Credit

Student Success and Support Program Plan

2015-16

District: Redwoods Community College District

College: College of the Redwoods

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@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 students[1]. 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 students[2].
- 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 cccsssp@cccco.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 basis[3]. 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

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[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.

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 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.
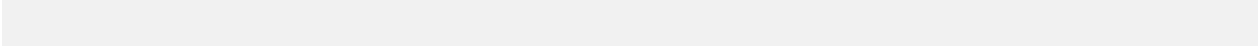
The SSSP Plan is divided into six sections. The Budget Plan is a separate document.
    I.   Program Plan Signature Page
    II. Planning & Core Services
        A. Planning
        B. Orientation
        C. Assessment for Placement
        D. Counseling, Advising, and Other Education Planning Services
        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: College of the Redwoods (CR)
District Name: Redwoods Community College District (RCCD)

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: Sheila Hall_____Date: _____

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

Name: Dr. Mark Winter _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Dr. Mark Winter _____ Date: _____

Signature of College Academic Senate Co-Presidents: _____

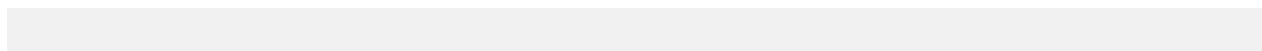Name: Mark Renner_____ Date: _____

Name: Connie Wolfsen _____ Date: _____

Signature of College President: _____

Name: Dr. Keith Snow-Flamer _____ Date: _____

Contact information for person preparing the plan:

Name: Sheila Hall   Title: Director, Counseling and Student Development
Email: sheila-hall@redwoods.edu   Phone: 707.476.4155

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.

   An annual plan was developed, and included as an optional attachment D with the 2014-15 SSSP Plan to assure progress and compliance with SSSP initiatives and alignment with the College's institutional plans. Progress was reviewed throughout the year with various constituent groups, such as the district counseling group, SSSP Task Force, and the SSSP Advisory Committee.

   A SSSP Task Force including representatives from Counseling, Enrollment Services, Institutional Research, and Information Technology meet on a regular basis to develop and coordinate SSSP-related processes, such as data tracking for MIS purposes and implementation of technology to support delivery of core services.

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

   One of the main factors considered in making adjustments for 2015-16 was the progress made on the action items within the SSSP annual plan. Increased funding has supported staffing changes, as well as additional Student Services Specialist positions, to allow for more focused work on addressing SSSP core services. Revisions to the online orientation and implementation of technology systems, such as Student Planning and Retention Alert, have streamlined processes and coordinated efforts among constituent groups districtwide.

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

   Although we are not a multi-college district, SSSP services are provided at our other locations in Del Norte and Trinity counties. Policies and procedures specific to the implementation of SSSP services are coordinated among all campus staff. Coordination and implementation of the SSSP initiatives are regularly reviewed as part of district-wide counseling meetings and site visits by the SSSP Coordinator and support staff.

   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.

The SSSP Plan has been coordinated to align student outcomes and actions with the district's Student Equity Plan, Basic Skills Plan, and Enrollment Management Plan for 2015-16. This alignment of goals ensures that the district has identified services and strategies to monitor and address student success and equity issues, made efforts to mitigate any disproportionate impact on student access and achievement, and efficiently allocated college resources in budgeting and planning.

The goals of the Student Equity Plan are derived from institutional data on student success and achievement indicators. The goals provide the vision and direction for specific planning actions. These actions are then integrated into the program review process and the College's Annual Plan. The Annual Plan reflects priorities from the Education Master Plan, the Strategic Plan, and the Accreditation Self-Study.

The work of the SSSP Advisory Committee aligns with Accreditation Standard II: A.44, A.47, C.60, C.61, C.62, C.64, C.65. The SSSP Coordinator attended an ACCJC Self-Evaluation Workshop in October to serve as a resource and assist others who will be part of the accreditation self-study process.

The SSSP Plan and services are coordinated with the Basic Skills Initiative to provide targeted counseling and advising services to students enrolled in basic skills classes.
As part of the SSSP plan, the following activities were initiated with the Basic Skills Committee:
- Identified intervention strategies for basic skills students on probation, which included updating RCCD Administrative Procedure AP 4250- Academic Probation, Dismissal, and Readmission to require dismissed students to meet with a counselor prior to re-enrolling.
- Basic skills funding supported counseling services to assist basic skills students with completing their student education plans in 2014-15.
- Members of the Basic Skills Committee also served on the SSSP Advisory Committee and Early Alert Task Force.
- Intervention strategies were further defined to increase progression in basic skills courses. These included continued support for faculty development in acceleration along with review and revision of English and Math placement processes.

The District is in the process of hiring a Manager of Student Retention and Academic Support Center. This new position was a result of coordinated action planning with SSSP, Student Equity, and Basic Skills. In collaboration with faculty and staff, this position will provide interventions for at-risk student populations.

In coordination with Adult Education (AB 86) programming, SSSP services will be provided to non-exempt Adult Education students throughout the district beginning with a fall 2015

pilot program. The pilot will be expanded to include adult education partners and member locations districtwide.

SSSP is fully integrated in the Counseling and Advising Department program review process. One of the program learning outcomes is that counselors and advisors will be knowledgeable of SSSP regulations, and they will be aware of processes related to these regulations.

