



## **Student Success and Support Program Plan (Credit Students)**

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**2014-15**

District: Feather River Community College District  
College: Feather River College

**Report Due Postmarked by  
Friday, October 17, 2014**

**Email report to:**  
[cccssp@cccco.edu](mailto:cccssp@cccco.edu)

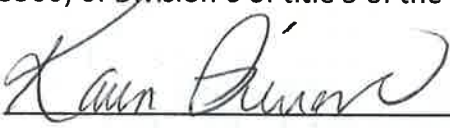

and

**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

<b>SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE</b>
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College Name: Feather River CollegeDistrict Name: Feather River College District

**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: Karen PiersonDate: 10-16-14Signature of the SSSP Supervising Administrator  
or Chief Student Services Officer: Name: Karen PiersonDate: 10-16-14Signature of the Chief Instructional Officer: Name: Derek LerchDate: 10/16/2014Signature of College Academic Senate President: Name: JEANETTE KOKOSINSKIDate: 10/17/2014Signature of College President: Name: KEVIN TAUTUADate: 10/16/14Signature of District Chancellor: N/A

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Contact information for person preparing the plan:

Name: Dr. Karen PiersonTitle: Chief Student Services OfficerEmail: kpierson@frc.eduPhone: 530 283 0202 ext 273

## SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

### Ila. Core Services

#### i. Orientation

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

New Student Orientation is required of all new students and can be completed either on line or in person, or both. The first opportunity students have to complete this requirement in person is at an event called "Day in the Mountains" where students hear presentations from faculty, advisors discuss the abbreviated student education plan, and all required orientation components are presented. Every spring approximately 100 students attend this event. In the fall of 2014, 245 students attended a half-day orientation program on campus. Orientation begins with a network fair consisting of approximately 20 businesses and services from the community, and 20 representatives from academic departments and student services. Students are directed to interact with at least five community representatives and five college representatives as they move from table to table. Students then attend three separate workshops which cover all required items in Title V. & 55521. The workshops are led by the Registrar and Financial Aid staff, the CSSO and ASB students, academic advisors, and information services staff.

Online orientation is available to all students through the website and can be completed at any time after an application is submitted. Every year approximately 300 students complete on line orientation.

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

Director of Admissions and Records- provides information about registration and college fees, how to understand prerequisites and co requisites, how to qualify for priority registration, how to avoid academic probation, the importance of the student ID, parking regulations, and the academic calendar.

Financial Aid Specialist- provides general information about financial aid, the financial aid calendar, and the BOG fee waiver including how to keep it.

Two Academic Advisors- provide information on developing both an abbreviated and comprehensive Student Education Plan, degree and transfer options, accessing the student portal, setting up student email, and on line classes.

CSSO- provides information on college policies and procedures related to safety, introduces all support services including: EOPS, CalWORKs, DSPS, Veterans Services, Foster Youth Liaison, Work Study, Instructional Resource Center which provides free tutoring for students, and the Child Development Center. Also included is information on how the student ID is a requirement to access fee-related services including Health Services and the bus service provided by Plumas Transit.

The Associated Student Officers-provide information about community resources, and student life/student activities.

Two Student Services Senior Office Assistants and CSSO- organize and promote the event to all new students; keep records of student attendance, compile evaluations.

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.

Online orientation is provided through COMEVO. The content is currently under review by the CSSO and the academic advisors to assure that all orientation components are included. We recently added a special path for student athletes, and plan to continue to develop new pathways for other student groups. Every year approximately 300 students complete this form of orientation.

Student Support Services (SSS) also offers an orientation for students who wish to participate in this federal TRiO program. This orientation also covers all the required components.

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

**Orientation Checklist (Required Policy or Procedure)**

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

In the fall of 2014 the orientation team (identified above) reviewed the checklist to assure that at least one team member covered the component in their presentation. We then developed an evaluation based on these eight items asking students to identify if they had learned about each of the items. The analysis of these evaluations indicates that most students report that they

learned about all the components covered. However, several commented that they do not want to listen to information that does not apply to them personally.

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.

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.

The budget includes a half time SSSP Director, combined with a half time Equity Director (paid for through Equity funds). This person will be responsible for all orientation activities. All student services staff will assist with presentations and workshops.

