each other.

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 Faculty Student Success Workshops are offered to both full- and part-time faculty. Faculty receive FLEX credit or direct hourly compensation for attending these workshops.

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.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

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, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, 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).

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.

ADDITIONAL INFORMATION

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

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

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: Administrator

Stakeholder Group: Liberal Arts & Sciences

Name: Laura Aspinnall Title: Faculty

Stakeholder Group: Disability Resources

Name: Inez Barragan Title: Manager

Stakeholder Group: EOPs

Name: Genevieve Bertone Title: Administrator

Stakeholder Group: Student Equity

Name: Wanda Burzycki Title: Faculty

Stakeholder Group: Liberal Arts & Sciences

Name: Linda Close Title: Staff

Stakeholder Group: Business

Name: Li Collier Title: Administrator

Stakeholder Group: Student Success, Equity and Retention

Name: Scott Conrad Title: Administrator

Stakeholder Group: Information Technology

Name: Denise Cooper Title: Staff

Stakeholder Group: Admissions & Records, Petaluma Campus

Name: Jana Cox Title: Administrator

Stakeholder Group: Financial Aid

Name: Victor Cummings Title: Administrator

Stakeholder Group: Language Arts/Academic Foundations

Stakeholder Group: Career Services/CalWORKS

Name: Lauralyn Larsen Title: Faculty/Former Administrator

Stakeholder Group: CTE/Former Counseling

Name: Marty Lee Title: Administrator

Stakeholder Group: Counseling

Name: Hernan Lemus Title: Student

Stakeholder Group: Student Government

Name: Ken Lofgren Title: Staff

Stakeholder Group: Information Technology

Name: Matthew Long Title: Administrator

Stakeholder Group: Student Services, Petaluma Campus

Name: Marianne Maimone Title: Staff

Stakeholder Group: Student Success/Assessment

Name: Jerry Miller Title: Administrator

Stakeholder Group: CTE

Name: Julie Muzzatti Title:

Faculty

Stakeholder Group: College Skills

Name: Freyja Pereira Title: Administrator

Stakeholder Group: Admissions & Records

Name: Nancy Persons Title: Faculty

Stakeholder Group: Library Services

Name: Josh Pinaula Title: Student

Stakeholder Group: Student Government

Name: Susan Quinn Title: Manager

Stakeholder Group: Student Health

Name: Norberto Quiroz Title: _____

Faculty

Stakeholder Group: Counseling

Name: Naomi Rodriquez Title: Staff

Stakeholder Group: Counseling

Name: Katie Seder Title: Staff

Stakeholder Group: CTE

Name: Lauren Servais Title: Faculty

Stakeholder Group: English

Name: Vanessa Shannon Title: Manager

Stakeholder Group: Gateway to College

Name: Kris Shear Title: Administrator

Stakeholder Group: Financial Aid

Name: Vayta Smith Title: Administrator

Stakeholder Group: Admissions & Records

Name: Audrey Spall Title: Faculty

Stakeholder Group: Counseling

Name: Don Webb Title: Manager

Stakeholder Group: Information Technology

Name: Patie Wegman Title: Administrator

Stakeholder Group: Disability Resources