Student Success and Support Program Plan
(Credit Students)

2014-15

District:  Redwoods Community College District
College:  College of the Redwoods

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
Instructions for Completion of the College
Student Success and Support Program Plan

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

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

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

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

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

The program plan is to be submitted on an annual basis. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing). Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510(b)). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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

The program plan should not be limited to state-funded activities. Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans

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1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.
2 A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
3 The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

**General Instructions**

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

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

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: 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*.

Signature of College SSSP Coordinator: ____________________________
Name: Sheila Hall ____________________________ Date: ________________

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: ____________________________
Name: Dr. Keith Snow-Flamer ____________________________ Date: ________________

Signature of the Chief Instructional Officer: ____________________________
Name: Dr. Keith Snow-Flamer ____________________________ Date: ________________

Signature of College Academic Senate Co-Presidents: ____________________________
Name: Dan Calderwood and John Johnston ____________________________ Date: ________________

Signature of College President: ____________________________
Name: Kathryn G. Smith ____________________________ Date: ________________

Signature of District Chancellor: ____________________________
Name: ____________________________ Date: ________________

Contact information for person preparing the plan:
Name: Sheila Hall                      Title: Director, Counseling & Advising
Email: sheila-hall@redwoods.edu         Phone: 707-476-4155
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

IIa. Core Services

i. Orientation

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

College of the Redwoods (CR) is a public community college located on the north coast of California. Serving Del Norte and Humboldt Counties, parts of western Trinity County, and coastal Mendocino County, CR has one of the largest service areas in California. Home to nearly 280,000 residents, the district covers almost 10,000 square miles. With a population of more than 27,000, Eureka is the largest city in the service area and is home to CR’s largest campus. Eureka’s nearest metropolitan neighbors are more than 260 miles to the south (San Francisco) and 420 miles to the north (Portland, Oregon).

Fall 2013-data for enrolled students:
Headcount: 4,975
Gender: 2,784 Female, 2,182 Male, 9 unknown

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<tr>
<th>Ethnicity</th>
<th>Count</th>
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<tbody>
<tr>
<td>American Indian</td>
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<tr>
<td>Asian</td>
<td>136</td>
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<tr>
<td>Black or African American</td>
<td>101</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>47</td>
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<tr>
<td>Hispanic</td>
<td>762</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>300</td>
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<tr>
<td>Unknown</td>
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<tr>
<td>White</td>
<td>2,969</td>
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<table>
<thead>
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<td>17 and younger</td>
<td>327</td>
</tr>
<tr>
<td>18 to 24</td>
<td>2,513</td>
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<tr>
<td>25 to 34</td>
<td>1,241</td>
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<tr>
<td>35 to 49</td>
<td>595</td>
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<tr>
<td>50 and older</td>
<td>299</td>
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<table>
<thead>
<tr>
<th>Unit Load</th>
<th>Count</th>
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<tbody>
<tr>
<td>Between Half and Full Time</td>
<td>3,486</td>
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<tr>
<td>Full Time</td>
<td>1,455</td>
</tr>
<tr>
<td>Overload</td>
<td>34</td>
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</table>
The target audience for orientation includes new, first-time college students who indicate an education goal other than the following exempt categories:

- Maintain a certificate or license (e.g. Nursing, Real Estate)
- Pursue educational development (intellectual, cultural)
- Complete credits for high school or GED
- University/4-year college student taking courses to meet university/4-year college requirements

Students who are returning or those who are transferring from another institution are encouraged to participate in orientation, but are not required. We estimate 1,500 first-time students will be provided orientation services annually district-wide, approximately 1,000 for the fall semester and 500 for the spring semester.

Students are informed about orientation in an initial “Welcome to CR” email sent after completing the admissions application. Information is available as part of the “Enrollment Steps” on the CR website and through outreach and pre-enrollment services discussed in the Counseling Advising & Other Education Planning Services section of this document.

Orientations coincide with new student registration periods and are coordinated with math and English placement testing dates. Orientation delivery methods include:
- in-person small group (30 students or less)
- in-person individual appointments
- online or via distance (email and/or phone)

Student learning outcomes have been established for orientation services and upon completion of an in-person orientation, students will be able to:
- Identify college resources that will support academic success
- Identify an education goal, course of study (academic program), and develop an abbreviated student education plan
- Demonstrate proficiency with CR technology tools (e.g. MyCR/Sakai, student email, and WebAdvisor)

As part of all orientation delivery methods district-wide, students receive information on available academic programs, support services including financial aid, and campus facilities. Available support service information includes: Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Veterans Resource Center, Student Health Center, Financial Aid, Learning Resource Center, Academic Support Center, and Counseling & Advising. Additionally, information is provided related to available degree and certificates, math & English course sequence, First Year Experience (FYE), maintaining enrollment priority, academic progress, probation and dismissal, CR technology and the pre- and co-requisite challenge process. Available services and program information may be site specific.

In all orientations, information is delivered through a PowerPoint presentation and students are provided with handouts and links to college resources. In-person orientations are facilitated by a counselor or advisor. Students who attend orientation in-person receive assistance with class scheduling, register for the upcoming term(s), and develop an abbreviated student education plan. Students are provided with a recommended course package for their first semester that may include the following classes: math and/or English, First Year Experience or College Success, academic program requirements, and/or general education requirements. Course pathways may also include career planning or noncredit options depending on the individual student’s program of study or need for basic skills.
Counselors, advisors and student services specialists district-wide have developed partnerships and maintain working relationships with area high schools, alternative, continuation, and community education programs; including Del Norte, Mendocino, and Klamath-Trinity county areas. A memorandum of agreement has been established with the Hoopa Valley Tribe for the purpose of making education more accessible to the rural residents of the Klamath and Trinity Valleys. A Student Services Specialist is available at the Klamath-Trinity Instructional Site (KTIS) to provide instructional activities and student support services, including but not limited to, assessment and placement, financial aid, advising, EOPS and DSPS.

Special programs (EOPS, TRiO, Veteran Resource Center, CalWORKS, and DSPS) may conduct additional orientations for new students in their programs. Students are provided information specific to these program requirements, expectations, services, policies and procedures.