## **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.).

FRC requires that all students complete an assessment, and all students are informed that the college gives the ACCUPLACER several times a week and by appointment throughout the school year. Assessment scores are available immediately to students and are reviewed with them by an advisor. Every year approximately 500 students take the ACCUPLACER on campus, and an additional 109 are provided with this service through outreach to their high schools. According to Board policy, students may choose to waive participation in assessment based on the following: 1) they have earned an Associate or higher degree (unless they are enrolling in a specific course that requires an assessment prior to enrolling in the course, and the student has not completed the required assessment or equivalent course work; 2) they are taking a P.E. course only; 3) they can provide scores from a test from the approved list; 4) they have transferred from another college and have completed course work with a "C" or better including general education courses that provide evidence of skills in language, reading and mathematics; 5) they are admitted into a program of courses after an extensive assessment and evaluation completed by another agency; 6) they are enrolling in a course with an Instructional Service Agreement. However, every year only a few students ask for this waiver, and are informed that they need to work with an advisor to fulfill this requirement for priority registration.

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.

Senior Office Assistant Advising and Counseling - oversees and proctors ACCUPLACER testing service.

Two Academic Advisors - provide back up for ACCUPLACER proctoring, and provide interpretation of results;

Outreach Advisor - provides ACCUPLACER services in local high schools along with two federal TRiO advisors reaching 109 students in 6 high schools. In addition the ACCUPLACER diagnostic test was offered in two different high schools.

Institutional Research Coordinator - provides test score reports to local high schools.

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.)

The only tests used to complete the assessment requirement are the ACCUPLACER, COMPASS, Advanced Placement (AP), and International Baccalaureate (IB). The ACCUPLACER is available either on line or by using pencil and paper. Official COMPASS test score reports may be received electronically or from the student direct. In addition to the use of these test results, advisors and counselors review high school and/or college transcripts, listen for the student's level of motivation, and are currently considering the use of EAP. The process of using assessment for placement purposes takes place through the six identified counselors or advisors who may use the authority of the instructor to override a prerequisite for placement into a particular class.

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.

The college accepts student assessment scores and placement results only from the CCCC list of approved assessment instruments.

The college accepts placement results for COMPASS, Advanced Placement (AP), and International Baccalaureate (IB) tests. The results must be presented through an official score report.

5. Describe college or district policies and practices on:
- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
  - b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there

conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

The FRC website includes assessment test study resources. They can be found under Advising, Assessment Testing, and Assessment Test Study Resources. Students can click on the following links to access these resources: Accuplacer Sample Questions, Accuplacer Study App, A Plus math, math TV, Khanacademy, Purdue's Online Writing lab, Guide to Grammar and Writing, and Composition and Writing.

There is currently no policy on re-taking the test, but we are reviewing publisher guidelines.

We encourage both high school juniors and seniors to complete the ACCUPLACER. This provides them information about their skill level in Math in time to take math their senior year. Many high school seniors enrolled in summer courses as a result of their assessment scores so they could get caught up and be prepared for college level coursework in the fall. Prep courses included English 10, Math 305 and College 100/Successful Student.

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?

In addition to the tests listed above, we are currently reviewing the possibility of accepting EAP results with the Advising Task Force and the Basic Skills Committee.

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.

The Senior Office Assistant is assigned half-time to assessment. Also ACCUPLACER test units are purchased through this budget.

### **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.)

Advising and counseling services are delivered through two part time faculty EOPS counselors, two federal Student Support Services (SSS) academic advisors, and 1.5 general academic advisors,

one of which has a specific assignment for athletic advising as well as CalWORKs advising. EOPS counselors advise and prepare SEP plans for approximately 150 students annually, and SSS advisors advise and prepare SEP plans for approximately 160 students annually. The academic/athletic advisor advises and completes SEP plans for approximately 300 student athletes and 75 general students, and the academic advisor (who is assigned part time to advising and part time to outreach) completes approximately 100 SEP plans annually. All SEPs are developed person to person typically within a 20-40 minute time frame. The only exception to this is at Day in the Mountains held the last Monday in April, when 80-100 new students are advised in small groups, and only receive an abbreviated SEP. However, they are informed to contact their counselor/advisor before October when registration for spring begins to develop a comprehensive SEP. These services are all provided to all students on a continuous basis, including the summer months (excluding EOPS and SSS). New students are informed about the 5 steps required for priority registration which include: 1) apply for admission; 2) complete on line orientation; 3) send transcripts; 4) take the ACCUPLACER; 5) meet with an academic advisor or counselor and develop a SEP. Students who develop an abbreviated SEP are reminded to come back to develop a comprehensive SEP and also attend on site orientation.