2. Describe the college's student profile.

For the 2014-15 academic year, College of the Redwoods student profile was as follows:
Headcount: 7,359

Headcount by term:

Fall	4,994
Spring	4,904
Summer	1,515

Location:

Eureka	90.5%
Del Norte	9.6%
Klamath-Trinity	2.6%
Mendocino	0.3%

Ethnicity:

African-American	4.2%
American Indian/Alaskan	9.2%
Asian	4.1%
Caucasian	59.7%
Hispanic	17.3%
Pacific islander	1.7%
Unknown	3.9%

Gender:

Female	55.0%
Male	45.0%

Age:

Younger than 18	7.9%
18 – 24	50.0%
25 – 29	16.3%
30 – 39	16.1%
40 – 49	6.6%

50 and older	6.2%

Average age: 27

Additional Institutional Research data related to the student profile can be found here: *http://www.redwoods.edu/district/ir/*

Note: Adding up the headcount across each term for a given academic year is larger than the listed headcount because many students enroll in more than one term. For example, a student in 2014-15 might contribute to the spring and fall headcount by term tallies, but will only count once for the 2014-15 year.

3. 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.

   Counselors, advisors, and student services specialists districtwide have developed partnerships and maintain working relationships with area high schools, alternative and continuation schools, and community education programs, including Del Norte, Mendocino, and Klamath-Trinity county areas. Orientation, placement, and education planning services are provided by the College to concurrently enrolled students through the Academy of the Redwoods, an early college high school program, as well as other concurrent and dual enrollment programs with local high schools. Additional partnerships specific to transfer advising exist with our main transfer institution, Humboldt State University (HSU). While frequency and scope of on-campus visits vary by location, HSU admissions counselors meet with prospective transfer students to assist with the admissions and transfer process.

   We are a member of the Workforce Investment Board and actively participate in local workforce initiatives. We also actively partner with local training agencies such as CalWORKs, Department of Rehabilitation, Humboldt County Employment Training Department, and the CA Employment Development Department.

B. Orientation

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

   Based on outcomes from the 2014-15 program plan, updates were made to ensure all components of the checklist mandated by title 5 section 55521 are incorporated in the online and in-person orientations districtwide. Abbreviated education plans are created for all new students as part of the in-person orientations. Coordinated efforts are made with the Academic Support Center to schedule math and English placement testing on the same days as orientation sessions.

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

    From July 1, 2014 through June 30, 2015, 1,134 students were provided orientation services. Seventy-two students completed the online orientation in the 2014-15 academic year.

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

    This represents 13.6% of the non-exempt student population.

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

    Training and documents, such as a PowerPoint presentation, handouts, etc. related to orientation services are provided to the Student Services team districtwide. Non-exempt students, who have not completed orientation, or any other core service, are notified via email of missing services and the deadline to receive services to qualify for enrollment priority. At least once each semester, counselors and advisors offer "Counseling in the Quad" by staffing a table near the center of campus to inform students of upcoming deadlines, schedule appointments, develop abbreviated education plans, and answer questions. Additional outreach materials have been developed to inform students of the core services. Faculty are notified and asked to share with students the deadline to receive services to qualify for enrollment priority. Special Programs such as EOPS, Veterans, and DSPS make additional efforts to identify and contact students participating in their programs who are missing services.

3. a. Are orientation services offered online?

    Yes, an online orientation is available to students:
    http://webapps.redwoods.edu/orientation/
    The link can be found on the Counseling webpage, Admissions webpage, and as part of the "Becoming a Student" guide (online and in printed outreach materials).

    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.

    Orientation services provided in-person are facilitated by a counselor or advisor using a PowerPoint presentation. Our online orientation has been developed in-house using a series of webpages. Assessment and tracking of student participation are built into the current system. Support for updating and maintaining our online orientation is required from staff in the Counseling, Institutional Research, Marketing, and Technical Services departments.

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.

    In accordance with title 5 section 55521, the following topics are covered in orientation:
    - Academic expectations, progress, and probation standards pursuant to section 55031 are referenced from RCCD Administrative Procedure AP 4250 - Academic Standing and provided as a handout in the orientation packet in-person and as a link in the online orientation.
    - Maintaining registration priority pursuant to section 58108 is referenced from RCCD Administrative Procedure AP 5055 - Enrollment Priorities and included in the orientation presentation.
    - Prerequisite or co-requisite challenge processes pursuant to section 55003 are referenced from RCCD Administrative Procedure AP 4260 - Prerequisites and Corequisites and provided as a handout in the orientation packet in-person and as a link in the online orientation.
    - Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621 is described in the academic/progress probation handout and as a link in the online orientation.
    - Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed are included in several areas of the orientation presentation.
    - The academic calendar and important timelines are provided as a separate handout in the orientation packet in-person and as a link in the online orientation.
    - Registration and college fees referenced from RCCD Administrative Procedure AP 5030 – Fees are included in the orientation presentation.
    - Available education planning services referenced from RCCD Administrative Procedure AP 5050 - Student Success and Support Program, are included in the presentation, and discussed as part of the degree pathway advising provided during orientation.
    - Health and Wellness resources, including information about the campus Health Center, Drug and Alcohol Abuse Prevention and Sexual Assault Prevention program activities.

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 FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Director, Counseling	Coordinate orientation services and delivery, compliance	SSSP
10	Counselors (full-time and part-time)	Provide orientation services	SSSP/Match

4	IT specialists/manager	Maintenance of online orientation and tracking systems (SARS, MIS, etc.)	Match
1	Admin Office Assistant	Provide orientation information to students, data tracking	Match
1	Del Norte Center Director	Coordinate orientation services and delivery, compliance	Match
1	Graphic Artist	Create materials for orientation services	Match
3	Instructional Support Specialists	Provide orientation information to students, data tracking	SSSP/Match
10	Student Services/Support Specialists	Provide orientation information to students, data tracking	SSSP/Match
1	Student Retention Manager	Provide and coordinate orientation services and delivery	SSSP
1	Library specialist	Provide orientation information to students	Match
1	Manager, Admissions and Records	Coordinate orientation services and delivery, data tracking	Match
5	Student Development Advisors	Provide orientation services	Match

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
4000	Orientation supplies and materials	SSSP	$5,000
5000	Orientation operating expenses	SSSP	$8,205

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 English faculty conducted a review of the placement Accuplacer cut scores last year and concluded that the scores we were requiring were possibly too high. After reviewing the data gathered and comparing this with what faculty experience with students in their classes, they decided to:
    - Drop the cut-scores to get into English 1A and English 150 by 5 points. The cut score to place in English 350 will remain the same.
    - Create an advising zone of 5 points below the revised cut scores for English 1A, English 150, and English 350.
    - Allow students in the new, expanded advising zone to be placed up into the higher level course if one of the following criteria were met:
        o They could provide a high school transcript for their junior and senior years of English with a GPA of 3.0 (transcript no more than three years old).