At this time, failure to participate in orientation does not result in a hold on students’ registration. Therefore, some students complete orientation (in-person individually or group, or online) after they have registered for classes. Failure to participate in orientation does result in loss of enrollment priority, pursuant to Title 5 section 58108, until orientation, the assessment and placement process, and education plan development have been completed.

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

<table>
<thead>
<tr>
<th># of FTE Positions</th>
<th>Job Title</th>
<th>Funding Type</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>1.00</td>
<td>Director, Counseling and Advising</td>
<td>SSSP</td>
<td>Responsible for overall administration, coordination and supervision of implementing SB1456.</td>
</tr>
<tr>
<td>0.20</td>
<td>Director, Institutional Effectiveness</td>
<td>District Match</td>
<td>Responsible for institutional research, coordination and supervision of technology related functions of SB 1456 implementation.</td>
</tr>
<tr>
<td>0.25</td>
<td>Database Analyst</td>
<td>District Match</td>
<td>Responsible for coordination and implementation of technology related functions of SB 1456.</td>
</tr>
<tr>
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<td>Senior Applications Analyst</td>
<td>District Match</td>
<td>Responsible for coordination and implementation of technology related functions of SB 1456.</td>
</tr>
<tr>
<td>0.10</td>
<td>Systems Operator</td>
<td>District Match</td>
<td>Responsible for coordination and implementation of technology related functions of SB 1456.</td>
</tr>
<tr>
<td>0.20</td>
<td>Director, Special Programs and Academic Support</td>
<td>District Match</td>
<td>Responsible for overall administration, coordination and supervision of EOPS/CARE, Academic Support, and related services.</td>
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<tr>
<td>3.34 3.97</td>
<td>Counselors (includes full-time &amp; part-time)</td>
<td>SSSP District Match</td>
<td>Provides counseling and advising through orientation, educational planning, and follow-up services.</td>
</tr>
<tr>
<td>1.20</td>
<td>Student Development Advisors</td>
<td>District Match</td>
<td>Provides academic advising through orientation, educational planning, and follow-up services.</td>
</tr>
<tr>
<td>1.28</td>
<td>Student Services Specialists</td>
<td>District Match</td>
<td>Schedules appointments, assists with coordination of events and workshops, responsible for data collection and documentation.</td>
</tr>
<tr>
<td>1.25</td>
<td>Instructional Support Specialists</td>
<td>District Match</td>
<td>Schedules appointments, assists with coordination of events and workshops, responsible for data collection and documentation.</td>
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<tr>
<td>2.00</td>
<td>Administrative Office Assistants</td>
<td>District Match</td>
<td>Provides clerical office support, schedules appointments, and addresses student requests and questions.</td>
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</table>

Includes only those positions that are referenced in the SSSP Budget Plan. Positions funded by other state categorical programs such as EOPS, DSPS, Veterans, and CalWORKS that may provide core SSSP services are not included in the # of FTE positions above.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.
An online orientation has been developed in-house using a series of web pages that includes the same content as the PowerPoint presentation used with the in-person group orientations. Upon completion of the online orientation, students provide their name and identification number which generates an email to the Counseling and Advising Office. The email is used by staff to track completion of orientation for reporting purposes. Staff support for online orientation is required from the Counseling, Institutional Research, and Technical Services departments. As described in our SSSP Annual Plan (Attachment D), we will further enhance our online orientation by improving upon our delivery, access, and tracking processes.

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

Orientation Checklist (Required Policy or Procedure)

(1) Academic expectations and progress and probation standards pursuant to section 55031; Referenced from RCCD Administrative Procedure 4250 - Academic Standing
(2) Maintaining registration priority pursuant to section 58108; Referenced from RCCD Administrative Procedure 5055 - Enrollment Priorities
(3) Prerequisite or co-requisite challenge process pursuant to section 55003; Referenced from RCCD Administrative Procedure 4260 - Prerequisites and Corequisites
(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; and Referenced from RCCD Administrative Procedure 5030 - Fees
(8) Available education planning services. Referenced from RCCD Administrative Procedure 5050 - Student Success and Support Program

Orientation services have been developed and implemented through in-person individual appointments, group settings, and online in accordance with title 5 section 55521 and provide information in the following areas:

- Importance of the assessment and placement process and descriptions of the math and English course sequence
- Services for students and how they can be accessed: counseling and advising, financial aid, DSPS, EOPS, TRiO, CalWORKs, Veteran Resource Center, and other student support programs and services
- How to choose a major/program of study and subsequent general education planning
- CR technology tools available through the College website: WebAdvisor, MyCR/Sakai, and student email
- Costs of attendance
- First Year Experience
- Development of an abbreviated education plan and importance of timely completion of their goals

These additional items from the orientation checklist have been included in all orientation delivery methods since summer 2014:

- Academic expectations and progress and probation standards
- Maintaining registration priority
- Prerequisite or co-requisite challenge processes
- Maintaining Board of Governors Fee Waiver eligibility
- Academic calendar and important timelines and deadlines

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

To provide a comprehensive orientation, the Eureka campus should identify a designated location, such as a computer lab, to provide responsive and timely orientations to students in-person. As described in our SSSP Annual Plan (Attachment D), the online orientation will be enhanced with continued
development of an in-house system to increase accessibility and tracking for reporting purposes. A communication management system to electronically notify students will be used to facilitate student contact with a counselor or advisor after completing orientation to provide additional education planning support. Additionally, a video conference system will allow counseling staff to provide enhanced orientation and advising support to students via distance.

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

## ii. Assessment and Placement

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

The target student audience includes all new students to CR, as well as continuing and returning students who need to take a course with a math or English pre-requisite. The average number of students assessed for the first time annually is approximately 1,650. In addition, about 300 students re-test annually. In the 2013-2014 academic year, 128 students retested for English only, 68 students retested for math only, and 128 students retested for both English and math. All new, non-exempt students are required to complete the math and English placement process to qualify for priority enrollment. Students are also required to complete the placement process to enroll in math or English classes, or classes with math and/or English prerequisites that were not otherwise met (i.e. transfer student with other college coursework).