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.

All services are provided in person through scheduled appointments. However, all advisors and counselors will respond to quick questions, and will see students without an appointment when possible. Some exceptions are made to provide advising and SEP development over the phone for students who live outside our region and cannot make a special trip to come to campus. Appointments are typically scheduled within the week, although there are peak advising periods that may cause a student to wait until the following week. Drop-in students are encouraged to make an appointment. Student office assistants may assist students waiting to see a counselor or advisor to use the Advising tools located on the college website under Student Services, Advising.

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

All students are provided a comprehensive student education plan unless their first contact with an advisor/counselor is at a group advising session at Day in the Mountains. The abbreviated plan includes an alignment with the degree and transfer goals which includes a combination of courses within the major and general education. Assessment scores are also used at this time to determine appropriate placement and progression.



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.

Advisors/counselors first review with each student their Degree goal aligned with their choice of major. Once identified the catalog is the best resource for degree and course selection. The advisors have also developed templates including degree requirements for the colleges where most FRC students transfer including the University of California system, the California State University system, the University of Nevada Reno, and the University of Southern Oregon. These degree requirements are aligned with FRC degree transfer requirements. Other resources used include the ASSIST website as well as the college website and college catalogue associated with the intended transfer college. In addition the Transfer Center Director (one of the advisors) organizes four trips a year to the colleges in the closest proximity to FRC and based on student interest.

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).

EOPS Counselor/Coordinator - two part time counselors serve EOPS students exclusively

SSS Advisor - One full-time and one .80 academic advisor are funded through a federal TRiO grant (Student Support Services) and serve qualified students only.

Academic/Athletic Advisor - one full-time academic/athletic advisor with .10 assignment to CalWORKs advisees.

Recruiter/Academic Advisor - one academic advisor serves .50 and .50 assigned to outreach.

New in this plan is a .50 SSSP Director and a part-time Counselor.

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 CurricUNET Suite includes a Student Advisement Module which contains 100% of the college's approved courses and programs/degrees. It serves as a resource to assist students in identifying their intended major, the specific degree or certificate they intend to pursue, and then track their progress on the component courses that are required for that award. It is integrated with the Banner system to provide a feedback loop for course actions (grades, drops, etc.) which affect the student on an ongoing basis. The Student Advisement Module (once developed) will include the following: 1) login and selection of a desired major and program/degree; 2) view student transcript; 3) develop a progress plan (by term) for the selected degree; 4) receive prescriptive advice on recommended courses to take by category in a specified term; 5) create a desired course list that may be used for enrolling in courses (to be developed through an interface with

Banner). In the future the company plans to develop a method to share the selected course with friends through social media.

The Banner Degree Audit Module (CAPP) has been used in the past by advisors and counselors. However, we plan to discontinue its use after the new Student Advisement Module is fully implemented due to issues of accuracy and labor-intensive maintenance.

We are currently planning to purchase the SARS appointment scheduling software.

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.

SARS estimated cost is \$15,000.

CurricUNET annual cost is \$12,135.

Salaries and benefits amounts for the part-time Counselor, Academic and Athletic Academic Advisors, Director of Admissions and Records, Senior Office Assistant, and Student Assistants are included in the budget report.

#### **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.

Each term the college sends approximately 100 letters to students who are either on Probation 1 or 2, and an additional 15 are academically suspended. This letter is sent under the signature of the CSSO, who recommends that the student see an advisor or counselor to learn about all the resources available at FRC to help raise their GPA during the next semester. The letter sent to students who are dismissed provides them with information on how to appeal, and depending on their circumstances must attend College 100 (Becoming a Successful Student) their next semester. All services are provided person to person, with the occasional use of phone consulting.

In addition, the Student Intervention Committee (shared governance) recently revised the online form designed to be used by faculty to report both academic and non-academic concerns. Faculty have the option of identifying as many of the following that apply: poor/low grades, weak basic skills, sporadic attendance, not completing work, and tutoring suggested. Both faculty and other staff may also report a concern for personal well-being, and a behavioral concern including disruptive behavior. The form is then received by the Senior Office Assistant who determines

which counselor/advisor will contact the student to make an appointment, and communicate back to the faculty or staff who referred the student.

This plan and budget includes the addition of a part time counselor whose job description will include strategies to reach out to students enrolled in basic skills, students who have not declared an educational goal, and students who are on academic probation.