- o If their high school GPA is less than a 3.0 or the transcript is more than three years old, they could schedule a reading and writing test that would determine whether they stayed in the lower level or moved to the next higher level.

The Deans of Math, Science, and Behavioral & Social Sciences, and Arts/Humanities, Director of Institutional Research and the Vice President of Instruction and Student Development met with representatives from the Chancellor's Office regarding Math placement multiple measures process. The Vice President and Deans will provide more clarity to the math department relative to multiple measures and charge them to look further at alternative measures. Subsequent dialogue occurred with math and English faculty to address student progression through basic skills course sequence. In addition, the College is a pilot college with the Cal-Pass Multiple Measures Assessment Project.

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

   In 2014-15, 2,707 students received assessment services for initial course placement. Of those who received assessment services, 1,994 students went through assessment testing at College of the Redwoods using Accuplacer and other multiple measures, 54 students used EAP results solely, and 659 used test scores from other college/university for placement.

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

   This represents 32.5% of the student population who received assessment services for initial course placement.

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

   Coordinated outreach efforts are made with the Academic Support Center and the Counseling department to offer placement testing off campus at our local high schools and in the community. Testing dates and times are scheduled with orientation activities to allow students to complete several steps during a single visit. We are in the process of making staffing changes in the Academic Support Center to better coordinate and offer additional testing and multiple measures opportunities for students on and off-campus. Non-exempt students, who have not completed the placement process, or any other core service, are notified via email of missing services and the deadline to receive services to qualify for enrollment priority.

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

   The math and English assessment tests are offered to students on a drop-in or appointment basis, depending on the time of year. For example, beginning in March, math and English assessments are coordinated with Counseling and Advising for on-site visits to

local high schools. During the summer months, math and English assessment tests are offered by appointment, and are also coordinated with Counseling and Advising to incorporate all-in-one day services for students on campus. Students can schedule their test by contacting the Academic Support Center or Counseling and Advising at all locations in person, by phone, or via email.

Students are informed of the placement process and test preparation as part of the student letter sent upon application and described in the "How to Become a Student at CR" steps to enrollment information on the website and in printed outreach materials. After testing, students are referred to orientation and/or individual appointment with a counselor/advisor for multiple measures to determine course placement.

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.

College of the Redwoods administers the computer-based Accuplacer tests by the College Board for English, math and ESL placement. The Accuplacer placement test includes background questions that may be used for multiple measures for determining course placement.   Students whose test scores fall within an advising zone, a range that borders the next course level, are referred to the Counseling and Advising Office for further determination of the appropriate course placement.

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

Based on the California Community Colleges Approved Assessment Instruments chart from spring 2015, Accuplacer math, English and ESL are in a probationary approval category beginning March 1, 2014 and expiring March 1, 2016.

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

Additional assessment tests that require disproportionate impact and consequential validity studies to be completed locally are not currently being used.

5. a. What multiple measures are used?

Multiple measures used to determine placement may include the following:
- Surveys and questionnaires (e.g. First Year Experience form used during in-person orientations)
- Past educational experience (e.g. courses or degrees completed, high school or college grade point average, recency of completion of subject area courses)
- College plans (e.g. full-time vs. part-time enrollment, number of hours working while going to college, intended major)
- Student maturity and motivation

    • Student self-assessment or self-evaluation

Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience.

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

A student's self-reported math history is integrated into the assessment system in several places. First, it is initially used to determine which level of math test is provided. Second, while the math history doesn't affect or change the Accuplacer score, it is used in conjunction with specific score ranges (called Advising Zones) to trigger a note that the student may be advanced a placement level by the counselor or advisor through the use of a multiple measures rubric. Other measures are applied by counselors/advisors during orientation sessions and/or individual appointments.

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

Yes, all our multiple measures and related processes meet the requirements per title 5 sections 55502 and 55522.

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.

We are not a multi-college district. However, CR accepts placement test results with supporting documentation that are less than three years old from other California Community Colleges. Test scores from other colleges are evaluated for validity determination and may be used as part of multiple measures to determine placement.

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

Re-Take:
Students are allowed to re-take the Accuplacer English once prior to the start of their first English course at CR. Students are allowed to re-take any level math assessment twice within a testing period of one regular semester. The re-takes are given by appointment once the student has completed a review and/or study session(s).

Recency:
Assessment testing results must be within the past three years to be accepted. After review of best practices at other community colleges, we found that a 2-3 year recency

requirement is in place and one retest is allowed during a year. Extenuating circumstances such as medical emergency or illness, as well as completion of refresher course(s), may allow for retesting to occur in less than a year.