Placement tests are administered on an on-going basis at the Academic Support Center located at the Eureka campus as well as the Del Norte, Klamath-Trinity, and Mendocino sites. CR also provides remote proctoring for students coming from other states and other counties in California. Peak times for assessment are prior to the fall and spring terms, from April through August and November through January. The assessments are fully computerized and provide immediate results upon completion. Accommodations for qualifying students are available at the testing centers on each campus or site. CR accepts placement results from all other California community colleges. Assessment results from all four year colleges must be evaluated and may be used as part of the multiple measures placement process. Assessment testing results must have been within the past three years to be accepted.

Counselors, advisors and support service specialists district-wide have developed partnerships and maintain working relationships with area high schools, alternative, continuation, and community education programs. This includes Del Norte, Mendocino, and Klamath-Trinity county areas. CR partners with local high schools, alternative, continuation, and community education programs at their locations to provide placement testing for individuals considering enrollment at CR.

Before taking a placement test, students are encouraged to have submitted an admissions application to the college and have a student identification number. Students are informed of placement testing requirements and services in the initial “Welcome to CR” email from the college. Students are also directed to study guides and practice tests available on the college web-site.

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

<table>
<thead>
<tr>
<th># of FTE POSITIONS</th>
<th>JOB TITLE</th>
<th>FUNDING TYPE</th>
<th>ROLE</th>
</tr>
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<tbody>
<tr>
<td>1.00</td>
<td>Director, Counseling and Advising</td>
<td>SSSP</td>
<td>Responsible for overall administration, coordination and supervision of implementing SB1456.</td>
</tr>
<tr>
<td>0.20</td>
<td>Director, Institutional</td>
<td>District Match</td>
<td>Responsible for institutional research, coordination and supervision</td>
</tr>
</tbody>
</table>
3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

CR administers the computer-based Accuplacer tests by 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. Additional multiple measures used in-person individually and in groups 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

Math, English, and ESL faculty, in coordination with Institutional Research, Counseling, and area Deans recently reviewed the placement process. Revisions were made to course placement cut scores and advising zones. Improvements were made and further clarification was provided to support the multiple measures evaluation process.

Students that are not satisfied with their math placement, or that place into an advising zone, are allowed to complete a local Optimath assessment as an additional multiple measure. The College also offers math review and noncredit...
courses for students who wish to brush-up on their skills and/or retest.

For English placement, the following multiple measures are used for students with an Accuplacer score in the advising zone: A) students who are able to provide high school transcripts for their junior and senior year of English with a GPA of 3.0 within the past three years may be allowed to move up to the next higher placement; B) students can complete a writing sample and/or additional local reading and writing test evaluated by English faculty; or C) students who placed in the advising zone just below college level English may sign up for a one unit review course, which upon passing, will enable them to enroll in the next highest level.

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

We are not a multi-college district. However, CR accepts placement test results from other California Community Colleges that are less than three years old with supporting documentation. Test scores from other colleges are evaluated for validity determination.

5. Describe college or district policies and practices on:
   a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Pre-test practice:
Study guides and practice tests with immediate feedback upon completion, are available on the Academic Support Center website. Students are highly encouraged to take the practice tests and review their English and math skills prior to taking the placement tests. Students are referred to the on-line study guides and sample exams in their welcome letter, during high school outreach presentations and workshops, and again when they schedule their testing. The Academic Support Center also distributes printed study guides. The library maintains a list of older editions of textbooks, selected by math faculty that students can borrow to study and practice for the math placement test. We are also currently developing noncredit courses to support math and English test preparation.

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. As described in our SSSP Annual Plan (Attachment D), we will investigate best practices in regards to retake and recency policies.

Recency:
Assessment testing results must be within the past three years to be accepted. As described in our SSSP Annual Plan (Attachment D), we will investigate best practices in regards to retake and recency policies.

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

Students who have completed an English and/or math class at another college; an Advanced Placement (AP), International Baccalaureate (IB), College-Level Examination Program (CLEP), or Early Assessment Program (EAP) exam in English and math with a qualified score; or an approved assessment test at another California Community College can complete the placement process by meeting with a counselor or advisor. The counselor or advisor evaluates the course and/or test and utilizes multiple measures to determine appropriate course placement.
7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

### iii. Counseling, Advising, and Other Education Planning Services

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

The target audience includes all currently enrolled, nonexempt students. Prospective students and those who have been dismissed from the college also receive counseling, advising, and education planning services. We anticipate that each semester all students will receive some level of counseling, advising, and/or other education planning services depending on their enrollment status (new, continuing, and returning) and/or number of units completed.

In Fall 2013, the student headcount included 4,975 actively enrolled at census. During the 2013-2014 academic year, 5,624 students district-wide were provided counseling, advising, and other education planning services. We estimate a similar or slightly higher number of students to be provided services for the 2014-2015 academic year. Based on Scheduling And Reporting System (SARS) reason code data, in the 2013-2014 academic year (through June 9, 2014), 11,469 advising contacts were recorded. Based on SARS reason code data for the 2013-2014 academic year (through June 9, 2014), 2,835 student education plan contacts were recorded.

Counseling, advising, and education planning services include academic, career, and limited personal counseling. Counselors and advisors assist students to understand education options, identify educational and career goals, and to create individual education plans to meet those goals. Counselors and advisors provide guidance to help students identify appropriate on and off campus resources to support their academic success. Counselors also help students understand personal strengths, motivation, interests, and abilities.

These services may be delivered through various methods, including group counseling/advising sessions, individual appointments, workshops, visits to classrooms, general studies and guidance credit and noncredit classes, 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.

Counseling, advising, and other education planning services are provided in a model using paraprofessional Student Services Specialists, Student Development Advisors and faculty counselors (full-and part-time). Faculty counselors are professionally trained to address personal issues, resolve academic anxieties, assist students in choosing career fields and majors, and problem solve other academic difficulties. With students on academic dismissal or probation, counselors work to develop individual success plans, which address the specific issues inhibiting academic success. Generally, advisors specialize in matters pertaining to educational programs: college policies, placement/assessment test interpretation, degree requirements, transferability, schedule planning, and graduation verification.

Special programs (EOPS, DSPS, CalWORKs, Veterans, and TRIO) also provide services delivered through group sessions, individual appointments, online resources, and a variety of education, career, financial literacy, and other student success workshops.