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

Senior Office Assistant for Student Services- receives referral form and selects appropriate counselor/advisors

EOPS Counselors- contact EOPS students to discuss situation and make proper referrals

SSS advisors- contact SSS students to discuss situation and make proper referrals

Athletic/Academic Advisor and Part Time Advisor- contacts students to discuss situation and make proper referrals

Part time SSSP Counselor (new position to be added spring 2015)- develops and conducts workshops on student success; provides personal counseling and support

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

Due to small numbers and reliance on personal attention, no technology tools are proposed at this time. The Student Intervention Referral form is available on the FRC website under Faculty Resources, and can be accessed by staff as well.

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.

Newly created part-time counselor position will dedicate half his/her time to this activity.

## **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 Institutional Research Coordinator conducts a Student Exit Survey every year targeted to all students. Students are asked to rate their use and satisfaction with assessment, orientation, counseling, advising, and follow up services. In addition the CSSO develops an evaluation form for new student orientation with the following questions: What did you find most helpful about today's program? and What part did you find least helpful? How can we improve? For each of the required orientation components students are asked to check yes or no to each service.

**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.

FRC contracts with COMEVO to provide online orientation services. In the spring of 2015 we plan to work with company representative to determine if there are any new features that could further supplement our on-site orientation (budget is \$1000).

In addition in the spring of 2015 the counseling and advising staff is working with SARS to determine how their scheduling software could assist the Advising/Counseling Center to schedule student appointments. The approximate initial cost is \$15,000.

The college has contracted with the Strata Information Group (SIG) to assist advisors and the Director of Admissions and Records to make full use of the Banner Student module, and be able to identify all student groups at risk. The estimated cost is \$19,000.

CurricUNET is supported through this budget, and is described in iii6. Annual cost is \$12,135.

**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.

Currently the services listed above are not included under the SSSP, but are included in the 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.

The current Board policy 6.07.01 Matriculation is stated below:

**6.07.01.4 Exemptions**

It is the policy of Feather River college to strongly encourage students to participate in the matriculation program. However, students may choose to waive participation in all matriculation components with the exception of Admissions and Follow –up.

- A. **ORIENTATION EXEMPTION CRITERIA:** The following five categories of students are exempt from the college's matriculation orientation requirements:

1. All students with an associate or higher degree; and/or
  2. All students taking less than six units and not accumulating ten units, (with the exception of English and math courses); and/or
  3. All students taking P.E. courses only; and/or
  4. All continuing students; and/or
  5. Those students whose life experiences suggest that they would not further benefit by Orientation as judged by a counselor.
- B. ASSESSMENT EXEMPTION CRITERIA: The following categories of students are exempt from the college's matriculation assessment requirement:
1. All students with an associate or higher degree unless the student is enrolling in a specific course that requires assessment prior to enrolling in the course, and the student has not completed the required assessment or equivalent course work; and/or
  2. Students taking P.E. courses only; and/or
  3. Students who can provide scores which comply with college adopted equivalencies; and/or
  4. Students transferring from another college who have completed course work with a "C" or better including general education courses that provide evidence of skills in language, reading and mathematics; and/or
  5. Students who are admitted into a program of courses after an extensive assessment and evaluation completed by another agency; and/or
  6. Students enrolling in Contract Instruction Courses.
- C. COUNSELING EXEMPTION CRITERIA: The following three categories of students are exempt from the college's counseling requirement:
1. Students who have an Associate Degree or higher; and/or
  2. Students enrolling in P.E. courses only; and/or
  3. Students taking less than six units (with the exception of English or math) and not accumulating ten units.

Note: Due to the approved date on this policy it will be reviewed by the Cabinet during the spring of 2015.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Board policy 6.07.01.3 provides a list of student entitlements. Number 6 on the list states the following:

Review the matriculation regulations of the California Community Colleges and file a complaint when he/she believes the college has engaged in any practice prohibited by these regulations. The regulations are available and complaints may be filed in the office of the Dean of Student Affairs in the Student Services building.

Note: Due to the approved date on this policy it will be reviewed by the Cabinet during the spring of 2015.

**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.

Administrative Policy 4260 provides information for establishing, reviewing, and challenging prerequisites and co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The policy includes both definitions and challenge procedures as well as where the information can be found (catalog and class schedule).