Information about these policies and practices are made available to students on the Academic Support Center webpage and as part of the instructions and information provided to students at the beginning of each assessment test and during orientation.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the positon. 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)
1	Director, Counseling	Coordinate assessment services and delivery, compliance	SSSP
10	Counselors	Provide assessment services, interpret test results, multiple measures	SSSP/Match
3	IT specialists/manager	Maintenance of assessment tools and tracking systems (Accuplacer, SARS, MIS, etc.)	Match
1	Admin Office Assistant	Provide assessment information to students, data tracking	Match
1	Del Norte Center Director	Coordinate assessment services and delivery, compliance	Match
1	Graphic Artist	Create materials for assessment services	Match
3	Instructional Support Specialists	Administer Accuplacer, provide assessment information to students, data tracking, test preparation	SSSP/Match
9	Student Services/Support Specialists	Provide assessment information to students, data tracking	SSSP/Match
1	Student Retention Manager	Provide and coordinate assessment services and delivery	SSSP
1	Library specialist	Provide assessment information to students	Match
1	Manager, Admissions and Records	Coordinate assessment services and delivery, data tracking	Match
5	Student Development Advisors	Provide assessment services, interpret test results, multiple measures	Match
6	Faculty	Math and English faculty involved with assessment and placement, multiple measures, and acceleration initiatives.	Match

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
4000	Assessment supplies and materials	SSSP	$5,000
5000	Assessment operating expenses	SSSP	$8,205

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?

    Ellucian's Student Planning module was purchased and installed. A team of student services and technology staff have been trained to use the system and testing continues through this semester. Counselors will begin creating education plans using the module in spring 2016. Ellucian is quickly upgrading the new module, and we expect new features in the future in areas where the module did not meet our state reporting requirement needs. Staff training and support was provided to improve the incoming transcript evaluation process. Official college transcripts are evaluated upon receipt for math, English, biology, and chemistry equivalencies. A two- year subscription to CollegeSource (TES) was purchased to support efficient transcript evaluations. Transcript evaluation processes are in place and available to students and staff from the Admissions website. Workshops have been created and will continue to be offered to students interested in CSU and UC transfer.

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

    In 2014-15, 4,889 students received counseling, advising, and education planning services.

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

    This represents 58% of the target student population who have received counseling, advising, and educational planning services

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

    Training and materials, such as articulation and transfer information, handouts, etc. related to counseling services are provided electronically districtwide and available online. Non-exempt students, who have not completed an education plan, or any other core service, are notified via email of missing services and the deadline to receive services to qualify for enrollment priority. Special programs (EOPS, DSPS, CalWORKs, Veterans, and TRiO) provide outreach and regularly verify completion of services for students in their programs. Faculty are notified and asked to share with students the deadline to receive services to qualify for enrollment priority.

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

    Various methods are used to deliver counseling, advising, and education planning services, including group counseling/advising sessions, individual appointments, workshops, visits to classrooms, general studies and guidance FTES generating courses (credit and noncredit), online resources, and via distance through phone and email. Additionally, academic advisors and counselors are available for drop-in services and assist new students at all orientation events.

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

    Counseling services are available daily on both a drop-in and appointment basis. Hours vary depending on registration periods and staffing availability.

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

    Generally, students are able to schedule an appointment with a counselor or advisor within a week. Although specific times and staffing vary, counselors and advisors are available for drop-in sessions every day and the average wait time is approximately 10 minutes. During peak periods (typically once registration begins and through the first week of classes), individual appointments may be limited and the wait time for drop-in may be longer than 10 minutes.

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.

    Abbreviated student education plans are developed as part of in-person orientations, during individual appointments, drop-in with advisors or counselors, or in group workshop settings districtwide. During orientation, students complete an abbreviated education plan by using the courses they have selected during registration and planning the courses they are likely to take the following semester. Math and English course sequences are planned through completion of course of study. Counselors and advisors help students make informed decisions through the information provided in the orientation presentation, resources on the College website, and completion of the First Year Experience questionnaire that provides additional background information about each student (i.e. work or family responsibilities, high school GPA, education goal, major, etc.).

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

    Students who have completed 15 units of degree-applicable coursework are identified and notified by email of the need for a comprehensive education plan. At this time, an individual appointment with a counselor or advisor is necessary to develop a

comprehensive education plan. The scope of a comprehensive education plan takes into consideration the student's interests, skills, career and education goals, major, potential transfer institutions, and the necessary steps to complete the student's identified course of study. A comprehensive education plan includes the course requirements specific to the student's declared education goal and major, prerequisites or co-requisites, the need for basic skills or noncredit adult education, and the need for referral to other support and instructional services as appropriate. Additional information may be included to satisfy participation requirements for programs such as EOPS, DSPS, CalWORKs, Veterans education benefits, athletics, and others.

A noncredit course (GUID 215) was developed to help students complete an education plan. The goal of this course is to better align the advising done by teaching faculty within specific disciplines and programs with the advising process on general education requirements and course sequencing done by counselors and academic advisors. A request was sent to faculty and the Director of Counseling is working with the various divisions and interested faculty to offer sections of GUID 215 this fall 2015 semester.

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 technology tools used for counseling, advising, and other education planning services include:
   - Program evaluation and course/term planning functions using Colleague by Ellucian's current E-Advising system
   - CollegeSource (TES) transfer equivalency system is used for transcript evaluation processes
   - Websites accessed during planning sessions may include: ASSIST, CSUMentor, UC Transfer Admission Planner, Transfer Counselor Website, Humboldt State University Transfer Guide, CA Virtual Campus, Career Café, CA Community College Chancellor's Office, and California Colleges
   - Other online resources such as tutorials, Power Point presentations, and online career assessments and resources (CA Career Cafe, ONet, and other career planning and development related links)
   - SARS software solution is used for counselor/advising appointment scheduling, tracking, and reporting
   - Special programs may also use Word documents or Excel spreadsheets as comprehensive education plans to meet specific program requirements (EOPS, CalWORKs, and athletics)

   We have installed and began testing the Ellucian Student Planning system. Ellucian is quickly upgrading the new module, and we expect new features in the future in areas where the module did not meet our state reporting requirement needs.