Counselors, advisors and support service specialists district-wide have developed partnerships and maintain working relationships with area high schools, alternative, continuation, and community education programs; including Del Norte, Mendocino, and Klamath-Trinity county areas. 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 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 visits vary by district-wide locations, HSU admissions counselors meet with prospective transfer students to assist with the admissions and transfer process.
Education planning is a comprehensive process that begins with multiple points of contact at various stages in the student’s academic pathway. These multiple points of contact include the following pre-enrollment services:

**Advertising-**
Part of our advertising campaign includes a brochure which outlines the necessary steps to the enrollment process. The steps include admissions and financial aid applications, accessing student email, completion of the math and English placement process, orientation, registration, and payment of fees. This brochure is distributed at all outreach events and provided to prospective students at various community locations. This brochure is also posted to our website in an interactive format where students can use links to access more information about each step. In addition, advertisements run regularly on local radio and television stations encouraging the community to view the College website and contact the Admissions and/or Counseling departments for more information.

**Outreach-**
Teaching and non-teaching faculty, as well as counseling and advising staff participate in a variety of outreach events throughout the academic year, including, but not limited to, on-campus activities such as middle school visits and Counselors’ Day, tabling at a variety of community events, high school parent nights, career fairs, and high school classroom visits. During these events the brochure mentioned above is provided to attendees, and if the opportunity is available, a presentation is delivered to communicate the steps required. Student Services staff with knowledge of the enrollment and education planning processes participate in these events to answer questions and provide further information about beginning successful education planning.

**Application-**
After applying to College of the Redwoods, students receive an email to their personal email address describing the next steps in the enrollment process.

**Math, English, and ESL assessment testing and placement-**
Placement tests are administered on campus and at several local high schools, alternative, continuation, and community education programs. The assessments are fully computerized and provide immediate placement results upon completion. Students are informed of how their placement in the math, English, and/or ESL sequence relates to their education goal or academic program. Depending on the setting and time period, after completion of assessment testing and placement, students are scheduled for an orientation. Assessment and placement were discussed in more detail in the prior Assessment and Placement section of this plan.

After completion of the above pre-enrollment services, students are required to participate in orientation to qualify for enrollment priority.

**Orientation-**
Orientation services are offered online, by phone and/or email, in-person individually and in group settings. During orientation students learn about general education, course requirements, and unit requirements needed for degrees, certificates, and transfer. Students learn how to choose which courses are appropriate for their education goal and academic program, where to locate information about CR programs, and how to successfully register for classes. Information and resources are provided to students during in-person orientations to facilitate course selection and to develop an abbreviated student education plan. Orientation is discussed in more detail in the prior Orientation section of this plan.

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

Various counseling, advising, and other education planning services are offered online, in person, individually and in
group settings:

- Services and information available online include: orientation, career exploration and job search resources, transfer resources, articulation agreements, program evaluation or degree audit, class registration, and assistance from counselors and advisors with all aspects of the enrollment process via distance (phone and/or email).
- Services offered in person individually include: orientation, pre-enrollment services, abbreviated and comprehensive SEP development, and other academic, career, and/or limited personal counseling.
- Services offered in group settings include: orientation, pre-enrollment services with local high schools, abbreviated SEP development, registration assistance, career planning and other student success workshops.

Both drop-in and appointments are available to students district-wide in all programs providing counseling and advising services (i.e. EOPS, DSPS, TRiO, etc.). A counseling appointment can be scheduled in person, by phone, or via email for 30 or 60 minute increments for both counselors and advisors depending on the services requested by the student (education planning, transcript evaluation, financial aid appeals, etc.). Generally, students are able to schedule an appointment with a counselor or advisor within a week. Although the specific times and staffing vary, counselors and advisors are available for drop-in sessions every day and the average wait time is approximately 15 minutes. During peak periods (typically once registration has begun and through the first week of school), access to in-person individual appointments is limited. During peak periods, the wait time for drop-in counseling has been as long as two hours.

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

Abbreviated two-semester student education plans are developed as part of in-person orientations district-wide. 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. 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.).

Abbreviated education plans are also developed during individual appointments, drop-in with advisors or counselors, or in group workshop settings. Students in the CalWORKs, EOPS, TRiO, and Veterans programs are required to have an education plan updated each semester. The scope and content of information provided to develop an abbreviated education plan may vary among programs and sites.

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

Students identify or update their education goal and course of study (academic program) as part of the in-person orientation. Additionally, as part of the in-person orientation, students are directed to resources on the College website such as the catalog, schedule of classes, programs of study, and UC/CSU transfer guidelines. Students are encouraged to enroll in a First Year Experience or College Success course to help them further define their goals and develop a comprehensive and individualized educational plan. In addition to providing information about the programs of study, certificates, and associate degrees available at the College, the Counseling & Advising website provides transfer information links to ASSIST, IGETC, and GE CSU Breadth. At this time, comprehensive education plans are developed with individual appointments with a counselor or advisor.

As described in our SSSP Annual Plan (Attachment D) the Counseling and Advising department, in collaboration with other service areas will provide opportunities such as workshops and individual or group sessions for students to develop comprehensive education plans. Staff training will be made available for Ellucian’s Student Planning Module when implemented this year.