**4. Professional Development**

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

At Institution Day in January of 2013 Darla Cooper made a presentation to all employees entitled "Student Support (Re) defined, What students say they need to succeed". She also led a discussion in the afternoon soliciting ideas from faculty and staff. All participants were asked to commit to a new strategy to promote student success. Later in the spring, the CEO asked all staff to respond to a survey identifying what they had done, and identifying what impact their strategy made on student success. He also solicited new ideas for consideration in the future.

In the spring of 2014 the Professional Staff Development Committee organized a flex day activity consisting of a panel of students who shared with faculty and staff who and how they have been helped by staff interventions. Again in October of 2014 a student panel of re-entry students shared with faculty and staff who and how they have been aided in their success at FRC.

In the fall of 2013 the CSSO and two academic advisors attended the Student Success Summit, and the CSSO subsequently attended the SSSP training in the fall of 2014.

The Student Services Council is a shared governance committee which includes faculty representation and meets monthly. The implementation of the Student Success and Support Program has frequently been a topic of discussion.

Training using the Kiersey instrument designed to help undecided students choose a major or career goal was provided to advisors and counselors.

**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.

A data analysis of disproportionate impact is underway, which will lay the foundation for the Equity Plan. In order to maximize resources, and combine our efforts to reach all students through core services, this plan includes a budget for a Director of SSSP/Equity with both budgets

contributing equally. The focus of the SSSP Director's time will be on assuring that the four core services are provided to all students. The focus of the Equity Director's time will be on focusing on student success of the groups identified as not succeeding proportionate to the general student population.

The last Accreditation Self Study and site visit was held in 2012. At that time there were no concerns or recommendations for improving any of the core services. However, we are aware that ACCJC Standards have changed in 2014, and Standard IIC6 defines advising on pathways and II C5 defines orientation requirements similar to SSSP regulations.

The annual and comprehensive review program requires that each department set goals, implement strategies to meet these goals, and measure their effectiveness. All components of the SSSP are included under the Advising and Student Affairs reviews.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

#### 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 colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

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](mailto:dsheldon@cccco.edu)  
(916) 322-2818



## Attachment A

### Student Success and Support Program Plan Participants

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

Name: Kevin Trutna Title: Superintendent/President

Stakeholder Group: President's Cabinet

Name: Derek Lerch Title: Chief Instructional Officer

Stakeholder Group: President's Cabinet

Name: Karen Pierson Title: Chief Student Services Officer

Stakeholder Group: President's Cabinet

Name: Jim Scoubes Title: Chief Financial Officer

Stakeholder Group: President's Cabinet

Name: David Burris Title: Director of Human Resources

Stakeholder Group: President's Cabinet

Name: Jeanette Kokosinski Title: Academic Senate President

Stakeholder Group: President's Cabinet

Name: Cindy Hall Title: Classified Senate President

Stakeholder Group: President's Cabinet

Name: Mike Welser Title: Faculty Union President

Stakeholder Group: President's Cabinet

Name: Valerie Campa Title: CSEA Union President

Stakeholder Group: President's Cabinet

Name: Michelle Fulton Title: Associate Faculty Union President

Stakeholder Group: President's Cabinet

Name: Gretchen Baumgartner Title: SSS/TRiO Coordinator

Stakeholder Group: Student Services Council

Name: Leslie Mikesell Title: Director of Admissions/Records

Stakeholder Group: Student Services Council

Name: Audrey Peters Title: Director of Upward Bound

Stakeholder Group: Student Services Council

Name: Connie Litz Title: Administrative Assistant/Student Services

Stakeholder Group: Student Services Council

Name: Marci Lang Title: DSP&S Coordinator

Stakeholder Group: Student Services Council

Name: Sarah Ritchie Title: Residence Hall Manager

Stakeholder Group: Student Services Council

Name: Greg McCarthy Title: Athletic/Academic Advisor

Stakeholder Group: Student Services Council

Name: Jan Prichard Title: Director of Educational Talent Search

Stakeholder Group: Student Services Council

Name: Carlie McCarthy Title: Recruiter/Academic Advisor

Stakeholder Group: Student Services Council

Name: Cindy Barrett Title: EOPS Counselor/Coordinator

Stakeholder Group: Student Services Council

Name: Pamela Noel Title: EOPS Counselor

Stakeholder Group: Student Services Council

Name: Sara Frigo Title: Interim Director-Child Development Center

Stakeholder Group: Student Services Council

Name: Andre van der Velden Title: Interim Director – Financial Aid

Stakeholder Group: Student Services Council

## 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](#)