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)
1	Director, Counseling	Coordinate counseling services and delivery, compliance	SSSP
10	Counselors	Provide counseling and advising services, create educational plans	SSSP/Match
3	IT specialists/manager	Maintenance of counseling and educational planning tools and tracking systems (E-Advising, Student Planning, SARS, MIS, etc.)	Match
1	Admin Office Assistant	Provide counseling and educational planning information to students, data tracking	Match
1	Academic Affairs Specialist	Coordinate curriculum information and programming related to counseling and educational planning resources	Match
1	Del Norte Center Director	Coordinate counseling and educational planning services and delivery, compliance	Match
1	Graphic Artist	Create materials for counseling and educational planning services	Match
3	Instructional Support Specialists	Provide counseling and educational planning information to students, data tracking	SSSP/Match
10	Student Services/Support Specialists	Provide counseling and educational planning information to students, data tracking	SSSP/Match
1	Student Retention Manager	Provide and coordinate counseling and educational planning services and delivery	SSSP
1	Library specialist	Provide counseling and educational planning information to students	Match
1	Manager, Admissions and Records	Coordinate counseling and educational planning services and delivery, data tracking	Match
5	Student Development Advisors	Provide counseling and advising services, create educational plans	Match
1	Articulation Officer	Provide course articulation information to support educational planning processes	Match
2	Evaluation Specialists	Evaluate transcripts, assist with education planning tools and tracking systems	Match

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
4000	Counseling and educational planning supplies and materials	SSSP	$5,000
5000	Counseling and educational planning operating expenses	SSSP	$8,205

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?

   In 2014-15, we purchased and began installation of Ellucian's Retention Alert system. This alert system will allow faculty and staff to identify and provide interventions to students who are exhibiting any variety of at-risk characteristics. Our plan is to pilot the system with faculty volunteers in spring 2016 with full implementation in fall 2016.

   The College is in the process of hiring a Manager, Student Retention and Academic Support Center who will provide coordination of the Retention Alert system and assist with coordinating intervention strategies for at-risk student populations.

   RCCD Administrative Procedure AP 4250- Academic Probation, Dismissal, and Readmission was updated in June 2015. Changes to this procedure have allowed us to place registration holds on student accounts that require dismissed students meet with a counselor prior to enrolling in classes.

   Notification of academic or progress probation and/or dismissal are sent to students' college email accounts no later than 3 weeks after the term ends. Counseling services are provided for students on academic dismissal. The identified students are called and emailed by a counselor. Phone or office appointments are set-up for the students to meet individually with a counselor. Workshops and presentations have also been developed for students on probation and will be made available this year.

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

   Basic Skills
   96.7% of students taking basic skills courses in 2014-2105 were non-exempt.

Of them:

    52.1% developed an education plan

    40.9% developed an abbreviated plan, 5.4% developed a comprehensive plan, and 5.8% developed both abbreviated and comprehensive plans

    61.1% received counseling/advising

    52.4% received other services:

        10.9% received other academic progress services

        51.6% received other follow-up education planning services

        25.6% received other academic progress & other follow-up education planning services

        1.9% received career/interest/subsequent assessment and placement services

        1% received other orientation services

        7.3% received some other combination of two or more of the above services

Other services received for all non-exempt:

8,342 students were not exempt

18 received academic or progress probation support/intervention service

8 received support services while facing dismissal

6,254 (25.0%) of these students received some other services as follows:

        14.7% received other academic progress services

        33.4% received other follow-up education planning services

        11.6% received other academic progress & other follow-up education planning services

        1.6% received career/interest/subsequent assessment and placement services

        3.8% received some other combination of two or more of the above services

No declared educational goal or course of study:

Of the non-exempt students, 920 (11%) did not indicate a program of study.

Of those students:

39 (4.2%) developed an abbreviated Student Ed Plan

None developed a comprehensive plan.

141 (15.3%) received counseling/advising services

132 (14.3%) received other services:

        43 received other acad progress services

        83 received other follow-up ed plan service

        13 received some combination of other services not listed above

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

See percentages described above for each group

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

The Retention Alert system will help us identify students who might be struggling academically or emotionally. These students are contacted through email and phone calls. They are encouraged to meet with a Counselor or Advisor to address issues and challenges that are affecting their

academics.   Appropriate strategies and resources are provided based on individual student needs and educational goals.

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

Enrolled in basic skills classes
Tutoring services for students in math and English courses are provided in the Academic Support Center. Individual tutoring is provided to TRiO participants and DSPS students at the Del Norte site. Due to the high concentration of at-risk students in basic skills math & English courses, the College offers tutoring, supplemental instruction, and/or peer mentor support in the Writing Center and Math Lab to improve student success in these courses. Noncredit courses in reading, math, and study skills are also available to support this population of students.

No identified education goal or course of study
A two-unit career planning course is offered to help students identify learning styles, work values, personalities, majors and careers, personal strengths and weaknesses, geographic location of potential future employment, and life goals. In the individualized career counseling process, similar topics are addressed such as work history, course work, hobbies, skills, personal life, interests and barriers. Attention is given to the academic and degree requirements necessary to obtain a successful career. Tools such as the Strong Interest Inventory, the Myers-Briggs Inventory, and computer-aided career search programs may be used in this process. Noncredit courses specific to career planning and exploration are also available to students at various locations. The library maintains current books and other resources on careers, degrees and majors, and colleges or universities to assist in the exploration process.