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

<table>
<thead>
<tr>
<th># of FTE Positions</th>
<th>JOB TITLE</th>
<th>FUNDING TYPE</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>Director, Counseling and Advising</td>
<td>SSSP</td>
<td>Responsible for overall administration, coordination and supervision of implementing SB1456.</td>
</tr>
<tr>
<td>0.20</td>
<td>Director, Institutional Effectiveness</td>
<td>District Match</td>
<td>Responsible for institutional research, coordination and supervision of technology related functions of SB 1456 implementation.</td>
</tr>
<tr>
<td>0.25</td>
<td>Database Analyst</td>
<td>District Match</td>
<td>Responsible for coordination and implementation of technology related functions of SB 1456.</td>
</tr>
<tr>
<td>0.15</td>
<td>Senior Applications Analyst</td>
<td>District Match</td>
<td>Responsible for coordination and implementation of technology related functions of SB 1456.</td>
</tr>
<tr>
<td>0.10</td>
<td>Systems Operator</td>
<td>District Match</td>
<td>Responsible for coordination and implementation of technology related functions of SB 1456.</td>
</tr>
<tr>
<td>0.20</td>
<td>Director, Special Programs and Academic Support</td>
<td>District Match</td>
<td>Responsible for overall administration, coordination and supervision of EOPS/CARE, Academic Support, and related services.</td>
</tr>
<tr>
<td>3.34</td>
<td>Counselors (includes full-time &amp; part-time)</td>
<td>SSSP</td>
<td>Provides counseling and advising through orientation, educational planning, and follow-up services.</td>
</tr>
<tr>
<td>3.97</td>
<td></td>
<td>District Match</td>
<td>Provides academic advising through orientation, educational planning, and follow-up services.</td>
</tr>
<tr>
<td>1.20</td>
<td>Student Development Advisors</td>
<td>District Match</td>
<td>Provides academic advising through orientation, educational planning, and follow-up services.</td>
</tr>
<tr>
<td>1.28</td>
<td>Student Services Specialists</td>
<td>District Match</td>
<td>Schedules appointments, assists with coordination of events and workshops, responsible for data collection and documentation.</td>
</tr>
<tr>
<td>1.25</td>
<td>Instructional Support Specialists</td>
<td>District Match</td>
<td>Schedules appointments, assists with coordination of events and workshops, responsible for data collection and documentation.</td>
</tr>
<tr>
<td>2.00</td>
<td>Administrative Office Assistants</td>
<td>District Match</td>
<td>Provides clerical office support, schedules appointments, and addresses student requests and questions.</td>
</tr>
</tbody>
</table>

Includes only those positions that are referenced in the SSSP Budget Plan. Positions funded by other state categorical programs such as EOPS, DSPS, Veterans, and CalWORKs that may provide core SSSP services are not included in the # of FTE positions above.

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

The technology tools used for education planning include:
- The degree audit function using Ellucian’s program evaluation through our current E-Advising system.
- Websites accessed during planning sessions may include: ASSIST, CSUMentor, UC Transfer Admission Planner, Transfer Counselor Website, Humboldt State University Transfer Guide, CA Virtual Campus, CA Community College Chancellor’s Office, and California Colleges.
- Other online resources such as tutorials, Power Point presentations, and on-line 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.
- Some programs use Word documents or Excel spreadsheets saved to a shared drive as comprehensive education plans to meet specific program requirements (EOPS and DSPS).

As described in our SSSP Annual Plan (Attachment D), the following technology tools will be implemented in the 2014-2015 academic year:
- Ellucian’s Student Planning Module is being implemented this year to allow students to develop education plans with less technical support from counseling/advising.
- A video conferencing system will be used to facilitate advising sessions for students off campus.
7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

iv. Follow-Up for At-Risk Students

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

The target student audience include those in the following at-risk categories:
- Enrolled in Basic Skills Courses
- No Identified Education Goal or Course of Study
- Academic or Progress Probation or Facing Dismissal

Enrolled in Basic Skills Courses
Basic Skills students are identified by their assessment and placement results, as well as enrollment in Basic Skills courses. Basic Skills courses are defined as developmental credit and noncredit courses as specified by Title 5.

The chart below shows the number of students taking at least one basic skills course per year:

<table>
<thead>
<tr>
<th>Year</th>
<th>Basic Skills Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - 2011</td>
<td>1,881</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>1,727</td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>1,463</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>1,299</td>
</tr>
</tbody>
</table>

Programs and services such as counseling and advising, tutoring, ESL, General Studies and Guidance courses, workshops, and noncredit courses are available to all students, specifically targeted to those at pre-collegiate level in math, English & ESL. Students who may be eligible for additional support services and programs are identified and notified of eligibility.

Tutoring services are provided in person and available online through tutor.com. Tutoring services for students in math and English courses are provided in the Academic Support Center with funding supported through Basic Skills Initiatives. 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. As referenced in our SSSP Annual Plan (Attachment D), we will collaborate with the Basic Skills Committee, Institutional Research, and Academic Senate to further define intervention strategies to increase progression in basic skills classes.

The Counseling and Advising department was granted Basic Skills Initiative funding for a temporary professional resource matter expert position to support outreach efforts to local high schools and community groups, assist students with the enrollment process, and provide mentoring for basic skills/ESL students during their first year.

The EOPS program targets instructional support services to at-risk students in math & English basic skills courses. The DSPS program offers specialized instructional support services to eligible students in Guidance courses.
Faculty receive a tutoring schedule for specific disciplines each semester and information on how to refer students who need help to appropriate programs and services. Tutoring schedule flyers are posted on campus. At the Del Norte site, TRiO student tutors visit all academic classes to promote their tutoring services and availability. Dialogue sessions related to the work of the Basic Skills committee and relevant student data are offered to faculty and staff at least twice during the year. This year, we will make a point of reporting out on the Basic Skills Committee activities twice a year in dialogue sessions. Additionally, the Instructional and Student Development program review process requires faculty and staff to reflect on the success of students in specific at-risk categories. Teaching faculty participate in staff meetings and events which highlight support services, programs, and their student achievements. Faculty are provided a resource handbook and information regarding College programs and services are highlighted in new faculty orientation sessions. We assume that faculty and staff regularly provide informal referrals or recommendations to students regarding support services.

As noted in our SSSP Annual Plan (Attachment D), the College will investigate and implement an early alert notification process to identify at-risk students and to provide specific services to those enrolled in basic skills classes.

**No Identified Education Goal or Course of Study**

In fall 2013, students educational goals were reported as follows:

<table>
<thead>
<tr>
<th>Goal Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unreported</td>
<td>27</td>
</tr>
<tr>
<td>Obtain associate degree &amp; transfer</td>
<td>1,869</td>
</tr>
<tr>
<td>Transfer without associate degree</td>
<td>547</td>
</tr>
<tr>
<td>Obtain associate degree without transfer</td>
<td>421</td>
</tr>
<tr>
<td>Obtain vocational degree without transfer</td>
<td>116</td>
</tr>
<tr>
<td>Earn a vocational certificate without transfer</td>
<td>184</td>
</tr>
<tr>
<td>Discover/formulate career interests, plans and goals</td>
<td>142</td>
</tr>
<tr>
<td>Prepare for a new career</td>
<td>189</td>
</tr>
<tr>
<td>Advance in current job</td>
<td>84</td>
</tr>
<tr>
<td>Maintain certificate or license</td>
<td>46</td>
</tr>
<tr>
<td>Educational development</td>
<td>225</td>
</tr>
<tr>
<td>Improve basic skills in English, reading or math</td>
<td>151</td>
</tr>
<tr>
<td>Complete credits for high school diploma or GED</td>
<td>133</td>
</tr>
<tr>
<td>Undecided</td>
<td>673</td>
</tr>
<tr>
<td>Move from noncredit to credit coursework</td>
<td>5</td>
</tr>
<tr>
<td>Already a 4-year college student</td>
<td>163</td>
</tr>
</tbody>
</table>

Students who have not declared an education goal are initially identified upon completion of the admissions application. They are further identified during orientation at which time they are asked to provide information related to their career goal, education goal, course of study (intended major), and planned coursework to develop an abbreviated SEP. Students who self-identify as undeclared majors or are unsure of their academic goals are advised to enroll in a career planning course and referred to individualized career counseling.

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 currently being developed. The library maintains current books and other resources on careers, degrees and majors, and colleges or universities to assist in the exploration process.

Counselors and advisors often refer students to teaching faculty to further discuss majors and careers in their areas of
expertise. Most faculty are involved with professional associations and organizations which can further serve as resources for students.

**Academic or Progress Probation or Facing Dismissal**

In the 2012 – 2013 academic year, 1,449 of all students were on academic and/or progress probation, or dismissal. In the 2013 - 2014 academic year, 1,320 of all students were on academic and/or progress probation, or dismissal.

The chart below represents the academic standing for all students enrolled in the fall 2013 semester:

<table>
<thead>
<tr>
<th>Academic Standing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>3,619</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>78</td>
</tr>
<tr>
<td>Lvl 1 Academic Probation</td>
<td>391</td>
</tr>
<tr>
<td>Lvl 1 Prog &amp; Acad Prob</td>
<td>6</td>
</tr>
<tr>
<td>Lvl 1 Prog &amp; Lvl 2 Acad</td>
<td>2</td>
</tr>
<tr>
<td>Lvl 1 Progress Probation</td>
<td>117</td>
</tr>
<tr>
<td>Lvl 2 Academic Probation</td>
<td>197</td>
</tr>
<tr>
<td>Lvl 2 Prog &amp; Acad Dis</td>
<td>1</td>
</tr>
<tr>
<td>Lvl 2 Prog &amp; Acad Prob</td>
<td>1</td>
</tr>
<tr>
<td>Lvl 2 Prog &amp; Lvl 1 Acad</td>
<td>5</td>
</tr>
<tr>
<td>Lvl 2 Progress Probation</td>
<td>19</td>
</tr>
<tr>
<td>President’s Honors</td>
<td>312</td>
</tr>
<tr>
<td>Prog Dis &amp; Lvl 1 Acad</td>
<td>3</td>
</tr>
<tr>
<td>Progress Dismissal</td>
<td>5</td>
</tr>
<tr>
<td>Vice President’s Honors</td>
<td>219</td>
</tr>
</tbody>
</table>

Students on academic and/or progress probation are identified through the academic standing process completed at the end of each full term. This process verifies semester and cumulative grade point averages below a 2.0 and completion rates at or below 50% of attempted units.

Notification of academic or progress probation and/or dismissal is sent to students’ college email account no later than 3 weeks after the term ends. Students are then referred to meet with a counselor or advisor. Students are notified that their academic standing will impact enrollment priorities and may possibly impact their financial aid eligibility.

**Students on Academic and/or Progress Probation 1 & 2**

Counseling and Advising services, workshops, and noncredit courses are provided to address the various techniques and strategies to overcome academic and personal issues. Workshops and noncredit courses include special topics such as time management, stress management, conflict resolution, study skills, and financial literacy.

During individualized counseling and advising sessions, the counselor or advisor and the student identifies reasons why the student is on probation. Follow-up meetings may take place later on in the semester or earlier to meet student needs. Students will be encouraged to repeat courses, adjust their course-load, clarify their major, and/or review personal choices.

Instructors are encouraged to refer students to any number of appropriate services on campus. Tutoring, counseling, and advising services and provided from a variety of programs through the Counseling & Advising department, TRiO, Veterans, DSPS, and/or EOPS where early intervention can assist students in making informed choices and developing helpful strategies.
Students on Academic and/or Progress Dismissal

Per RCCD Administrative Procedure 4250 – Regulations Re: Academic Standing students are notified that an appeal for reinstatement to probationary status form is available if he/she has extenuating circumstances. After dismissal, readmitted students are required to schedule an appointment with a counselor or advisor prior to registration in the next term. As described in our SSSP Annual Plan (Attachment D), we will provide outreach and develop intervention strategies for students at level 2 academic and progress probation and dismissal.

Other At-Risk Populations

As we continue to analyze data and coordinate our services and plans (i.e. Student Equity Plan, Basic Skills Initiative, Annual Plan, etc.), we anticipate other at-risk student populations to be identified. As a result, specific strategies and interventions will be developed to address any disproportionate impacts.

In addition, College of the Redwoods created the Behavioral Intervention Team (BIT) to address student behaviors that may be detrimental to health and safety on the campus. Faculty and staff are able to notify the BIT team of any student behavior that disrupts the mission or learning environment of the college or causes concern for a student’s well-being. This may include suspected violations of college policies, failure in courses, excessive absences, concerns about a student’s physical or mental health, alcohol or drug abuse, or other changes in behaviors.