Academic or progress probation or facing dismissal
Students who are on academic and/or progress probation or facing dismissal are contacted by email and/or phone to schedule individualized counseling sessions. During the appointment, the counselor and the student identify reasons why the student was on probation. These issues and challenges are addressed by providing strategies using the following services and information:
- Academic, career and employment, and personal counseling
    - Addressing challenges and issues relevant to current and future academic pursuits
    - Encourage appropriate unit load, repeat of appropriate classes, taking appropriate classes (ability level, major, educational goal, etc.)
    - Create a Student Education Plan
    - Review personal choices
- Resources (campus and community)
    - Tutoring
    - Special programs—DSPS, EOPS, CalWorks, TRiO, Veterans
- Specific credit and/or noncredit courses that help to improve basic skills, and study strategies
- Guidance courses for supplemental instruction in various subjects (basic to transfer level)

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

Once fully implemented, students will be identified through the Retention Alert system. Students are currently identified by faculty, Special Programs, Behavior Intervention Team, Residence Hall staff, and Counseling and Advising. Students will be notified through emails and phone calls, and will be encouraged to meet with their instructors, make appointments with counselors, and when appropriate, make an appointment with the special program(s) from which they are receiving additional support services (EOPS, Veterans, CalWORKs, DSPS, etc.). Students are initially notified of these services at the time they apply to the college, as part of orientation, or as early as possible. For example, students who have not declared an education goal or course of study are notified of services after completion of the admissions application. Basic skills students are notified of available services at the time they enroll in basic skills courses. Students on probation are notified of services once academic standing has been processed.

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

Services to at-risk students are delivered in-person individually by appointment and drop-in, depending on the specific service, and in group workshops. We have developed workshops for students on probation and are working with technical staff to make them accessible to students online. The technology tools used for follow-up services include our student information system to identify and track at-risk students; SARS software for counselor /advisor appointment scheduling, tracking and reporting; and soon to be implemented Ellucian's Retention Alert system. Currently we are offering several courses through a teleconference system and will investigate ways to also offer services through this system.

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

Currently, some instructional faculty monitor student progress, such as with the First Year Experience and some basic skills math and English courses. As we begin implementation of Ellucian's Student Planning system, instructional faculty will be extensively involved in the early alert process. Our plan is to pilot the system with faculty volunteers in spring 2016 with full implementation in fall 2016.

Faculty counselors are involved in the Behavior Intervention Team (BIT) which addresses student behaviors that may be detrimental to health and safety on the campus. BIT has been promoted at faculty trainings which include both part-time and full-time faculty.

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.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Director, Counseling	Coordinate follow-up services and delivery, compliance	SSSP
10	Counselors	Provide outreach and intervention of follow-up services to at-risk students	SSSP/Match
3	IT specialists/manager	Maintenance of tools used for follow-up services and tracking systems (Retention Alert, SARS, MIS, etc.)	Match
1	Admin Office Assistant	Provide follow-up service information to students, data tracking	Match
1	Del Norte Center Director	Coordinate follow-up services and delivery, compliance	Match
1	Graphic Artist	Create materials for follow-up services	Match
3	Instructional Support Specialists	Provide information to at-risk students, data tracking	SSSP/Match
9	Student Services/Support Specialists	Provide information to at-risk students, data tracking	SSSP/Match
1	Student Retention Manager	Provide and coordinate follow-up services and delivery to at-risk students	SSSP
1	Library specialist	Provide information to at-risk students	Match
1	Manager, Admissions and Records	Coordinate follow-up services and delivery, data tracking, academic standing	Match
5	Student Development Advisors	Provide outreach and intervention of follow-up services to at-risk students	Match

5. 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
4000	Supplies and materials related to providing follow-up services	SSSP	$5,000
5000	Operating expenses related to providing follow-up services (i.e. Retention Alert)	SSSP	$8,205

F. Other SSSP/Match Expenditures

1. 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.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Academic salary Director Institutional Effectiveness, SSSP research	Match	$8,511
2000	Classified salaries Information technology specialists for SSSP research	Match	$3,102
3000	Employee benefits Director Institutional Effectiveness and IT specialists, SSSP research	Match	$4,463

2. 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.

Budget Code	Expenditure Title/Description	Funding Source	Amount
1000	Academic salary Director Institutional Effectiveness, Institutional research	Match	$5,674
2000	Classified and other nonacademic salaries: Academic Affairs Specialist, Admin Office Assistant, Articulation, Del Norte Center Director, Evaluation, and Student Support Specialist positions that provide core services and related direct program costs in Admissions, Transfer and Articulation Services, Career Services, and services for at-risk students.	Match	$178,271
3000	Employee benefits	Match	$98,809

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.

   In accordance with title 5 section 55532, RCCD Administrative Procedure AP 5050 – Student Success and Support Program describes exempting students from SSSP-required services as follows:

   Students may be exempt from Student Success and Support Program services if they:
   • have completed an associate degree or higher;

- have enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence;
- have completed these services at another community college within a time period identified by the district;
- have enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards; or
- have enrolled at the college as a special admit student pursuant to Education Code section 76001.

Students who were previously exempt from Student Success and Support Program services shall be notified and may be given the opportunity to participate in those services.

2. What percentage of your student population is exempt (list by category)?

18.1% (1,840) students in 2014-15 were exempt.

Students are represented in the following categories:
- Completed an associates' degree or higher:
  59.6% of exempt students completed an associate degree or higher
- Enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence:
  52.8% of exempt students have Ed Goal J or L or O
- Have enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards:
  3.6% of exempt students had Ed Goal I
- Have enrolled at the college as a special admit student pursuant to Education Code section 76001:
  4.9% of exempt students have MNR residency in at least one term in 2014-15

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.