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

<table>
<thead>
<tr>
<th># of FTE Positions</th>
<th>Job Title</th>
<th>Funding Type</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>Director, Counseling and Advising</td>
<td>SSSP</td>
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<tr>
<td>0.20</td>
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<td>District Match</td>
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<tr>
<td>0.25</td>
<td>Database Analyst</td>
<td>District Match</td>
<td>Responsible for coordination and implementation of technology related functions of SB 1456.</td>
</tr>
<tr>
<td>0.15</td>
<td>Senior Applications Analyst</td>
<td>District Match</td>
<td>Responsible for coordination and implementation of technology related functions of SB 1456.</td>
</tr>
<tr>
<td>0.10</td>
<td>Systems Operator</td>
<td>District Match</td>
<td>Responsible for coordination and implementation of technology related functions of SB 1456.</td>
</tr>
<tr>
<td>0.20</td>
<td>Director, Special Programs and Academic Support</td>
<td>District Match</td>
<td>Responsible for overall administration, coordination and supervision of EOPS/CARE, Academic Support, and related services.</td>
</tr>
<tr>
<td>3.34</td>
<td>Counselors (includes full-time &amp; part-time)</td>
<td>SSSP District Match</td>
<td>Provides counseling and advising through orientation, educational planning, and follow-up services.</td>
</tr>
<tr>
<td>1.20</td>
<td>Student Development Advisors</td>
<td>District Match</td>
<td>Provides academic advising through orientation, educational planning, and follow-up services.</td>
</tr>
<tr>
<td>1.28</td>
<td>Student Services Specialists</td>
<td>District Match</td>
<td>Schedules appointments, assists with coordination of events and workshops, responsible for data collection and documentation.</td>
</tr>
<tr>
<td>1.25</td>
<td>Instructional Support Specialists</td>
<td>District Match</td>
<td>Schedules appointments, assists with coordination of events and workshops, responsible for data collection and documentation.</td>
</tr>
<tr>
<td>2.00</td>
<td>Administrative Office Assistants</td>
<td>District Match</td>
<td>Provides clerical office support, schedules appointments, and addresses student requests and questions.</td>
</tr>
</tbody>
</table>

Includes only those positions that are referenced in the SSSP Budget Plan. Positions funded by other state categorical programs such as EOPS, DSPS, Veterans, and CalWORKs that may provide core SSSP services are not included in the # of FTE positions above.

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

The technology tools used for follow-up services include:

- Student information system technology is used to identify and track at-risk students
SARS Software is used for counselor /advisor appointment scheduling, tracking and reporting. As described in our SSSP Annual Plan (Attachment D), additional technology tools that will be implemented include:

- A video conferencing system to facilitate advising sessions for students off campus
- Ellucian’s Student Planning Module to allow students to develop Student Education Plans with less technical support from counseling/advising

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

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

i. Instructional Research

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

The Office of Institutional Research will help develop an assessment plan to evaluate the effectiveness of services. Assessments will include a comparison of student achievement before and after implementation of new services. Specifically, indicators for which targets exist in the Institutional Effectiveness Scorecard, and for which CR has set Institution-Set Standards are as follows:

<table>
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<tbody>
<tr>
<td>Retention</td>
<td>88%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
<td>86%</td>
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<tr>
<td>Success</td>
<td>68%</td>
<td>68%</td>
<td>68%</td>
<td>68%</td>
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<td>63%</td>
<td>61%</td>
<td>59%</td>
<td>59%</td>
<td>55%</td>
<td>54%</td>
<td>56%</td>
<td>54%</td>
<td>60%</td>
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<tr>
<td>Online course success</td>
<td>63%</td>
<td>61%</td>
<td>60%</td>
<td>60%</td>
<td>65%</td>
<td>64%</td>
<td>63%</td>
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<tr>
<td>Fall to Fall Persistence-Full</td>
<td>47%</td>
<td>53%</td>
<td>55%</td>
<td>54%</td>
<td>49%</td>
<td>47%</td>
<td>46%</td>
<td>46%</td>
<td>50%</td>
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<tr>
<td>Fall to Fall Persistence-Part</td>
<td>35%</td>
<td>38%</td>
<td>38%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>39%</td>
<td>34%</td>
<td>40%</td>
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<tr>
<td>Degrees Awarded</td>
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<td>362</td>
<td>337</td>
<td>388</td>
<td>434</td>
<td>432</td>
<td>360</td>
<td>337</td>
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<td>Certificates Awarded</td>
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<td>211</td>
<td>180</td>
<td>175</td>
<td>165</td>
<td>162</td>
<td>189</td>
<td>162</td>
<td>200</td>
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<td>Transfers to 4-year</td>
<td>459</td>
<td>463</td>
<td>351</td>
<td>344</td>
<td>378</td>
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<td>354</td>
<td>344</td>
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<th>Enrollment over time</th>
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<tr>
<td>FTES</td>
<td>4,630</td>
<td>4,934</td>
<td>5,482</td>
<td>5,773</td>
<td>5,385</td>
<td>4,709</td>
<td>4,565</td>
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<tr>
<td>Headcount</td>
<td>7,908</td>
<td>8,878</td>
<td>10,182</td>
<td>10,747</td>
<td>9,572</td>
<td>8,560</td>
<td>7,644</td>
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</table>

Retention, success and persistence are expected to be affected by SSSP services within the first few semesters. Degree and certificate achievement and transfers are expected to be impacted, but will likely take somewhat longer to view noticeable improvements to baseline measures such that we reach targets. Performance will be disaggregated by student characteristics, including student equity group to see if some student groups are benefitting more than others.

The achievement indicators will be reviewed at least annually following a planned assessment strategy. This will happen along with regular evaluation of the institutional effectiveness scorecard, and through assessment of initiatives in the Institution’s Annual Plan which align with SSSP initiatives. The Office of Institutional Research will also facilitate dialogue sessions where academic and support service staff will meet to discuss the extent to which students are meeting targeted levels of achievement.

ii. Technology

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

- An in-house online orientation has been developed and will continue to be available while improvements are made to enhance tracking, student outcome assessment, and feedback.
- Accuplacer assessment testing can be offered on campus or offsite via cloud-based login.
- In-person and group advising sessions will be augmented with a video conferencing system.
- SARS Software solution for counselor/advising appointment scheduling, tracking, and reporting.
- We are currently using Ellucian’s e-advising for education plan development but will be upgrading to their Student Planning Module that will allow students to develop education plans with less technical support from counseling/advising.
- Students can perform transcript evaluation using Ellucian’s Degree Audit solution.
- Credentials Solutions provides transcript services to students.