The student's right to appeal is integrated into several district policies and procedures:
RCCD Administrative Procedure AP 5050 – Student Success and Support Program
http://www.redwoods.edu/District/Board/New/Chapter5/documents/AP5050.pdf

RCCD Administrative Procedure AP 5530 – Student Complaints Other than Academic Complaints or Unlawful Discrimination
http://www.redwoods.edu/District/Board/New/Chapter5/AP%205530%20student%20complaints%20final%2002-07-2012.pdf
RCCD Administrative Procedure AP 5055 – Enrollment Priorities
http://www.redwoods.edu/District/Board/New/Chapter5/documents/AP5055_Enrollment_Prioritiesrev1.pdf
RCCD Administrative Procedure AP 4250 – Academic Standing, Dismissal, and Readmission
http://www.redwoods.edu/District/Board/New/Chapter4/documents/AP4250AcademicProbationDismissalandReadmission_000.pdf

Specific to SSSP services, and as described in title 5 sections 55500 et seq. and RCCD Administrative Procedure AP 5050 – Student Success and Support Program, Redwoods Community College District shall establish written procedures by which students may challenge any alleged violation of the provisions of this subchapter. The district shall investigate and attempt to resolve any such challenges and complaints in a timely manner. Procedures may be consolidated with existing student grievance procedures by action of the governing board. Records of all such complaints shall be retained for at least three years after the complaint has been resolved or longer if necessary to meet other requirements and shall be subject to review by the Chancellor as part of the statewide evaluation required under section 55511.
When a challenge contains an allegation that the district has violated the provisions of section 55522(c), the district shall, upon completion of the challenge procedure established pursuant to this section, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint under section 59327.
References: Education Code Sections 78210 et seq.; Title 5 Sections 55500 et seq.

As referenced in RCCD Administrative Procedure AP 5055 – Enrollment Priorities, a student may appeal the loss of priority enrollment status 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 accidents, illnesses, or other circumstances beyond the control of the student. A written appeal may be submitted to the Registrar by the posted deadline and must include documentation of the extenuating circumstance.
References: Title 5 Sections 56232, 56026, 58106, 58108; Education Code Sections 66025.8, 66025.9, 66025.91, 66025.92, 76001.

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.

In accordance with Title 5, section 55003, all course and program prerequisites, corequisites, recommended preparation, and limitations are established when faculty in the discipline submit a request and appropriate validation to the Curriculum Committee for approval. RCCD Administrative Procedure AP 4260 – Prerequisites and Co-requisites describes the student challenge process as follows:

Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

- If space is available in a course when a student files a challenge to the prerequisite or corequisite, the district shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
- If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

Grounds for challenge are specified in Title 5 Section 55003 (p). Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. The challenge form is available in Division Offices. Authority for approval rests with the Faculty Subject Matter Expert and the Division Chair.

A. Grounds for challenge are:
- The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
- The prerequisite or corequisite is in violation of this section;
- The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
- The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or
- Such other grounds for challenge as may be established by the district governing board.

B. Additional grounds for challenge are:

- The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
- The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.

C. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

College of the Redwoods is planning a number of activities to involve, inform, and train the campus community during the 2015-16 academic year. These activities may include:
- Information on SSSP regulations and related process are integrated in the program review process as a learning outcome for the Counseling and Advising department.
- Convocation sessions and other activities with a specific focus on working with underrepresented and at-risk student populations
- Local Student Success Summit event with a focus on student persistence for underrepresented student populations and at-risk students
- Counseling and advising meetings which include districtwide representation from DSPS, EOPS, Veteran Resource Center, CalWorks, TRiO, Admissions and Financial Aid, Assessment, and Early College High School
- Annual Counselors Day during Fall 2015 to provide SSSP-related information to districtwide community partners including high schools, alternative, continuation, and other educational organizations
- Flex Activities for staff and faculty professional development including; First Year Experience and College Success curriculum
- Student Development staff training in roles and responsibilities in meeting the SSSP guidelines
- Campus-wide information campaign called the "Friday Update", a weekly email sent to leaders of student development and instructional areas
- Dialogue sessions for all district employees which present data and updates on annual planning initiatives which support or are related to SSSP actions

- Presentations to academic programs during division meetings regarding student success initiatives and coordinated efforts with Basic Skills and Student Equity
- Presentations or reports to Academic Senate and the Board of Trustees
- Attendance at the Chancellor's Office SSSP Directors Training and RP Group Strengthening Student Success conferences

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
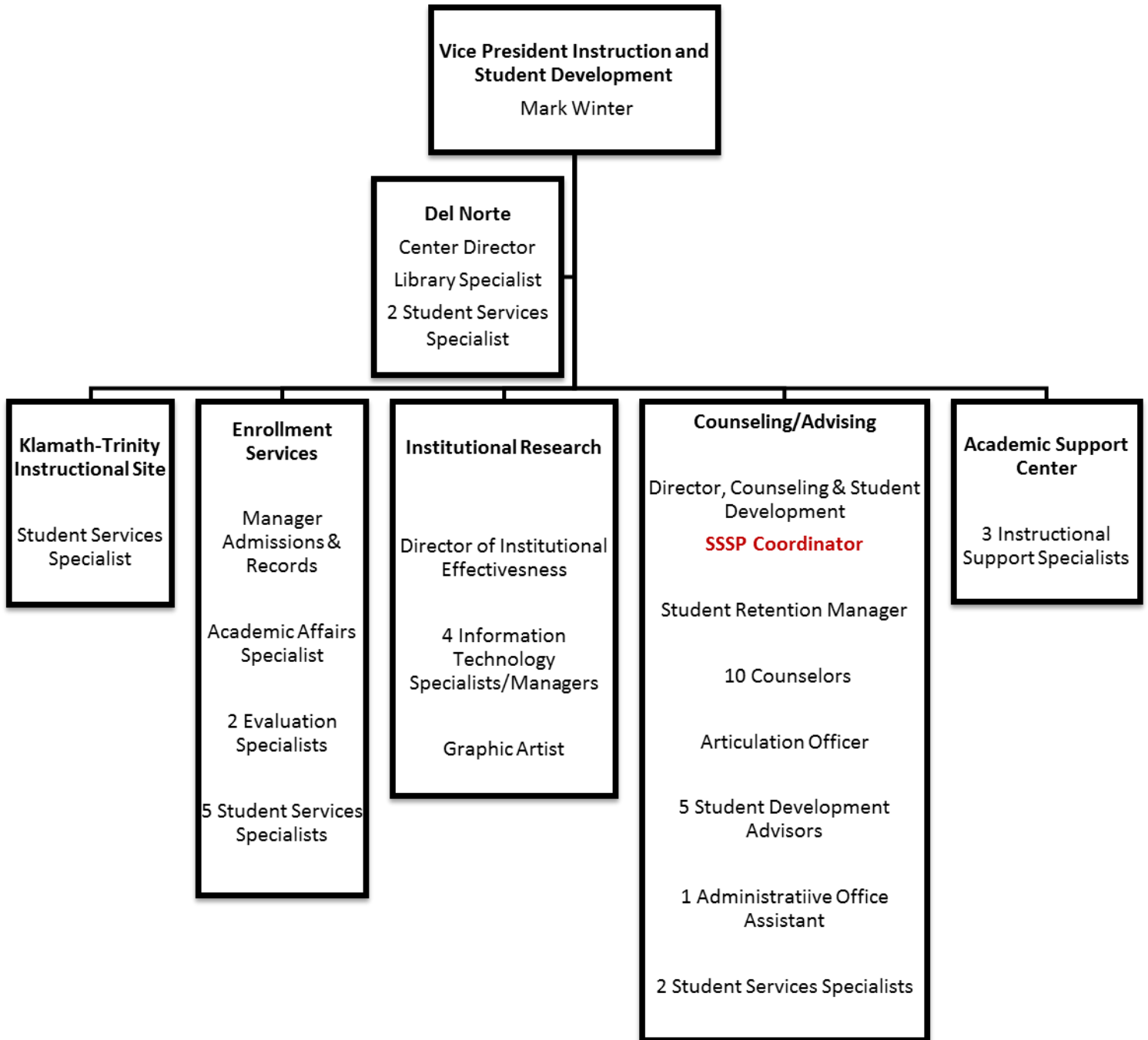mkeeley@cccco.edu
(916) 323-5953

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	Title	Stakeholder Group
Mark Winter (Co-Chair)	Vice President Instruction and Student Development	Instruction and Student Development
Sheila Hall (Co-Chair)	Director, Counseling and Student Development SSSP Coordinator	Student Development
Angelina Hill	Director of Institutional Effectiveness	Institutional Research
Doug Edgmon	Senior Accounting Manager	Business Office
Lindsey Dunham	Budget Technician	Business Office
Cheryl Tucker	Director, EOPS/CARE	Special Programs
Tina Vaughan	Instructional Support Specialist	Academic Support Center
Rianne Connor	Manager, Admissions & Records	Enrollment Services
Nanette Barker	Counselor and Learning Disabilities Specialist	Counseling & Advising, DSPS
Lupita Martinez	Student Services Specialist	Classified Staff
Marla Gleave	Dean, Career and Technical Education	Career and Technical Education
Paul Chown	Manager, Information Systems and Applications	Institutional Research, Technology Services
Dave Bazard	Dean, Mathematics, Science, Behavioral & Social Sciences	Student Equity Plan Committee
Erin Wall	Dean, Arts and Humanities	Basic Skills Committee
David Arnold	Math faculty	Faculty
Julia Peterson	Director, Business and Training Center Community and Economic Development	Noncredit and AB 86
Dominique Gardon	College of the Redwoods student	Students

Attachment B

SSSP Organizational Chart

Vice President Instruction and Student Development
Mark Winter

Del Norte
Center Director
Library Specialist
2 Student Services Specialist

Klamath-Trinity Instructional Site

Student Services Specialist

Enrollment Services

Manager Admissions & Records

Academic Affairs Specialist

2 Evaluation Specialists

5 Student Services Specialists

Institutional Research

Director of Institutional Effectivesness

4 Information Technology Specialists/Managers

Graphic Artist

Counseling/Advising

Director, Counseling & Student Development
SSSP Coordinator

Student Retention Manager

10 Counselors

Articulation Officer

5 Student Development Advisors

1 Administratiive Office Assistant

2 Student Services Specialists

Academic Support Center

3 Instructional Support Specialists

Attachment C
SSSP Advisory Committee

STUDENT SUCCESS AND SUPPORT PROGRAM ADVISORY

Scope

The purpose of the CR SSSP Advisory Committee is to review and recommend policies, procedures, and activities to enhance the district-wide understanding of the philosophy and process of matriculation and to increase student success for all students.

Membership

#	Designation	Chair	Appointment
1	VPISD	Co-Chair	Ex. Officio
1	Director of Counseling and Advising, SSSP Coordinator	Co-Chair	Ex. Officio
1	Director of Special Programs and Academic Support		Ex. Officio
1	Director, Enrollment & Financial Aid Services		Ex. Officio
1	Veterans Resource Specialist		Ex. Officio
1	Manager, Admissions and Records		Ex. Officio
1	Counselor, Transfer Center Director		Ex. Officio
3	Faculty		Senate
2	Academic Deans		VPISD
1	Noncredit Matriculation Representative		VPISD
1	Director of DSPS		Ex. Officio
1	Representative from Information Systems		Ex. Officio
1	Representative from Distance Education		DE Committee
1	Student		ASCR
1	Assistant Director of EOPS		Ex. Officio
1	AOA to the VPISD or CTE Dean	Recorder	
Σ =19			

Terms

Appointments are for a minimum of two years.

Related ACCJC Standards

Standard II: A.44, A.47, C.60, C.61, C.62, C.64, C.65