IIc. Transitional Services Allowed for District Match

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

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

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

As described in RCCD Administrative Procedure 5050 – Student Success and Support Program:

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. Appeal Policies
   Describe the college’s student appeal policies and procedures.

The student’s right to appeal is integrated in several district policies and procedures:

- RCCD Administrative Procedure 5050 – Student Success and Support Program
- RCCD Administrative Procedure 5530 – Student Complaints Other than Academic Complaints or Unlawful Discrimination
- RCCD Administrative Procedure 5055 – Enrollment Priorities
- RCCD Administrative Procedure 4250 – Regulations RE: Academic Standing

Specific to SSSP services, and as described in Title 5 Sections 55500 et seq. and RCCD Administrative Procedure 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 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

3. Prerequisite Procedures

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

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.

At the time of writing this plan, RCCD Administrative Procedure 4260 – Prerequisites and Co-requisites is under review
and revision with Academic Senate. The existing procedure 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 student 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.

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

College of the Redwoods is planning a number of activities to involve, inform, and train the campus community during the 2014-2015 academic year. These activities may include:
- Convocation sessions and other activities with a specific focus on working with underrepresented and at-risk student populations
- Student Success Summit Fall 2014 with a focus on student persistence for underrepresented student population and at risk students
- Counseling and advising meetings which include district-wide representation from DSPS, EOPS, Veteran Resource Center, CalWorks, TRiO, Admissions and Financial Aid, Assessment, and Early College High School
- Annual Counselors Day this fall 2014 to provide SSSP-related information to district-wide 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 including Student Services Newsletter called Friday Update, a weekly email sent to all district employees from Vice President Instruction and Student Development
- 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 regarding student success and SSSP initiatives
- 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 conference this fall 2014

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

This current SSSP Plan has been coordinated to align student outcomes and actions with the district’s Student Equity Plan as well as the Basic Skills Plan for 2014-15. This alignment of goals ensures that the district has identified services and strategies to monitor and address student success and equity issues, make effort to mitigate any disproportionate impact on student access and achievement, and efficiently allocate 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, which coordinates action planning and implementation for all programs under a common theme (currently persistence) in order to unite faculty and staff in working towards a common set of outcomes.

6. **Coordination in Multi-Campus Districts**
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

Although we are not a multi-campus district, we do have other campus and instructional site locations where SSSP services are provided. Policies and procedures are centralized under one Board and Administrative Policy. Policies and procedures specific to the implementation of SSSP services are coordinated amongst all campus staff. Coordination and implementation of the SSSP initiatives are regularly reviewed via distance district-wide counseling meetings and site visits by the SSSP Coordinator and support staff.

**SECTION IV. ATTACHMENTS**

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

The following attachments are required:

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

Attachment B, **Organizational Chart**. Please attach a copy of your college’s 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.

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

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

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses.

You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

**ADDITIONAL INFORMATION**

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

Debra Sheldon  
California Community College Chancellor’s Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549  
dsheldon@cccco.edu  
(916) 322-2818
Attachment A
Student Success and Support Program Plan Participants

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Stakeholder Group</th>
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</thead>
<tbody>
<tr>
<td>Keith Snow-Flamer (Co-Chair)</td>
<td>Vice President Instruction and Student Development</td>
<td>Instruction and Student Development</td>
</tr>
<tr>
<td>Sheila Hall (Co-Chair)</td>
<td>Director of Counseling and Advising</td>
<td>Student Development, SSSP Coordinator</td>
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<tr>
<td>Angelina Hill</td>
<td>Director of Institutional Effectiveness</td>
<td>Institutional Research</td>
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<td>Carla Spalding</td>
<td>Controller</td>
<td>Business Office</td>
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<td>Cheryl Tucker</td>
<td>Director of Special Programs and Academic Support Center</td>
<td>Academic Support Center</td>
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<td>Johanna Helzer</td>
<td>Administrative Coordinator</td>
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<td>Kathy Goodlive</td>
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<td>Angela Stewart</td>
<td>Counselor</td>
<td>Counseling &amp; Advising</td>
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<tr>
<td>Marla Gleave</td>
<td>Dean, Career and Technical Education</td>
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<tr>
<td>Paul Chown</td>
<td>Database Analyst</td>
<td>Institutional Research, Technology Services</td>
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<td>Tracey Thomas</td>
<td>Dean, Mathematics, Science, Behavioral &amp; Social Sciences</td>
<td>Student Equity Plan Committee</td>
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<tr>
<td>Kristy Carlsen</td>
<td>Spanish faculty</td>
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<td>Philip Mancus</td>
<td>Social Sciences faculty</td>
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<tr>
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Attachment B
Organizational Chart
Attachment C
Student Success and Support Program Advisory Committee

It is the purpose of the CR SSSP Advisory Committee 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.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Position</th>
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<tbody>
<tr>
<td>Keith Snow-Flamer (Co-Chair)</td>
<td>Vice President Instruction and Student Development</td>
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<tr>
<td>Sheila Hall (Co-Chair)</td>
<td>Director of Counseling and Advising</td>
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<tr>
<td>Cheryl Tucker</td>
<td>Director of Special Programs and Academic Support Center</td>
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<tr>
<td>Kathy Goodlive</td>
<td>Manager, Admissions and Records</td>
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<tr>
<td>Crystal Morse</td>
<td>Veteran’s Resource Specialist</td>
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<tr>
<td>Lynn Thiesen</td>
<td>Registrar/Director, Enrollment and Financial Aid Services</td>
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<td>Angela Stewart</td>
<td>Counselor, Transfer Center Director</td>
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<td>Faculty member (vacant)</td>
<td>English Department Faculty</td>
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<td>Faculty member (vacant)</td>
<td>Math Department Faculty</td>
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<td>Erin Wall</td>
<td>Dean, Arts and Humanities Chair, Basic Skills Committee</td>
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<td>Tracey Thomas</td>
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<td>Julia Peterson</td>
<td>Noncredit Matriculation</td>
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<td>Paul Chown</td>
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<td>Kintay Johnson</td>
<td>Assistant Director, EOPS</td>
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<td>Mark Renner</td>
<td>Distance Education</td>
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Attachment D
Student Success and Support Program 2014-2015 Annual Plan
RESOURCES

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